

Enrollment Numbers *(Reported March 2017)*

EARLY CHILDHOOD

Block I – 26
Block II – 41
Block III – 28
Block IV – 39
Fall 2016 ECE Grads – 24

SECONDARY EDUCATION

PES II – 19 (5 biology, 0 chemistry, 4 English, 6 history, & 4 math)
PES IV – 15 (3 biology, 0 chemistry, 4 English, 5 history, & 2 math)
Spring 2016 PES Grads – 13

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F10	3.26	3.38	Sp12
Sp11	3.07	3.30	F12
F11	3.12	3.38	Sp13
Sp12	3.26	3.44	F13
F12	3.24	3.48	Sp14
Sp13	3.18	3.52	F14
F13	3.37	3.54	Sp15
Sp14	3.21	3.47	F15
F14	3.18	3.42	Sp16
Sp15	3.32	3.50	F16
F15	3.30	---	Sp17
Sp16	3.36	---	F17
F16	3.44	---	Sp18
Sp16	3.39		F18

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F10	3.39	3.46	Sp12	3.37
Sp11	n/a	n/a	n/a	n/a
F11	3.33	3.43	Sp13	3.29
Sp12	n/a	n/a	n/a	n/a
F12	3.25	3.36	Sp14	3.33
Sp13	n/a	n/a	n/a	n/a
F13	3.29	3.37	Sp15	3.31
Sp14	n/a	n/a	n/a	n/a
F14	3.24	3.42	Sp16	3.38
Sp15	n/a	n/a	n/a	n/a
F15	3.25	---	Sp17	---
Sp16	n/a	n/a	n/a	n/a
F16	3.35	---	Sp18	---
Sp17	n/a	n/a	n/a	n/a

GACE Test Passing Rates – ECE graduates

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2009-2010	Early Childhood	79	80	98.7	---	---	93
2010-2011	Early Childhood	68	71	95.7	---	---	91
2011-2012	Early Childhood	58	59	98.0	---	---	92
2012-2013	Early Childhood	57	59	96.6	---	---	96
2013-2014	ECE-Old GACE	38	41	92.7	92.7	100	99
	ECE-New GACE	17	17	100	100 <i>Professional: 82.4 Induction: 17.6</i>	100 <i>Professional: 52.9 Induction: 47.1</i>	99
2014-2015	ECE-Old GACE	1	1	100	100	100	98/99
	ECE-New GACE	64	66	97	97	97	99/96

					Professional: 74.4 Induction: 22.1	Professional: 75.6 Induction: 22.1	
2015-2016	ECE-Old GACE	1	1	100	100	100	100/100
	ECE-New GACE	49	49	100	100 Professional: 74 Induction: 22.1	100 Professional: 69 Induction: 22.1	

Old & new GACE minimum passing score: 220 New GACE only: ➤Induction level: Scores of 220-249 ➤Professional level: Score of 250+

GACE Test Passing Rates - Secondary graduates

GACE test passing rates for secondary education students are not disaggregated to protect the anonymity of individual test takers.

GACE – Students Earning Professional Level at Graduation

(Passing both Test I & II at professional level)

ECE	PES*
36 of 49	11 of 13
73.5%	85%
<i>*All content areas combined for anonymity.</i>	

Reported Job Placement Rates (in teaching-related field)

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate
Spring 2009	71%	n/a
Spring 2010	86%	n/a
Spring 2011	82%	n/a
Fall 2011	70%	n/a
Spring 2012	67%	69%*
Fall 2012	61%	n/a
Spring 2013	58%	67%
Fall 2013	52%	n/a
Spring 2014	84%	88%
Fall 2014	57%	n/a
Spring 2015	51%	56%
Fall 2015	75%	n/a
Spring 2016	86%	85%
Fall 2016	71%	n/a

* First Secondary Grads

Employer Survey Results

- 2009-2010 Survey = 100%
- 2010-2011 Survey = 100%
- 2011-2012 Survey = 100% (*n=4*)
 - *100% (4/4) of the employers were satisfied on 23 of the elements of the survey. 25% (1/4) of the respondents believed that the teacher did not hold high expectations for all students, did not demonstrate a caring environment, and did not establish respectful and productive relationships with families and communities to support student learning.*
- 2012-2013 Survey results are unavailable. The GaPSC is creating new surveys.
- 2013-2014 Survey results are unavailable. The GaPSC is creating new surveys.
- 2014-2015 Survey results are unavailable. The GaPSC is creating new surveys.
- 2015-2016 Survey results are unavailable. The GaPSC is creating new surveys.

Alumni Satisfaction Results

- Of the two 2011-2012 Alumni who took and submitted the First-Year Alumni Survey, 100% rated the level of their preparation by the program at the end of their first year of teaching positively.
- Only one 2012 Alumni took and submitted the Second-Year Alumni Survey and s/he rated the level of his/her preparation by the program at the end of their first year of teaching positively.
- 2012-2013 Survey results are unavailable. The GaPSC is creating new surveys.
- 2013-2014 Survey results are unavailable. The GaPSC is creating new surveys.
- 2014-2015 Survey results are unavailable. The GaPSC is creating new surveys.
- 2015-2016 Survey results are unavailable. The GaPSC is creating new surveys.

Early Childhood Education (ECE) Graduate Completers' Survey Results Fall 2016

20 respondents

- **94%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - *Graduates were most confident (95%) in all statements in this category with the exception of their field placement experience helping them gain the expertise in content and curriculum (85%).*
 - *There was a 10% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (84%, up 8% from Fall 2015).*
- **93%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *There was little significant difference in the results of individual markers within this category (93.6%) with the exception of graduates' plans to establish respectful and productive relationships with families and communities to support student learning (85%). However, this marker shows an increase of 12% from Spring 2016 graduates.*

- *There was an 8% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (85%, up 8% from Fall 2015).*
- **92%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Graduates were most confident in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually; in their ability to implement effective classroom management strategies in all school spaces; and in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (95%).*
 - *Graduates were least positive that their field placement helped them gain the expertise in learning environments (85%).*
 - *There was an increase (7%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (85%, up 8% from Fall 2015).*
- **84%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *There was little significant difference in the results of individual markers within this category. However, graduates were least confident in their plans to use resources including available technology to keep accurate and up-to-date records (82%).*
 - *There was no change in the percentage of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (84%, up 6% from Fall 2015).*
- **93%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *There was no difference in the results of the individual markers within this category (95%) with the exception of graduates' belief that they are prepared to plan and carry out instructions and programs based on knowledge of the state and district performance standards, curriculum, students, learning environments, and assessment data. (85%).*
 - *There was an increase (9%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (84%, up 7% from Fall 2015).*
- **92%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident in being able to work collaboratively with colleagues and other professionals; in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families; in being prepared to follow established codes of conduct, including school and district policies; in being prepared to treat students equitably; and, in their plans to seek opportunities to learn based on reflection, input from others, and career goals (95%).*
 - *Graduates were least confident their field placement helped them gain the expertise in professionalism (85%).*
 - *There was an increase (7%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2016 survey (85%, up 9% from Fall 2015).*

It is noted that 100% of graduates for Fall 2016 obtained the ESOL endorsement (up 11% from Spring 2016).