

Enrollment Numbers (Reported October 2016)

EARLY CHILDHOOD

Block I – 42

Block II – 27

Block III – 41

Block IV – 25

Spring 2016 ECE Grads – 27 & 2 Completers (Certification only, Post-Baccalaureate)

SECONDARY EDUCATION

PES I – 18 (5 biology, 0 chemistry, 3 English, 6 history, & 4 math)

PES III – 15 (3 biology, 0 chemistry, 4 English, 6 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	---	F16
F15	3.30	---	Sp17
Sp16	3.36	---	F17
F16	3.44	---	Sp18

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	---

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 <i>Professional: 74.4 Induction: 22.1</i>	97 <i>Professional: 75.6 Induction: 22.1</i>	99/96

2015-2016	ECE-Old GACE	1	1	100	100	100	unavailable
	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*
18 of 26	11 of 13
69%	85%
<i>*All content areas combined for anonymity.</i>	

Reported Job Placement rates

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated (since last report)
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	78%	88%	
Fall 2014	57%	n/a	
Spring 2015	51%	50%	
Fall 2015	75%	n/a	√
Spring 2016	86%	85%	

* 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 Spring 2016

27 respondents

- **84%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - Graduates were most confident in being prepared to demonstrate broad, current, and specialized knowledge in their field (86%) and in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (86%).
 - Graduates were least confident in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards (81%) and their plans to stay current in their field(s) of expertise as an engaged learner (82%).
 - 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 Fall 2015 survey (76%, down 7.4% from Spring 2015).
- **85%** 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. However, there was a significant increase (8%) in the number of students

who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2015 survey (77%, down 6.6% from Spring 2015).

- **85%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *There was little significant difference in the results of individual markers within this category. However, there was a significant increase (8%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2015 survey (77%, down 2.6% from Spring 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, there was a significant increase (6%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2015 survey (78%, down 0.7% from Spring 2015).*
- **84%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident in their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data (86%), in reflecting on their practice and making necessary adjustments to enhance learning (86%), and that their field placement helped them gain the expertise in planning and instruction (86%).*
 - *Graduates were less confident in in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (78%).*
 - *Overall, there was a 7% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2015 survey (77%, down 0.6% from Spring 2015).*
- **85%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident in being able to in being able to work collaboratively with colleagues and other professionals (86%), in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families (86%), in being prepared to treat students equitably (86%), and in their plans to seek opportunities to learn based on reflection, input from others, and career goals (86%).*
 - *Graduates were less confident in being able to communicate respect and concern for all students (77%).*
 - *Overall, there was a 9% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2015 survey (76%, down 3.9% from Spring 2015).*

It is noted that 89% of ECE graduates for Spring 2016 obtained the ESOL endorsement (down 2% from Fall 2015).

Secondary (PES) Education Graduate Completers' Survey Results Spring 2016

12 respondents

- **90%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - *Graduates were most confident in being prepared to demonstrate broad, current, and specialized knowledge in their field(s) (92%), and in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards (92%).*
 - *Graduates were least positive in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (83%).*
 - *There was a 15% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (75%).*
- **94%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Five of eight markers in this category scored the most positive responses (100% each).*
 - *Graduates were least confident in the marker 'I feel confident in my ability to work with students identified as needing special education services' (75%). This continues to be the lowest marker in this category: Spring 2015 graduates (82.5%); Spring 2014 graduates (88.3%); and Spring 2013 graduates (70%).*
 - *However, there was an 11.5% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (82.5%).*
- **98%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Four of six markers in this category scored the most positive responses (100% each).*
 - *Graduates were least confident in their ability to implement effective classroom management strategies in all school spaces (92%) and in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (92%).*
 - *There was a 12.6% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (85.4%).*
- **100%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were fully confident in all markers of (four of four) in this category (100% each).*
 - *There was a 14.3% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (85.7%).*
- **100%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were fully confident in all markers of (five of five) in this category (100% each).*

- *There was a 14.9% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (85.1%).*
- **98%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Nine of ten markers in this category scored the most positive responses (100% each).*
 - *Graduates were least confident that their field placement helped them gain the expertise in professionalism (83%).*
 - *There was an 11.2% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2015 survey (86.5%).*

It is noted that one PES graduate for Spring 2016 obtained the ESOL endorsement. This endorsement was not previously offered for secondary education students.