

Spring 2022 Enrollment Numbers (Reported February 2022, updated March 2022)

EARLY CHILDHOOD

Block I – 23
Block II – 30
Block III – 21
Block IV – 56
Fall 2021 ECE Grads – 34

SECONDARY EDUCATION

PES II – 19 (2 biology, 1 chemistry, 7 English, 6 history, & 3 math)
PES IV – 19 (2 biology, 2 chemistry, 5 English, 9 history, & 1 math)
Spring 2021 PES Grads – 15

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F14	3.18	3.42	Sp16
Sp15	3.32	3.50	F16
F15	3.30	3.51	Sp17
Sp16	3.36	3.53	F17
F16	3.44	3.66	Sp18
Sp17	3.39	3.57	F18
F17	3.34	3.59	Sp19
Sp18	3.23	3.46	F19
F18	3.32	3.53	Sp20
Sp19	3.34	3.48	F20
F19	3.34	3.53	Sp21
Sp20	3.38	3.55	F21
F20	3.29	---	Sp22
Sp21	3.53	---	F22
F21	3.51	---	Sp23
Sp22		---	F23

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F14	3.24	3.42	Sp16	3.38
Sp15	n/a	n/a	n/a	n/a
F15	3.25	3.43	Sp17	3.41
Sp16	n/a	n/a	n/a	n/a
F16	3.35	3.34	Sp18	3.27
Sp17	n/a	n/a	n/a	n/a
F17	3.36	3.46	Sp19	3.26
Sp18	n/a	n/a	n/a	n/a
F18	3.34	3.41	Sp20	3.37
Sp19	n/a	n/a	n/a	n/a
F19	3.36	3.46	Sp21	3.36
Sp20	n/a	n/a	n/a	n/a
F20	3.47	---	Sp22	---
Sp21	n/a	n/a	n/a	n/a
F21	3.51	---	Sp23	---
Sp22	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 %
2015-2016	ECE-Old GACE	1	1	100	100	100	100
	ECE-New GACE	49	49	100	100 <i>Professional: 74 Induction: 22.1</i>	100 <i>Professional: 69 Induction: 22.1</i>	
2016-2017	ECE-New GACE	61	61	100	100 <i>Professional: 88.5 Induction: 11.5</i>	100 <i>Professional: 72.1 Induction: 27.9</i>	99

2017-2018	ECE-New GACE	60	60	100	100 Professional: 86.7 Induction: 13.3	100 Professional: 68.3 Induction: 31.3	99
2018-2019	ECE-New GACE	87	88	98.8	98.8 Professional: 76.1 Induction: 22.7	98.8 Professional: 69.3 Induction: 29.5	100
2019-2020	ECE-New GACE	97	98	99	100 Professional: 80.6 Induction: 19.4	99 Professional: 72.4 Induction: 26.5	100
2020-2021	ECE-New GACE	58	58	100	100 Professional: 72.4 Induction: 27.6	100 Professional: 65.5 Induction: 34.5	100

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)

Fall 2021	
ECE	PES*
19 of 34	n/a
55.8%	

*PES graduates in spring semester only.

Certification (Submitted for certification after meeting all requirements.)

A/Y 2016-2017		A/Y 2017-2018		A/Y 2018-2019		A/Y 2019-2020		A/Y 2020-2021	
ECE n=61	100%	ECE n=61	94%	ECE n=84	98.8%	ECE n=94	95.7%	ECE n=57	98.3%
PES n=15	87%	PES n=18	89%	PES n=18	90%	PES n=19	95.7	PES n=15	100%

Reported Job Placement Rates

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated (since last report)
Fall 2014	89%	n/a	
Spring 2015	87%	94%	
Fall 2015	91%	n/a	

Spring 2016	93%	92%	
Fall 2016	96%	n/a	
Spring 2017	97%	93%	
Fall 2017	100%	n/a	
Spring 2018	97%	94%	
Fall 2018	85%	n/a	
Spring 2019	83%	91%	
Fall 2019	81%	n/a	
Spring 2020	86%	94%	
Fall 2020	21%*	n/a	
Spring 2021	71%	7%*	
Fall 2021	3%*	n/a	

* Only self-report available.

Survey of Induction Teachers Results

2021 data for 2020 graduates will be available for fall reporting from the GaPSC.

4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

- 2020 (2019 Graduates) $n=14$
 - Individual inductee overall averages ranged from 1.38 to 3.89
 - Area where inductee teachers feel **least** confident:
 - Engage learners in monitoring their own progress (*avg. 2.62*)
 - Area where the inductee teachers feel **most** confident:
 - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (*avg. 3.43*)

Survey of Employers of Induction Teachers Results

2021 data for 2020 graduates will be available for fall reporting from the GaPSC.

4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

- 2020 (2019 Graduates) $n=41$ employers
 - Individual inductee employer overall averages ranged from 1.15 to 4.00
 - Area employers feel **least** confident with inductee teachers' abilities:
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students (*avg. 3.03*).
 - Area employers feel **most** confident with inductee teachers' abilities:
 - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.75*)

Early Childhood Education (ECE) Graduate Completers' Survey Results Fall 2021

32 of 35 respondents

- **95%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - *Graduates were most confident in :*
 - ✓ *in their plans to relate their field to other areas of the school and to everyday life (97%)*
 - ✓ *that their field placement helped them gain the expertise in content and curriculum (97%)*
 - *Graduates were least confident*
 - *in being prepared to demonstrate broad, current, and specialized knowledge in their field(s) (94%)*
 - *in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (94%)*
 - *in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards(94%)*
 - *in their plans to stay current in their field(s) of expertise as an engaged learner (94%)*
 - ❖ *5% increase from Spring 2021 (90%)*
 - ❖ *3% increase from Fall 2020 (92%)*

- **97%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident in all markers but one in this category (all 97%):*
 - ✓ *in their plans to hold high expectations for all believing that everyone can learn at high levels*
 - ✓ *feeling prepared to demonstrate an understanding of how students develop and learn*
 - ✓ *in their ability to work with students identified as needing special education services*
 - ✓ *in their ability to effectively communicate with students from diverse cultural backgrounds*
 - ✓ *in their plans to use the best professional practices to meet the needs of diverse learners*
 - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning*
 - ✓ *that their field placement helped them gain the expertise in knowledge of students, teaching, and learning*
 - *Graduates were least confident in*
 - *in their understanding of how factors in environment inside and outside of school may influence students' lives and learning (94%)*
 - ❖ *7% increase from Spring 2021 (90%)*
 - ❖ *10% increase from Fall 2020 (87%)*

- **97%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Graduates were most confident in all markers but one in this category (all 97%):*
 - ✓ *in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually*
 - ✓ *in being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks*
 - ✓ *in their ability to implement effective classroom management strategies in all school spaces*
 - ✓ *in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning*
 - ✓ *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools*
 - *Graduates were least confident*
 - *that their field placement helped them gain the expertise in learning environments (94%)*
 - ❖ *5% increase from Spring 2021 (92%)*

- ❖ *8% increase from Fall 2020 (89%)*
- **96%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were most confident in*
 - ✓ *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (9%)*
 - ✓ *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (97%)*
 - *Graduates were less confident*
 - *in their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions (94%)*
 - *in their plans to use resources including available technology to keep accurate and up-to-date records (94%)*
 - ❖ *6% increase from Spring 2021 (90%)*
 - ❖ *Same as Fall 2020 (96%)*
- **96%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident in all of the following markers in this category (97%):*
 - ✓ *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*
 - ✓ *in their plans to keep up with and use methods consistent with current theory, research, and practice*
 - ✓ *in reflecting on their practice and making necessary adjustments to enhance learning*
 - ✓ *that their field placement helped them gain the expertise in planning and instruction)*
 - *Graduates were less confident in*
 - *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (94%)*
 - ❖ *4% increase from Spring 2021 (92%)*
 - ❖ *2% increase from Fall 2020 (94%)*
- **97%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident in all of markers in this category (97%):*
 - ✓ *in being able to work collaboratively with colleagues and other professionals*
 - ✓ *in being able to communicate respect and concern for all students*
 - ✓ *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*
 - ✓ *in being prepared to play a leadership role in the school community*
 - ✓ *in their plans to seek opportunities to learn based on reflection, input from others, and career goals*
 - ✓ *in being prepared to participate in mentoring of future educators*
 - ✓ *that their field placement helped them gain the expertise in professionalism*
 - ❖ *7% increase from Spring 2021 (90%)*
 - ❖ *6% increase from Fall 2020 (91%)*

It is noted that 85% of ECE graduates for Fall 2021 obtained the ESOL endorsement (up 24% from Spring 2021 and the same (85%) as Fall 2020).