

Enrollment Numbers *(Reported October 2017)*

EARLY CHILDHOOD

Block I – 26

Block II – 41

Block III – 28

Block IV – 39

Spring 2017 ECE Grads – 37 & 1 Completer *(Certification only, Post-Baccalaureate)*

SECONDARY EDUCATION

PES II – 19 (5 biology, 0 chemistry, 4 English, 6 history, & 4 math)

PES IV – 15 (3 biology, 0 chemistry, 4 English, 6 history, & 2 math)

Spring 2017 PES Grads – 14

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	3.51	Sp17
Sp16	3.36	---	F17
F16	3.44	---	Sp18
Sp17	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	3.43	Sp17	3.41
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	
2016-2017*	ECE-New GACE	61	61	100	100 Professional: 88.5 Induction: 11.5	100 Professional: 72.1 Induction: 27.9	unavailable

*unofficial

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*
25 of 37	9 of 14
68%	64%

**All content areas combined for anonymity.*

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%*	* First Secondary Grads
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	92%	n/a	
Spring 2017	76%	71%	

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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.*
- 2016-2017 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.*
- 2016-2017 Survey results are unavailable. *The GaPSC is creating new surveys.*

Early Childhood Education (ECE) Graduate Completers' Survey Results Spring 2017

36 respondents

- **81.7%** 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 (84%) and in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards (84%).*
 - *Graduates were least confident that their field placement helped them gain the expertise in content and curriculum. (78%).*

- *There was an 12.3% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 survey (94%, down 10% from Spring 2016).*
- **82%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident in their ability to work with students identified as needing special education services (84%).*
 - *Graduates were less confident in feeling prepared to demonstrate an understanding of how students develop and learn (78%).*
 - *Overall, there was an 11% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 survey (93%, up 8% from Spring 2016).*
- **83.5%** 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 (86%).*
 - *The average in all other markers in this category (graduates 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; graduates' ability to implement effective classroom management strategies in all school spaces; graduates' knowledge about human motivation and behavior to develop strategies for organizing and supporting learning; graduates' ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools; and, graduates feeling their field placement helped them gain the expertise in learning environments) was 83%.*
 - *There was an 8.5% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 survey (92%, up 7% from Spring 2016).*
- **82.8%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were most confident in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (84%).*
 - *Graduates were less confident in their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions (81%).*
 - *Overall, there was a 1.2% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 and Spring 2016 surveys (both 84%).*
- **83%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *There was no difference in the results of individual markers within this category. (83%). Markers within the category: I believe I am prepared to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data; **I plan to keep up with and use methods consistent with current theory, research, and practice; **I plan to reflect on my practice and make necessary adjustments to enhance learning; **I plan to integrate technology and other multimedia resources appropriately to maximize student learning opportunities for all students.*

- *However, there was a significant decrease (10%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 survey (93%), as well as being lower than Spring 2016 (84%).*
- **92%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *The average for most all markers in this category (being able to work collaboratively with colleagues and other professionals; understanding and believing they can implement laws related to rights and responsibilities of students, educators, and families; being prepared to follow established codes of conduct, including school and district policies; being prepared to treat students equitably; and, planning to seek opportunities to learn based on reflection, input from others, and career goals) was 95%.*
 - *Graduates were less confident in being prepared to participate in mentoring of future educators (85%).*
 - *There was no change in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2016 survey (a 7% increase from Spring 2016).*

It is noted that 67.6% of ECE graduates for Spring 2017 obtained the ESOL endorsement (down 21.4% from Fall 2016).

Secondary (PES) Education Graduate Completers' Survey Results Spring 2017

10 respondents

- **95%** 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); their plans to stay current in their field(s) of expertise as an engaged learner; and, that their field placement helped them gain the expertise in content and curriculum (100%).*
 - *Graduates were least positive in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners; in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards; and, in their plans to relate their field to other areas of the school and to everyday life (90%).*
 - *There was a 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 2016 survey (90%).*
- **99%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Seven of eight markers in this category scored the most positive responses (100% each). This is up from five in Spring 2016.*
 - *Graduates were least confident in their plans to use the best professional practices to meet the needs of diverse learners (90%).*
 - *There was an 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 2016 survey (94%).*
- **100%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *All six markers in this category scored the most positive responses (100% each).*
 - *There was a 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 2016 survey (98%).*
- **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 no change 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 (100%).*
- **98%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were fully confident in four of the five markers in this category (100% each).*
 - *Graduates were least confident that their field placement helped them gain the expertise in planning and instruction (90%).*

- *There was a 2% decrease 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 (100%).*
- **96.6%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Seven of nine markers in this category scored the most positive responses (100% each).*
 - *Graduates were least confident in being prepared to participate in mentoring of future educators (80%).*
 - *There was an 1.4% decrease 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 (98%).*

It is noted that two PES graduates for Spring 2017 obtained the ESOL endorsement. This is an increase of one from Spring 2016 as this endorsement is newly offered to secondary education students.