

Regents' Principles for the Preparation of School Educators

***Guaranteeing the Quality of Future
Educators***



Regents' Principles and Actions for the Preparation of School Educators (2001)

Introduction

In 1998, the Board of Regents approved a set of ten Principles and Actions for the Preparation of School Educators. The Principles emphasized the knowledge, skills, performance targets, and levels of accomplishment expected of University System graduates who become certified to work in Georgia's public schools. The Principles were grouped into three categories: 1) Quality Assurance; 2) Collaboration; and 3) Responsiveness.

Implementation began with the junior class and with graduate students in the fall of 2000. The Principles took effect with the graduating class of 2002.

During the summer and fall of 2000, Governor Barnes' Education Reform Study Commission focused extensively on public school education personnel. While Governor's Commission members had high praise for the Regents' teacher preparation efforts, they offered several recommendations for the Board of Regents to consider, especially for the preparation of educational leaders.

In January of 2001 two advisory committees of University System faculty and deans and school administrators were appointed; 1) to consider the lessons learned from initial implementation of the Principles, plus the recommendations of the Governor's Commission, and 2) to advise the System Office of Academics and Fiscal Affairs on refinements to the Regents' Principles for both the preparation of teachers and leaders (school principals, superintendents, and system support personnel).

This document includes the refinements approved by the Board of Regents in April 2001, and the changes recommended by the Educator Preparation Academic Advisory Committee (EPAAC) in July 2001. All changes to the Principles that were approved in 2001 take effect with students entering educator preparation programs in fall 2002. There is no change in the timeline for implementation of the original Principles and Actions approved in 1998.

Why the Commitment?

High-quality teaching and leadership fosters student success. The 2001 Regents' Principles and Actions for the Preparation of School Educators will strengthen educator preparation programs in the 15 University System institutions that prepare educators in Georgia. These fourteen principles address the challenges of teacher and leader recruitment and quality, and the redefinition of all preparation programs.

The new policy shifts the focus from “inputs” (courses, credit hours, number of clock hours of internships in the schools) to “results” (teacher and administrator candidates able to show accomplishment in bringing about increased learning of children in the schools). Therefore, parts of this policy emphasize courses and credit hours required, as well as what a teacher or administrator candidate must know and be able to do.

- The primary focus for teachers is: all those recommended for teacher certification must be able to demonstrate success in bringing students from diverse groups to high levels of learning.
- The primary focus for leaders is: all those recommended for leader certification must be able to demonstrate success in creating a school environment that allows teachers and students to be successful.

Research is clear that well-prepared educators working in positive school environments are more successful in bringing students to high levels of learning. This policy will ensure that all educators can reach the same high standards they would expect from students.

Georgia wants successful students who will be productive and responsible citizens



The Principles

The Principles are organized into three categories: 1) Quality Assurance; 2) Collaboration; and 3) Responsiveness. The Principles emphasize the knowledge and skills educators need to teach, support, and administer effectively, and they call on universities to assure that their graduates can integrate and apply the knowledge and skills to advance student learning before they are recommended for certification.

Quality Assurance

1. The University System will ensure the success of all teacher and leader candidates on certification examinations for all demographic groups.
2. The University System will guarantee the quality of any teacher it prepares.
3. The University System will guarantee that all teachers prepared in early childhood education can demonstrate accomplishment in teaching children to read and to do mathematics.
4. Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. These programs will also adhere to the general principles of the National Board for Professional Teaching Standards.
5. The University System will guarantee the quality of any educational leader it prepares.

Collaboration

6. Teacher preparation programs will be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools.
7. University System institutions that prepare teachers will collaborate with schools to work on five goals:
 - 1) to increase P-12 student achievement and high levels of learning;
 - 2) to mentor beginning teachers;
 - 3) to provide field placements for teacher candidates to demonstrate the outcomes of the guarantee;
 - 4) to collaborate in the preparation and development of teachers; and
 - 5) to increase the amount of school-based research on improvement of schools and on teacher preparation and development programs.
8. Educational leadership programs will be the shared responsibility of colleges of education, arts and sciences, business, other academic units (as appropriate), and school partners.

9. University System institutions that prepare educational leaders will collaborate with area school systems to work on seven goals:
 - 1) to increase P-12 student achievement and high levels of learning in partner schools;
 - 2) to mentor beginning educational leaders;
 - 3) to nominate potential educational leaders for admission into preparation programs;
 - 4) to provide field placements for aspiring educational leaders to demonstrate the outcomes of the guarantee;
 - 5) to collaborate in the preparation and development of educational leaders;
 - 6) to encourage practitioner research by providing appropriate training in research on school improvement; and
 - 7) to increase the amount of school-based research on improvement of schools and on leader preparation and development programs.

Responsiveness

10. All universities that prepare teachers and educational leaders will implement aggressive recruitment policies to increase the numbers, to raise the caliber, to expand the diversity of candidates, and to balance supply and demand.
11. The University System will encourage institutions to develop new and innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.
12. The University System will work with the Department of Education and the Professional Standards Commission to bring an end to out-of-field teaching in Georgia.
13. The University System will encourage institutions that prepare educators to give added emphasis to policies that:
 - Support the efforts of faculty to model effective teaching.
 - Support the efforts of faculty to focus their research on ways to improve classroom teaching, schools, and P-12 student learning.
 - Support increased participation of educator preparation faculty in the public schools.
14. The University System will continually assess the impact of the Principles and Actions for the Preparation of Educators for the Schools to determine whether successful implementation contributes to desired changes in preparation programs, to school improvement, and to increased student learning and achievement in Georgia.

The quality of teaching has a greater effect on student achievement than all other variables.

Quality Assurance

Teachers

One way to ensure the quality of any teacher graduating from a University System institution is the “guarantee.” The university that recommends a candidate for teacher certification will assure that its candidates:

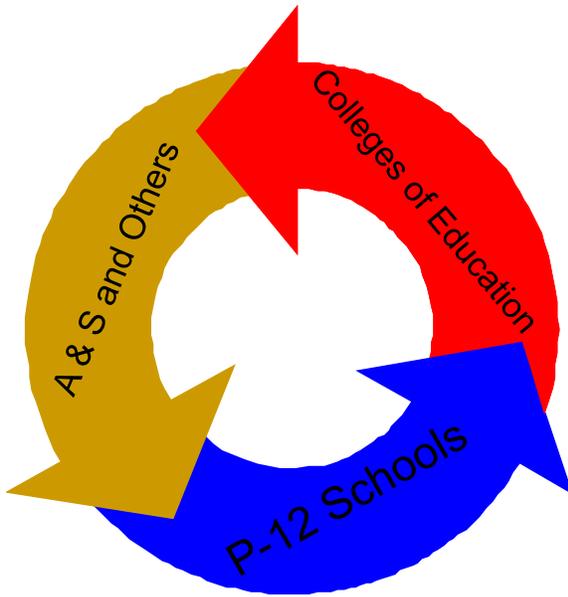
- Have sufficient knowledge of subject matter in all areas included on their teaching certificate.
- Can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.
- Are able to use telecommunication and information technologies as tools for learning and to meet the Georgia Technology Standards for Educators as required by the Professional Standards Commission.
- Are able to set high learning standards for all students and then organize curriculum, instruction, and assessment around them.
- Are able to customize instruction for individual students or groups of students that reflect students’ own experiences, learning styles, interests, cultures, and special needs.
- Are able to use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement.
- Are able to meet the pre-professional components of national board certification.
- Can demonstrate (In early childhood programs) success during the internship in diagnosing difficulties in reading and mathematics and helping students show improvement.

Leaders

Educational leaders are largely responsible for organizational structures and environments in schools and should create conditions that support student and teacher success. In recent years the world of school administration has faced many changes similar to those encountered in business: changing technology, a more diverse environment, increased demands by consumers for quality products, and the need to constantly retrain the workforce. The university that recommends a candidate for leader certification will guarantee that the candidate is able to:

- Set high expectations for all students in the school or system and organize curriculum, instruction, and assessment around them.
- Use data on student learning and achievement to set benchmarks and monitor progress.
- Use technology to meet the individual learning needs of students and teachers.
- Lead schools using standards-based objectives, results-based performance management, and continuous improvement.
- Raise the perception of all parties that the school or system can do better.
- Develop a school or system plan for improvement.
- Help teachers customize instruction.
- Provide students with resources they need to achieve high learning standards.
- Establish a safe and orderly environment that supports reaching the goals of the improvement plan.
- Demonstrate success in school improvement after two years of practice.

Collaboration



New structures to support collaboration and prepare qualified teachers and educational leaders

One Way

Typically, educator preparation is often the responsibility of colleges of education, with the colleges of arts and sciences only delivering courses; not integrated programs. Traditionally, a P-12 school accepts student teachers and a student may be the only student teacher in the school. The Regents' Principles change the "old way" of doing things.

Under the new model all University System institutions with colleges of education will share responsibility with other colleges in the institution, as appropriate, and with neighboring P-12 schools. Working together these groups will: 1) define and ensure the subject matter competence of all teacher and leader candidates; 2) ensure that all teacher candidates can make the connections between subject matter knowledge and the learning needs of children; 3) ensure that all teacher candidates can promote student learning within the realities of the classroom; and 4) ensure that all leader candidates can promote student learning within the realities of the school or system.

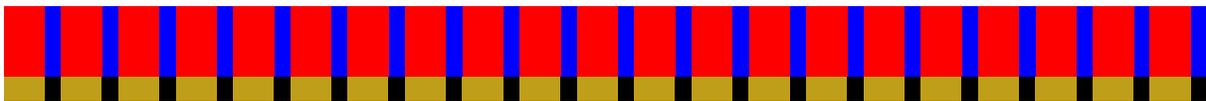
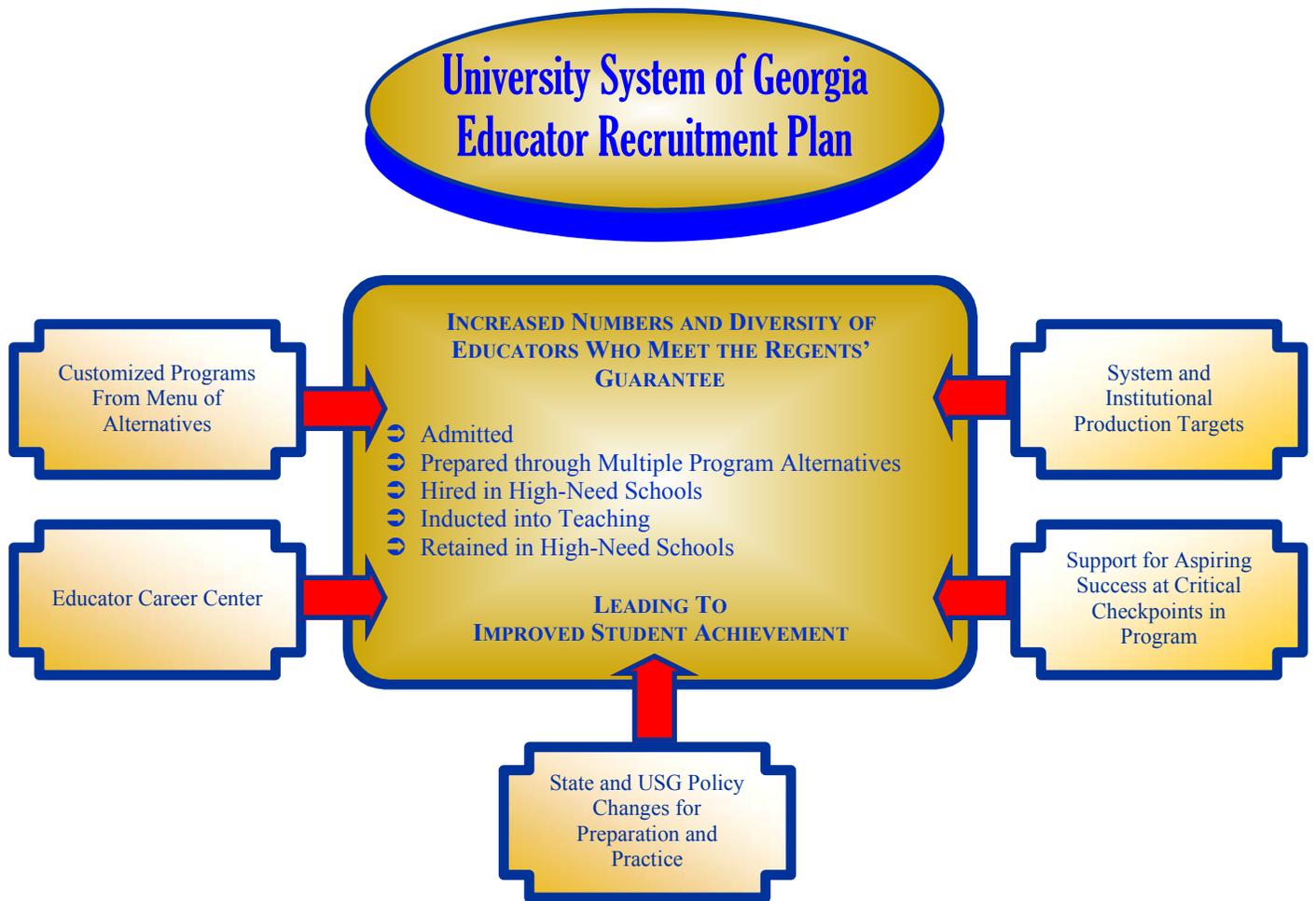
Another Way

The partner school concept will be developed across Georgia. The role of a P-12 school in the student teaching experience will be strengthened through this new partnership role. A partner school is a regular P-12 school, with no change in mission and governance, that chooses to enter into partnership with a university to work on the following goals:

- To increase P-12 student achievement and high levels of learning in partner schools.
- To mentor beginning teachers and educational leaders.
- To provide field placements for teacher candidates and aspiring educational leaders to demonstrate the outcomes of the guarantee.
- To collaborate in the preparation and development of teachers and educational leaders.
- To nominate potential educational leaders for admission into preparation programs.
- To increase the amount of school-based and practitioner research on school improvement.

Responsiveness

Each year in Georgia the need grows for qualified teachers and educational leaders. The 15 University System of Georgia institutions that prepare teachers and educational leaders will actively seek, prepare, induct, and retain qualified candidates who are representative of diverse cultural groups while addressing teacher shortage areas. A diverse teacher and leadership pool will allow children to experience effective role models from more than one group. The design depicted below describes the recruitment model.



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