# Table of Contents

<table>
<thead>
<tr>
<th>Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Program Effectiveness Measures Task Force</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>TPPEM Recommendations</td>
<td>6</td>
</tr>
<tr>
<td>Overview</td>
<td>6</td>
</tr>
<tr>
<td>TEM Scores of Program Graduates</td>
<td>6</td>
</tr>
<tr>
<td>Success Rates of Induction Certificate Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>7</td>
</tr>
<tr>
<td>GaPSC Annual Program Performance Data</td>
<td>8</td>
</tr>
<tr>
<td>LPPEM Recommendations</td>
<td>10</td>
</tr>
<tr>
<td>Overview</td>
<td>10</td>
</tr>
<tr>
<td>LEM Scores of Program Graduates</td>
<td>10</td>
</tr>
<tr>
<td>Talent Development Is Not Recommended as a Component</td>
<td>10</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>11</td>
</tr>
<tr>
<td>GaPSC Annual Program Performance Data</td>
<td>11</td>
</tr>
<tr>
<td>Glossary</td>
<td>13</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Appendix A: Teacher Preparation Program Effectiveness Measure Graphic</td>
<td>15</td>
</tr>
<tr>
<td>Appendix B: Leader Preparation Program Effectiveness Measure Graphic</td>
<td>17</td>
</tr>
</tbody>
</table>
Preparation Program Effectiveness Measures Task Force

Ms. Kristin Bernhard
Education Policy Advisor
Office of the Governor

Ms. Bonnie Holliday
Executive Director
Governor’s Office of Student Achievement

Mr. Mike Bochenko
Education Specialist
Educator Preparation & Race to the Top
Georgia Professional Standards Commission

Dr. Mollie Howard
Superintendent
Jefferson County Schools

Dr. Cindi Chance
Dean
College of Education
Augusta State University

Dr. Randall Kamphaus
Research Professor
College of Education
Georgia State University

Mrs. Leigh Colburn
Principal
Marietta High School
Marietta City Schools

Dr. Donald Leech
Associate Dean
Dewar College of Education
Valdosta State University

Dr. Angela Coleman
Assistant Vice Chancellor
Educator Preparation & Policy
University System of Georgia

Dr. Sandy Leslie
Dean
College of Education
Brenau University

Dr. Penny Elkins
Senior Vice President
Mercer University

Dr. M. Ann Levett
Dean
School of Education
Macon State College

Dr. Adrian Epps
Associate Dean
College of Science & Mathematics
Kennesaw State University

Mrs. Teresa MacCartney
Deputy Superintendent
Race to the Top
Georgia Department of Education

Dr. Tom Higgins
Program Director
Race to the Top
Georgia Professional Standards Commission

Ms. Penney McRoy
Assistant Division Director
Educator Preparation
Georgia Professional Standards Commission

Dr. David Hill
Division Director
Educator Preparation & Certification
Georgia Professional Standards Commission

Dr. Jack Parish
Clinical Associate Professor
Lifelong Education, Administration & Policy
The University of Georgia
INTRODUCTION

One of the priority areas in Georgia’s Race to the Top application is Great Teachers and Leaders. Identified in the application, one approach to the development of great teachers and leaders is through improving the effectiveness of teacher and principal preparation programs. To determine the effectiveness of such teacher and principal preparations programs, the State has the responsibility for developing a Teacher Preparation Program Effectiveness Measure (TPPEM) and a Leader Preparation Program Effectiveness Measure (LPPEM) to be applied to all public and private teacher and leader preparation programs. After Georgia developed its Race to the Top application, a Preparation Program Effectiveness Measures (PPEM) task force was assembled to examine how to improve the measures for teacher and leader preparation programs as originally outlined in the application. This paper reports the work of the task force. The recommendations of the task force are aimed at improving and strengthening the original proposal so effectiveness measures are rigorous, realistic, externally derived, focused on outputs, and, finally, establishing measures resulting in data serving the purposes of improving preparation programs, holding them accountable to high standards, and informing the citizens of the state about preparation program quality.
TPPEM Recommendations

Overview

In the Race to the Top application, the Teacher Preparation Program Effectiveness Measure (TPPEM) included four components: Teacher Effectiveness Measure (TEM) Scores of Program Graduates (weighted 50%), Success Rates of Induction Certificate Teachers (weighted 20%), Content Knowledge (weighted 20%), and Persistence of Teachers (weighted 10%).

Working over the past five months, the PPEM Task Force carefully considered ways to strengthen the accountability measures included in the original application. As a result of these deliberations, the task force recommends TEM Scores of Program Graduates remain consistent with the original proposal. While the task force acknowledges maintaining the Success Rates of Induction Certificate Teachers and Content Knowledge components, the task force further recommends a change to the weighting of each. The fourth component, Persistence of Teachers, can be strengthened by incorporating other measures in addition to persistence of teachers. This component has been renamed GaPSC Annual Program Performance Data. The weight will remain the same. The description of the recommended components and the rationale for the recommended changes are explained below.

TEM Scores of Program Graduates (Weight: 50%)

The task force recommends this TPPEM component be included as stated in Georgia’s Race to the Top application. The Teacher Keys Effectiveness System (TKES) consists of three elements contributing to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice. The TAPS provides evaluators with a quantitative, rubrics-based evaluation method by which they can assess teacher performance related to quality performance standards. Student Growth and Academic Achievement consists of a student growth percentile/value-added measure for teachers of state tested subjects, or GaDOE-approved Student Learning Objectives (SLO), utilizing district achievement growth measures for teachers of non-tested subjects. Student Surveys of Instructional Practice also contribute to both tested and non-tested K-12 teachers’ TEM scores.

Success Rates of Induction Certificate Teachers (Weight: 10%)

The task force recommends keeping this component but with a reduction in the weight from 20% to 10%. As originally designed in the Race To The Top application, measuring Success Rates of Induction Certificate Teachers AND Persistence of Teachers creates redundant measures in the original configuration, weighing 30% of the total program effectiveness measure. This redundancy is diminished by reducing the weight of induction success to 10% and combining persistence with other measures to create the new GaPSC Annual Program Performance Data described later. Currently, beginning teachers are able to earn a clear renewable certificate (i.e., professional licensure) upon graduation from a teacher preparation program. Georgia’s Race to the Top application recommends this to be changed. The Race to the Top scope of work charges the Georgia Professional Standards Commission (GaPSC) with developing induction
certification requirements. These requirements provide for beginning teachers to work as “Induction Teachers” during their first three years in the classroom. The successful completion of the induction period, with teachers holding an induction certificate, results from attaining state-defined standards and earns teachers clear-renewable certification called the “Career Teacher” certificate. Included in the development of these state-defined standards is the establishment of appropriate TEM expectations for new teachers to move from “Induction Teacher” to “Career Teacher.” Therefore, teachers will eventually be able to earn a clear renewable certificate based on successful performance in the classroom. The task force recommends reducing the weight of this component since 60% of the overall measure of TPPEM (TEM scores of graduates and induction success) will be based upon the teacher’s on-the-job performance. The task force further recommends allocating the remaining 10% of the original weight to an expanded and improved Content Knowledge component described below.

**Content Knowledge (Weight: 30%)**

In the original application, the Content Knowledge measure was comprised of the pass rate on the Georgia state-approved content assessment, referred to as the GACE (Georgia Assessment for Certification of Educators; note the GACE assessment is designed to measure only content knowledge), and was weighted as 20% of the overall TPPEM score. The task force believes measurement of candidate content knowledge, narrowly defined in this way, is not a sufficient measure. For some teacher candidates, the GACE Content Assessment does provide a direct measure of content knowledge of the candidate’s education field. This is true, for example, of Early Childhood Education majors and those who complete programs in Special Education fields. Content knowledge is only one part of the equation. GACE does not capture other knowledge associated with effective teaching.

The task force believes the Content Knowledge component can be strengthened in two ways: first, by strengthening the construction of the current GACE Content Assessment by including test items reflecting more authentic measures of knowledge and skills; and, second, by requiring teacher candidates to successfully complete content pedagogy assessments. With improvements to be made to the current GACE assessments, and the addition of a content pedagogy assessment, it is recommended the weight of the Content Knowledge measure be increased from 20% to 30%.

Georgia is currently working with its testing vendor to improve the rigor of its educator assessment program. Tests in all teaching fields will include a variety of authentic items making the tests more “hands on” and “real world.” Examinees will respond to video prompts and scenarios, as well as encounter more items assessing higher order thinking skills including analysis, synthesis, and evaluation.

During the past academic year, eight Georgia institutions participated in the field test of Stanford University’s Teacher Performance Assessment (TPA), a content pedagogy assessment examining teaching skills in the context of the teaching field. The task force had the opportunity to engage participating institutions in a debriefing of implementation. We found overwhelming support for using TPA, or a similar content pedagogy assessment, because it requires candidates to engage in
authentic teaching tasks including planning and assessment, instructing and engaging students in learning, and assessing student learning. Administration of TPA requires videotaping of teaching and developing a portfolio through which the candidate demonstrates planning, lesson development, and assessment skills. Candidates are asked to engage in extensive analysis and reflection. Both the candidates and faculty reported the process to be rigorous and described it as a much more comprehensive assessment of student teaching than assessments currently being utilized. Candidates indicated they were deeply engaged in all aspects of the teaching process; the assessment required them to systematically look at teaching as a whole. The task force believes TPA can replace many institution-designed assessments by providing a nationally validated and reliable external assessment of content pedagogy administered as the candidate nears the end of student teaching.

Georgia will have strong baseline data on candidate readiness to teach as well as preparation program effectiveness by requiring all teacher candidates to pass both the GACE Content Assessment and the TPA or a similar instrument assessing content pedagogy scored by external evaluators.

**GaPSC Annual Program Performance Data (Weight: 10%)**

The GaPSC collects program performance data annually from all approved program providers. These program performance data are aligned with the standards used to approve programs. When combined with certification and employment data, they provide valuable information on the effectiveness of programs in not only meeting the standards, but also in meeting the needs of their candidates and the needs of their ultimate consumers, P-12 schools. Data elements in the GaPSC Annual Program Performance Data measurement of teacher preparation program effectiveness will be collected and reported annually and include: persistence data, completion data, yield data, graduate survey data, and survey data from employers of graduates. Each element is described in the following paragraphs.

Persistence data will be derived annually from teacher preparation program graduates who, during the reporting year, continued their employment as a teacher beyond their first year of teaching in a Georgia public school. Annual completion data will be derived by comparing the number of candidates admitted to a program who, within five years, successfully completed the program. The analysis of collected persistence data is critical to establishing accurate yield data. A systematic collection of data and periodic analysis of reports, recognizing all limitations adversely affecting the results, will be instituted to provide a more informative account of candidate persistence. Yield data will be determined annually in conjunction with P-12 employment data and will represent the number of program graduates who earn induction certification, are hired by Georgia P-12 public school districts, and placed in teaching positions in a field in which they were prepared. Given the fact many program completers seek certification and employment in other states, the yield metric may prove to be problematic, particularly for those program providers located near bordering states. Yield data will be carefully analyzed over time to assess its usefulness and fairness as a measure of program effectiveness.
Teacher preparation programs have long depended on graduates to provide useful feedback to help them measure the effectiveness of their programs. To this end, the GaPSC is collaborating with the University System of Georgia (USG) and with representatives of private institutions of higher education to develop a common statewide Graduate Survey to help units improve the quality of their programs. The survey will be a required measure for soliciting external feedback from program graduates. The goal of the survey will be to assess whether or not graduates are adequately prepared to translate theory into practice and whether or not the program has equipped graduates with the essential knowledge, skills and dispositions they need to be effective in the classroom. The results of the survey will be used to highlight strengths in the teacher preparation programs as well as identify areas in need of modification for improvement. Graduates will be surveyed annually during the induction phase spanning a three year period.

Another data source institutions use to help measure the effectiveness of their program is Employer Surveys. As with the Graduate Survey, the GaPSC is collaborating with the USG and with representatives of private institutions of higher education to develop a common statewide Employer Survey to help units improve the quality of their programs. The survey will be a required measure for soliciting external feedback from employers of program graduates. The goal of the survey will be to assess the degree of satisfaction voiced by employers of teachers, to identify what qualities are most desirable when making a hiring decision, and to determine what knowledge, skills and dispositions are deemed essential for teachers. The results of the survey will be used to highlight strengths in the teacher preparation programs as well as identify areas needing modification for improvement. Employers will be surveyed annually for three years.

The final measure utilizing the GaPSC Annual Program Performance Data consists of elements limited to data on educators employed in Georgia public school systems as reported on the Certified Personnel Information (CPI) Report. In summary, aggregated by each graduated teacher cohort, these elements include data reflecting completion rate, retention rate of graduates having completed the third year of teaching (persistence), placement of graduates (yield), and employer and completer surveys.
LPPEM Recommendations

Overview

In the Race to the Top application, the Leader Preparation Program Effectiveness Measure (LPPEM) included four components: Leader Effectiveness Measure (LEM) Scores of Program Graduates (weighted 50%), Talent Development (weighted 30%), Content Knowledge (weighted 10%), and Persistence of Principals (weighted 10%). As a result of deliberations over the five months of task force work, the task force recommends LEM Scores and Content Knowledge remain as components of the LPPEM and Persistence of Principals be included in a larger, more robust component called the GaPSC Annual Program Performance Data. It is recommended the component entitled Talent Development not be included in the LPPEM because of its significant overlap with the LEM Scores of Program Graduates. Other changes recommended by the task force are to increase the weights for Content Knowledge and GaPSC Annual Program Performance Data (relative to the original weight proposed for Persistence of Principals). The description of the recommended components and the rationale for the recommended changes are explained below.

LEM Scores of Program Graduates (Weight: 50%)

The task force recommends this LPPEM component be included as stated in Georgia’s Race to the Top application. The Leader Keys Effectiveness System (LKES), designed to assess assistant principal and principal performance, consists of three elements contributing to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Student Growth and Academic Achievement, and Governance and Leadership. The LAPS provides evaluators with a quantitative, rubrics-based evaluation method to assess leader performance related to quality performance standards. Student Growth and Academic Achievement consists of a school-wide student growth percentile/value-added measure and an achievement gap measure. Governance and Leadership currently consists of a climate survey completed by teachers and staff, student attendance, and retention of effective teachers. This component remains unchanged from the Race to the Top application.

Talent Development Is Not Recommended as a Component

The task force recommends the Talent Development component, as described in the Race to the Top application, not be included as part of the LPPEM. In the appendix of the Race to the Top application, Talent Development is defined as “overall TEM scores, aggregated for teachers in the leader’s school.” After studying the factors contributing to a TEM score (see the description in the section on TPPEM), the task force believes there to be redundancy with Talent Development and the LEM Scores of Program Graduates.

A primary element of both the TEM and the LEM is Student Growth and Academic Achievement. When the measures of Student Growth and Academic Achievement attributed to individual teachers are aggregated, one is left with a school-wide measure already included in the LEM. Second, the leader’s performance on developing talent can be assessed by two of the eight standards on LAPS. One of these performance standards, named Human Resource Management,
assesses “effective human resources management through selection, induction, and retention of quality instructional and support personnel.” Samplings of documentation used to assess performance are the “percentage of highly-qualified staff, improvement plans, and staff evaluations.” The other performance standard, named Teacher/Staff Evaluation, assesses the degree to which “the leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.” Examples of documentation included to assess performance are “data on teacher ratings, documentation of deficient teachers, performance improvement plans, and documentation on proficient teachers.” Finally, data on the retention of effective teachers is one of three measures comprising the Governance and Leadership element of the LEM.

**Content Knowledge (Weight: 20%)**

The task force recommends the measurement of Content Knowledge, as described in Georgia’s Race to the Top application, remain a component of the overall measurement of leader preparation program effectiveness. An end of program assessment, like GACE, creates a standard measure of leadership candidates across all Georgia leadership programs at about the same time candidates complete programs. As a standardized test of content knowledge administered at the end of a program, GACE as a measure of program effectiveness is therefore not influenced by intervening variables in the school setting impacting an accurate measurement of preparation program effects. The task force recommends the original percentage weight of this component be increased from 10% to 20%.

Georgia is revising and improving its GACE Assessment for Educational Leadership. The current GACE assessment consists of 120 selected response items and four short constructed response items. Although the new assessment will also consist of 120 selected response items, the number of constructed response items will increase to five. In addition, many selected response items will include video and paper-based scenarios similar to items used in leadership assessment centers. This new leadership assessment is a performance-based design, whereas the current GACE assessment is a traditional test of basic leadership knowledge and skills. The five constructed response items will require candidates to construct and submit artifacts within the time constraints of the testing session. Creation of these artifacts in a time-limited setting will simulate the time pressures faced by school leaders in much the same way the National Association of Secondary School Principals (NASSP) In-Basket Activity functions in the NASSP Assessment Center. The new assessment will be administered for the first time in the spring of 2014.

**GaPSC Annual Program Performance Data (Weight: 30%)**

The GaPSC collects program performance data annually from all approved program providers. These program performance data are aligned with the standards used to approve programs. When combined with certification and employment data, they provide valuable information on the effectiveness of programs in not only meeting the standards, but also in meeting the needs of their candidates and the needs of their ultimate consumers, P-12 schools. The five data elements to be included in the GaPSC Annual Program Performance Data measurement of leadership program effectiveness will be collected and reported annually and will include: persistence data,
completion data, yield data, graduate survey data and survey data from employers of graduates. Each element is described in the following paragraphs.

Persistence data will be derived annually from program graduates who, during the reporting year, were employed in a leadership role (e.g. department head, grade level team leader, member of the school leadership team), or in a leadership position (e.g. assistant principal, principal) in a Georgia public school. Annual completion data will be derived by comparing the number of candidates admitted to a program who, within three years, successfully completed the program.

Yield data will be determined annually in conjunction with P-12 employment data and will represent the number of graduates who earn clear renewable certification and are placed in leadership positions (assistant principal, principal, district level leader, or superintendent). Given the current economic environment and the limited number of leadership opportunities, the yield metric may prove to be problematic. It is not uncommon for a leadership program graduate to wait five or more years before securing a leadership position. Yield data will be carefully analyzed over time to assess its usefulness and fairness as a measure of program effectiveness.

Leader preparation programs have long depended on graduates to provide useful feedback to help them measure the effectiveness of their programs. To this end, the GaPSC is collaborating with the University System of Georgia (USG) and with representatives of private institutions of higher education to develop a common statewide Graduate Survey to help units improve the quality of their programs. The survey will be a required measure for soliciting external feedback from program graduates. The goal of the survey will be to assess whether or not graduates are adequately prepared to translate theory into practice and whether or not the program has equipped graduates with the essential knowledge, skills and dispositions they need to be effective in school leadership roles or positions. The results of the surveys will be used to highlight strengths in the leader preparation programs as well as identify areas needing modification for improvement. Graduates employed in leadership roles or in leadership positions will be surveyed annually for three years.

Another data source institutions use to help measure the effectiveness of their programs is Employer Surveys. As with the Graduate Survey, the GaPSC is collaborating with the USG and with representatives of private institutions of higher education to develop a common statewide Employer Survey to help units improve the quality of their programs. The survey will be a required measure for soliciting external feedback from employers of program graduates. The goal of the survey will be to assess the degree of satisfaction voiced by employers of school leaders, identify what qualities are most desirable when making a hiring decision, and determine what skills are deemed essential for school leaders. The results of the surveys will be used to highlight strengths in the leader preparation programs as well as identify areas needing modification for improvement. Employers will be surveyed annually for three years.

The final measure utilizing the GaPSC Annual Program Performance Data consists of elements limited to data on leaders employed in Georgia public school systems as reported on the Certified Personnel Information (CPI) Report. In summary, aggregated by each graduated leader cohort, these elements include data reflecting completion and persistence rates, placement of graduates (yield), and employer and completer surveys.
GLOSSARY

Aggregated Cohort: A group of candidates completing a defined, state-approved program during the Georgia Professional Standards Commission reporting year, July 1st through June 30th. When the number of candidates is equal to or less than nine (9) in any one year, multiple years, up to three, will be combined to create a cohort of at least 10 candidates.

Certified Personnel Information (CPI): A system-level summary of data provided to the Georgia Department of Education of every active certified and classified employee at a school/district location. The data tabulates titles, average FTE salary, and certificate information, years of experience, employment basis, and job codes for each certified employee.

Completion of Induction Period: The result of novice teachers attaining state-defined standards to earn clear-renewable certification. The Georgia Professional Standards Commission, in consultation with educator preparation programs and school districts, will determine the standards for completion.

Induction: Support received by novice teachers and new school leaders during their first years in their new position. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure the induction system.

Institution of Record: The institution (“program provider” in the case of non-IHE providers) recommending the candidate for initial certification in the appropriate field.

Leader Assessment on Performance Standards: A qualitative, rubrics-based evaluation method designed to measure leadership performance related to quality performance standards.

Leader Keys Effectiveness System: A common performance management and evaluation system allowing the state to ensure consistency and comparability across districts based on a common definition of leader effectiveness.

Overall GACE Score: For teacher and leader candidates, the cohort pass rate in the field of preparation within a window of time prior to the completion of the program. This designated window of time is established by the program provider.

Student Learning Objectives: Content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards.

Teacher Assessment on Performance Standards (TAPS): A qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.
**Teacher Effectiveness Measure (TEM):** A measurement of teacher performance comprised of three components within the Teacher Keys Evaluation System. The three components are: Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice.

**Teacher Keys Effectiveness System (TKES):** A common performance management and evaluation system allowing the state to ensure consistency and comparability across districts based on a common definition of teacher effectiveness.

**Teacher Performance Assessment (TPA):** A subject area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning.
Teacher Preparation Program Effectiveness Measure

**ORIGINAL**

Teacher Preparation Program Effective Measure (TPPEM)

- **Student Achievement 50%**
  - Overall student achievement of graduates, as measured by TEM scores of graduates
  - Aggregated by each graduating teacher cohort

- **Success Rate of Induction Certificate Teachers 20%**
  - Percentage of teachers who “graduate” from the Induction Certificate to the Career Certificate

- **Content Knowledge 20%**
  - Overall GACE score on Content Test
  - Aggregated by each graduating teacher cohort

- **Persistence of Teachers 10%**
  - Retention rate of graduates in the first 3 years of teaching (percentage who are still teaching by end of third year)
  - Aggregated by each graduating teacher cohort
Appendix A: Teacher Preparation Program Effectiveness Measure

Preparation Program Effectiveness Measure (PPEM Task Force)

**RECOMMENDED**

Teacher Preparation Program Effectiveness Measure (TPPEM)

<table>
<thead>
<tr>
<th>TEM Scores of graduates 50%</th>
<th>Induction Success Rate 10%</th>
<th>Content Knowledge 30%</th>
<th>GaPSC Annual Program Performance Data 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TEM scores of graduates</td>
<td>• Percentage of teachers</td>
<td>• Overall GACE score</td>
<td>• Completion rates</td>
</tr>
<tr>
<td></td>
<td>holding an induction</td>
<td>on Content Test (10%)</td>
<td>• Retention rate of graduates having</td>
</tr>
<tr>
<td></td>
<td>certificate who attain a</td>
<td></td>
<td>completed their third year of teaching</td>
</tr>
<tr>
<td></td>
<td>clear renewable (Career</td>
<td></td>
<td>(Persistence)</td>
</tr>
<tr>
<td></td>
<td>Teacher) certificate</td>
<td></td>
<td>• State CPI report illustrating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>placement of graduates (Yield)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Employer surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Completer surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Aggregated by each graduated teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cohort</td>
</tr>
</tbody>
</table>

...
Leader Preparation Programs Effectiveness Measure

**ORIGINAL**

Leader Preparation Program Effectiveness Measure (LPPEM)

- **Student Achievement 50%**
  - Overall student achievement of graduates, as measured by LEM scores of graduates
  - Aggregated by each graduating leader cohort

- **Talent Development 30%**
  - Overall TEM scores, aggregated for teachers in the leader’s school
  - Aggregated by each graduating leader cohort

- **Content Knowledge 10%**
  - Overall GACE score on Leadership Assessment
  - Aggregated by each graduating leader cohort

- **Persistence of Teachers 10%**
  - Percentage of graduates who are still in K-12 system in leadership positions by the end of their third year (at the building or district office level) – not necessarily in the same district
  - Aggregated by each graduating leader cohort
Preparation Program Effectiveness Measures (PPEM Task Force)

**RECOMMENDED**

Leader Preparation Program Effectiveness Measure (LPPEM)

- LEM Scores of Program Graduates 50%
  - LEM scores of graduates
  - Aggregated by each graduated leader cohort

- Content Knowledge Assessment 20%
  - Overall GACE score on Leadership Assessment
  - Aggregated by each graduated leader cohort

- GaPSC Annual Program Performance Data 30%
  - State CPI report illustrating placement of graduates (Yield)
  - Persistence rates
  - Completion rates
  - Employer surveys
  - Completer surveys
  - Aggregated by each graduated leader cohort