## GSU Teacher Preparation Dashboard

### GSU Completers of Initial Preparation Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>2012 Workforce data will be available in December of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>363</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>486</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>452</td>
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<td>2007</td>
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<tr>
<td>2005</td>
<td>555</td>
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<tr>
<td>2004</td>
<td>551</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>530</td>
<td></td>
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</table>

### Yield and Retention Rates for Completers from 2006-2011

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total</th>
<th>Yield Rate</th>
<th>Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One year</td>
</tr>
<tr>
<td>2006</td>
<td>497</td>
<td>301 (61%)</td>
<td>286 (95%)</td>
</tr>
<tr>
<td>2007</td>
<td>427</td>
<td>340 (80%)</td>
<td>319 (94%)</td>
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<td>384</td>
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<td>260 (92%)</td>
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<td>2009</td>
<td>326</td>
<td>196 (60%)</td>
<td>175 (89%)</td>
</tr>
<tr>
<td>2010</td>
<td>555</td>
<td>334 (60%)</td>
<td>314 (94%)</td>
</tr>
<tr>
<td>2011</td>
<td>540</td>
<td>289 (50%)</td>
<td>N/A*</td>
</tr>
<tr>
<td>2012</td>
<td>605</td>
<td>287 (47%)</td>
<td></td>
</tr>
</tbody>
</table>

* The recorded 10-11 pass rate was 96% last year. The pass rate can change depending on when completers sit for the GACE.

### GSU Pass Rates – Title II Summary Reports

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total</th>
<th>Yield Rate</th>
<th>Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One year</td>
</tr>
<tr>
<td>01-02</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>02-03</td>
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<td>N/A</td>
</tr>
<tr>
<td>03-04</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>04-05</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>05-06</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>06-07</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>07-08</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>08-09</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>09-10</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>10-11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11-12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* The recorded 10-11 pass rate was 96% last year. The pass rate can change depending on when completers sit for the GACE.

### PEF Advisory Council: Data Summary

#### OVERVIEW

The **PEF Induction Committee** is charged with overseeing program and induction initiatives as related to our completer’s effectiveness in their initial years teaching in Georgia Public Schools. Specifically the committee focuses on the following:

- Effectiveness of programs on teacher performance
- Effectiveness of programs and induction activities on teacher retention

#### DATA SOURCES

Data analyzed in relation to the above areas include those listed below. Complete data files can be found in the Induction Committee folder in LiveText.

- Net-Q Evaluation Report
- PEF Faculty Survey

(Note: The BOR Graduate and Employer survey and Workforce data is not available from the BOR at this time.)
GSU’S URBAN PROFESSIONAL DEVELOPMENT SCHOOL NETWORK

Our Professional Development School Network consists of a group of K-12 schools and universities working together to share current research, professional development, opportunities for new and veteran teachers and strategies to improve student achievement. Through the Network for Enhancing Teacher Quality (Net-Q) grant, the College of Education’s PDS network consists of 24 schools in six school districts. Additionally the COE teams with Albany State University and Columbus State University to involve rural school districts in the Net-Q partnership.

- Schools can apply to become part of our PDS network through our application process.
- No new partner schools have submitted applications for PDS designation over the last year.

NET-Q PROVIDES PROFESSIONAL DEVELOPMENT FOR PARTNERSHIP TEACHERS

Each year the Net-Q teacher quality partnership reports to the federal government the number of teachers receiving professional development from the partnership during the reporting period. In 2012-2013, professional development took various forms within the NET-Q project.

- **Coach In Residence** (CIR) professors that visited high-needs schools on a regular basis. The total number of teachers receiving professional development reported by the CIR group was 200.
- **Cross-Career Learning Communities** (CCLCs) based in the high-needs schools were prevalent in the Atlanta metro area and in rural service areas. The total number of teachers receiving professional development from the CCLCs was 334.
- **Mentor teachers** who led the instructional initiative for the resident participants met for professional development and there were 22 mentor teachers.

The total number of teachers trained in professional development sponsored by the NET-Q partnership in 2012-2013 was 556 (200+334+22=556) teachers. The target for this performance measure was 417 teachers so the Net-Q partnership not only met but exceeded its goal for the year.

PROFESSIONAL DEVELOPMENT FOR FACULTY: RESEARCH WEDNESDAYS 2012-2013 SPEAKER SERIES

Alan Hirvela (Ohio State University), Second language literacy
Jacqueline Leonard (University of Wyoming), Teaching mathematics for cultural relevance, social justice, and empowerment
Jeffrey Sprague (University of Oregon), Applied behavior analysis, positive behavior supports, functional behavioral assessment, school safety, youth violence prevention, and juvenile delinquency prevention
Walter Secada (University of Miami), Equity in education, mathematics education, bilingual education, school restructuring, professional development of teachers, student engagement, and reform
James Earl Davis (Temple University), Social contexts of learning, including various school settings with a concern for how gender and race are related to students’ achievement and engagement, particularly black males.
In 2013, PEF faculty in the College of Education and the College of Arts and Sciences were surveyed regarding their perceptions of the effectiveness of PEF programs. Preliminary analysis of faculty ratings of the effectiveness of the unit at addressing individual learning outcomes are found below. Additional analyses of the quantitative data in light of faculty members’ affiliation and of the qualitative comments will be completed during the 2013-2014 year.

**Rated Highest (3.2)**

- Our program has a very practical framework. Students spend lots of time in their field placements. They leave GSU with content knowledge and with strategies for classroom mgmt. (having had mgmt. classes for 3 of their 4 semesters in the major!). They get lots of literacy courses as well and we have a very strong technology component as part of the literacy courses.

- I think the ECE educator preparation program thoroughly prepares new teachers. It has a dynamic faculty who care deeply about students overwhelming report they need more.

- Many of the students participate in courses that do “extra” work in schools like hosting math and/or literacy nights for families, tutoring, and working with community service organizations. These experiences complement and enhance internships and classroom teaching experiences.

**Rated Lowest (1.4)**

- Support faculty in ways to assist in increasing concentration in preparing our teacher candidates to meet the challenges of diverse learners in today’s classrooms to include differentiated instructional techniques, Universal Design for Learning, and classroom management skills. When these areas are covered in content and/or methods classes and in field experiences, our students overwhelmingly report they need more.

- I would recommend that we continue our attention to urban education settings as we want to prepare our students to be ready with real opportunities and challenges found within today’s schools.

<table>
<thead>
<tr>
<th>CF Outcomes</th>
<th>Not Effective</th>
<th>Moderately Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
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<td>46%</td>
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<td>44%</td>
</tr>
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</tr>
<tr>
<td>CF 1.3</td>
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<td>36%</td>
<td>10%</td>
<td>54%</td>
</tr>
<tr>
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<td>59%</td>
</tr>
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</tr>
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<td>CF 2.3</td>
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<td>10%</td>
<td>49%</td>
</tr>
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<td>CF 3.1</td>
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<td>41%</td>
<td>13%</td>
<td>49%</td>
</tr>
<tr>
<td>CF 3.2</td>
<td>0%</td>
<td>26%</td>
<td>10%</td>
<td>67%</td>
</tr>
<tr>
<td>CF 3.3</td>
<td>3%</td>
<td>44%</td>
<td>23%</td>
<td>31%</td>
</tr>
</tbody>
</table>

*16% Response Rate: Out of 235 faculty invitees, only 39 faculty participated.

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**BOR Graduate and Employer Surveys and Retention Data—Delayed for 2013**

Due to personnel changes at the Board of Regents, the BOR Graduate and Employer surveys were not administered in the 2012-2013 school year. The system office is working to go back and collect that data in the late fall of 2013. Should the data become available during the 2013-2014 school year, it will be sent to the induction committee.

The BOR is also currently analyzing the 2012-2013 workforce data and relating that data to completers of individual institutions. The system office expects to provide that data to institutions by December of 2013.
NET-Q has supported the establishment and maintenance of 44 Cross Career Learning Community (CCLC) groups across 5 Metro Atlanta Schools and 3 rural schools. ASU implemented a CCLC comprised of all residents, their mentors, and ASU faculty. A CCLC group is comprised of a mix of pre-service, novice, and veteran teachers and administrators who meet regularly in a small learning community to discuss educational issues using various protocols intended to facilitate meaningful discussion in a safe, supportive environment.

In sum, a total of 44 CCLC groups were supported through the NET-Q partnership during the 2012-2013 school year. The support of the school administration is essential in the CCLC development within the partnership schools; a few partnership schools had administrative support remains firm and have expanded in the rural districts. The number of participants in CCLCs is a total of 334 certified teachers, administrators, pre-service and support personnel at the elementary, middle, and high school levels.

A dissertation examined the retention rates of CCLC members and found that 99% were retained within their high-needs school. That percentage is compared with the 90% retained within a similar group of teachers. This finding also indicates financial cost savings for districts with schools having functional CCLC groups.

* From Net-Q 2012-2013 Evaluation Report
JOYCE KING VOTED PRESIDENT-ELECT OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

by Lucy Cunningham

College of Education Professor Joyce E. King has been voted president-elect of the American Educational Research Association (AERA). Her term as president begins at the conclusion of AERA’s 2014 Annual Meeting, after one year of service as president-elect.

Since 2004, King has been on the faculty at Georgia State University, where she holds the Benjamin E. Mays Endowed Chair of Urban Teaching, Learning and Leadership. Her research interests include the role of cultural knowledge, curriculum change and global education.

A native of California, King holds a Ph.D. in the social foundations of education from Stanford University and has a history of active involvement with AERA. “Her extensive participation with AERA and her knowledge of the Association position her well to lead,” said AERA Executive Director Felice J. Levine. “We look forward to her continued contributions to AERA and to the field of education research.”

King chaired the AERA Commission on Research in Black Education (CORIBE) and became editor of the resulting volume, Black Education: A Transformative Research and Action Agenda for the New Century, published in 2005 for AERA by Lawrence Erlbaum Associates. This volume, which examined the knowledge base, presented findings, and offered new directions for research and practice in Black education and across diverse communities, was introduced at an AERA briefing at the National Press Club.

In addition to Black Education, King has edited Preparing Teachers for Cultural Diversity and Teaching Diverse Populations: Formulating a Knowledge Base and co-authored Juxtaposing African American Literature with Social Practice (with C.A. Mitchell). She has written numerous book chapters and journal articles.

Before arriving at Georgia State University in 2004, King’s professional positions included Professor of Education and Provost at Spelman College, Associate Provost at Medgar Evers College of the City University of New York, and Associate Vice-Chancellor for Academic Affairs and Diversity Programs at the University of New Orleans. She has received fellowships from the American Council on Education, the W. K. Kellogg Foundation, and the National Institutes of Mental Health.

Her service to AERA has included chairing the International Relations Committee and serving as co-editor of the Review of Educational Research. Her leadership within the Association includes multiple years of service on the AERA’s Annual Meeting Program Committee; she will serve on the committee for the upcoming 94th Annual Meeting as program chair for Division K (Teaching and Teacher Education).

In recognition of her professional service, King was presented the Distinguished Career Contribution Award from the AERA Committee on Scholars of Color in Education. The Distinguished Career Contribution Award is given for a significant contribution to minority-related issues by a scholar, or a significant contribution to educational research and development by a minority scholar with a career of 30 or more years beyond the doctoral degree.

King will succeed Barbara Schneider, John A. Hannah Chair and Distinguished Professor in the College of Education and Department of Sociology at a Michigan State University. Dr. Schneider will assume the AERA presidency on May 1, 2013, at the close of the Association’s 2013 Annual Meeting in San Francisco.

Even though, there was an overall decrease in both the number of CCLC groups and the numbers of CCLC participants for the 2012-2013 school year in comparison with the 2011-2012 School year, the performance measure in which CCLC participants were counted, remained the same. This decrease in CCLC participation can be best explained by several exogenous factors: 1) District leadership reorganization and changes made shifted the focus away from CCLC to other initiatives and priorities; 2) Implementing the Common Core Curriculum usurped time/resources that had previously gone towards CCLC as schools were required by their districts to offer particular staff development topics; 3) Changes of leadership in 4 schools, with a major CCLC participating school having both a change of leadership, was identified as a GA Focus School, was reconstituted, and was required to reallocate time and resources to District mandated staff development topics.

However, while there was a decline in CCLC participation in urban schools, the NET-Q Rural CCLC Schools increased both the number of CCLC groups and CCLC participants for 2012-2013. Each school was given broad latitude in determining the constituency and purpose of CCLC groups to maximize fit and utility according to the needs of the school. CCLC groups in the NET-Q partnership were comprised of several stakeholder groups including school leadership teams, grade-level teams, content planning teams, collaborative planning teams, academic planning teams, and new teacher teams. CCLC structures and protocols were used in a variety of ways in the schools including whole school staff meetings, data meetings, decision making meetings, staff development meetings, and PTA meetings.

CCLC members reported using protocols (such as Norms, Chalk Talk, Learning from Play) within their classrooms with their students.

CCLC groups met weekly, bi-weekly, or monthly during planning periods, or before and after school. CCLC meeting duration varied from 25-30 minutes to 2 hours, depending on specific purpose and context. Both mandatory and voluntary CCLC participation types were present, from 3 schools requiring whole staff participation to mixed type (e.g., mandated for specific groups of teachers but voluntary for others) and fully voluntary participation.

School Climate Impacts of CCLC: CCLC School Coaches (point person in each CCLC school) reported positive effects to school climate which they observed at their particular school. CCLCs created a “Safe Space” for teachers to connect and to learn from each other in a non-threatening way in a spirit of collaboration and equity for all participants. One Coach noted, “People are bringing more work because they feel safe in their groups and understand that the purpose is for us to all grow together.” Another Coach noted, “We find that CCLCs improve our climate through the emphasis on everyone having a voice and collectively developing real solutions.”

Another CCLC School Coach noted increased levels of communication among teachers in the school and anticipated utilization of CCLC protocols in helping to negotiate recent changes at the District level that impact the school. “We have been able to begin to open lines of communication within departments and even across departments. With the addition of GPS and RPI in the District this past year, we are looking to utilize CCLC protocols to help us gather a better school understanding of what is it we are doing and where we are going as a district.”

CCLC protocols were cited as helpful for focusing and increasing efficacy of content and decision meetings. One Coach explains, “We have found it very beneficial to use the protocol to start meetings; the better the meetings are running and the better the meetings are running in general.”

One CCLC School Coach describes how CCLC work facilitates structured conversations among instructional staff which translates into more effective lessons for students. “The CCLC provides a forum for people in our building to get to know each other and the opportunity to have those conversations in a structured format. The results of the conversations, in my opinion, lead to better lessons presented to our students.”
2012-2013 Online Survey of CCLC Members:
“Describe Activities in your CCLC Group”

One of the items in the online survey of CCLC members was designed to elicit information concerning the activities and topical discussions occurring in CCLC groups throughout the NET-Q Partnership.

A total of 234 CCLC Group members responded to the survey. Responses related to the open ended question related to the activities in CCLC groups indicated discussion and activity topics had both student and teacher centered characteristics.

**Teacher-centered discussion topics**

 Problem Solving                Instructional Practice Improvement
 Assessment                      Collaboration across Grade Levels
 School Topics                   Protocol Utilization
 Sharing Together               Broad Professional Interest Topics

**Teacher-centered activities**

 Team Building                   Self-Discovery                  Collaboration
 Problem Solving                 Protocol Utilization              Forums
 Book Clubs

**Student-center discussion topics**

 CRCT Prep                        Classroom Management             Student Achievement
 Student Data                     College Readiness

*Mentoring Self Efficacy*

Mentor Teachers cited several ways in which their participation in TIP/AAR has impacted their sense of efficacy concerning mentoring pre-service teachers. Respondents noted that the TIP/AAR model, due to its scope of activities, engenders a high level of cooperation between the mentor and mentee. Several respondents cited increased levels of confidence in their own mentoring abilities, heightened reflexive ability, openness to new ideas, modeling instruction and classroom management techniques, being able to give feedback in a supportive way.

Also mentioned was an increased capacity of mentors to relate to mentees from different backgrounds, being more available, letting go and allowing the mentee to teach and make and learn from mistakes, allowing the mentor to attend department meetings, ensuring that mentee has access to other team members to provide different perspectives, and being more intentional in mentoring.

**Knowledge Utilization**

Residents cited multiple ways in which their participation in TIP/AAR resulted in increased utilization of knowledge and skills learned in the classroom and supported by TIP. Residents feel empowered in the use of technology to deliver content in a variety of ways that are accessible to different groups of students, using assessment and other data sources to inform instructional changes based on identified need, using data for differentiation of instruction, to inform groupings, and to track student progress. Residents cited using behavioral management strategies, conflict resolution strategies, and different techniques for increasing student engagement.

**Student Achievement Outcomes**

Residents shared results from their AAR projects and found positive student achievement outcomes. One Resident explains her AAR project and associated positive outcomes in regards to the Georgia Writing Assessment for her 5th grade Students (GAWA). Her AAR Project arose from an identified need in her class to strengthen and improve her student’s writing ability by giving extra remediation to identified students based on scores from a mock up GAWA. A full ½ of her class did not pass initially, and especially struggling students were selected for the intervention. “I worked with these 5 for 45 minutes, 3 times a week for 2 months. We did basic stuff like forming simple sentences and went through complex and compound sentences. All five identified students passed GAWA in March, I learned to use different strategies in delivering instruction and remediation to this group.” Another Resident did her AAR project in an inclusion class setting and noted significant achievement outcomes, especially with her IEP Students. “I did conceptual based manipulatives for integers and found that my students were struggling and confused rules. I went for conceptual understanding of how to combine negative integers. Definitely saw improvement. The group that showed most improvement from pretest to post test was my IEP students. All but 3 of students passed the Math CRCT. I am proud of myself and proud of my students.”

**Overall Comments Concerning TIP Groups and AAR Projects**

Participants indicated that they saw the TIP Group model a beneficial by bringing a balance between Residents’ school based experiences and their university preparation. Residents appreciated the multiple perspectives of the Mentor Teacher and supervising professor as well as feelings of being adequately supported through the program. One Resident explains “I thought it [TIP] was great. Everyone should have this level of support going through this program. If I had any questions, they offered ideas from multiple perspectives and I liked having an extra set of eyes on me making sure I was doing ok. It also helped with keeping everyone on the same page.”

Residents found that the emphasis on quality data use and skill development in TIP group helped them to become better consumers of research, become more confident in designing targeted interventions for a variety of students, and manage similar research/inquiry efforts in the future.

* From Net-Q 2012-2013 Evaluation Report
Understanding the Effectiveness of GSU's Residency Approach to Teacher Preparation

GSU's residency model for teacher preparation include the use of **Teacher-Intern-Professor (TIP)** **Groups** with **Anchor Action Research (AAR)** as a Professional Development School and Classroom approach to support teaching intern’s experiences while working to improve student achievement in the classroom.

Interviews were conducted with participants in TIP Groups with AAR to provide data for assessing the degree to which this approach is a contribution to advancing clinical teacher education by providing classroom experiences for interns to learn more about assessment and data based decision making.

Data sources included an individual 45 minute telephone interview conducted with each of 10 NET-Q Teacher Mentors and 10 Residents from the GSU Cohort. Document analyses of Mentor Teacher Monthly Training Sessions and analyses of class syllabi were conducted where appropriate. The Teacher Residents were students in the Department of Middle-Secondary and Instructional Technology M.A.T. Program as well as Special Education at Georgia State University.

Participants highlighted several ways that their participation in TIP/AAR was beneficial. Teacher Mentor and Teacher Residents responses reflect impacts on teaching and mentoring self-efficacies, utilization of knowledge learned to enhance instructional delivery, and some student achievement gains attributable to the TIP/AAR Groups and activities.

Teaching Self Efficacy

Residents noted several ways in which they felt that their participation in TIP/AAR helped their perceptions of teaching selfefficacy.

Residents generally appreciated and valued the multiple perspectives given from both the Mentor Teacher and supervising professor and the resources shared among the TIP Group. Residents noted that they felt supported within the TIP, and this support allowed Residents to try out different strategies and to reflect upon relative successes or areas of improvement regarding instructional delivery. Respondents noted increased facility with technology and its integration into lesson materials, planned activities, small and large group work and how to use multiple technologies with different groups of learners. Some technologies mentioned include the use of Promethian Boards, HTC tablets, laptop computers, graphing calculators, and hand held devices such as clickers. Integration of software for both remediation and enrichment was present, with Residents citing WorldQuests, Word Wizard, Online Story Maker, Quizer, and a Jeopardy-like quiz program.

“I grew enormously. I view myself as a professional educator. I feel a lot more confidence in my ability to shift mid lesson if needed.”

The state of Georgia is considering the adoption of the edTPA assessments for pre-service teachers across all teacher education programs. These portfolio based assessments are being considered along with the GACE Content Assessments for certification by the Professional Standards Commission (PSC). The edTPA assessments refer to a candidate’s pedagogical and content knowledge through written and video reflection, and they are aligned to Common Core standards as well as InTASC. Discussions in the state indicate principals will be using the edTPA to help new teachers construct their professional improvement plans for the first three years of teaching. New teachers coming in from out of state who have never taught may also be required to take the edTPA for certification. Professional development related to edTPA focus areas may become increasingly important in future years.

edTPA - A Tool for Planning Induction

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![Overview of edTPA](http://www.kent.edu/ehhs/edTPA/edTPA-A-Tool-for-Planning-Induction)
Mentor Modules Update

MentorModules.com, the online site for teacher mentors, has become a sought-after resource in Georgia and beyond. Developed by Caitlin McMunn Dooley (NET-Q Co-PI and Associate Professor in Early Childhood Education Department) and Sandy Matthews (Nesbit ES partner school teacher and ECE Doctoral student), the MentorModules.com site offers video cases, discussion questions, online resources, and activities to support mentor development.

The Georgia Department of Education is transferring content from the site, including educational videos, activities, links, and reflection questions, to an online course delivery system. Once complete, the course will be available (for FREE) to all Georgia public school teachers.

In addition, MentorModules.com has been praised by colleagues near and far. Some of the comments include:

- “I am in awe that this is all provided gratis! It seems to be an excellent resource.” (from GA)
- “It looks really wonderful. I liked the video clip about the enthused student teacher and the mentor teacher’s diplomatic response.” (from TX)
- “Thanks for sharing. I particularly appreciated the link for GA teachers, since I am new to the state.” (from GA)
- “While I was searching the net I came across your site. What I would like to do is make use of the resources on your site while designing this training program (I would cite you in the study).” (from Turkey)

The site has received “hits” from around the world. We receive messages weekly from users who are using the site or repurposing the site’s content. For instance, the site was used to create content for a course offered by the University of Pittsburgh for all of their cooperating teachers (see personal communication from Dr. Meryl Lazar, Director of Elementary Education, U. Pitt).

We also know that the site is being used by other universities and school systems, such as: University of Georgia, Syracuse University, University of Minnesota, University of Texas at Arlington, and all 26 Race to the Top districts across Georgia.

We are excited that the MentorModules have such widespread impact.

(Taken from the 2013 NET-Q Annual Report for Early Childhood Education and Modules)

NET-Q Team Pairs up with Georgia Department of Education to offer Leadership Modules

Caitlin McMunn Dooley (ECE) and Hayward Richardson (Clinical Assistant Professor in the Department of Educational Policy Studies), of the NET-Q team, have partnered with the Karen Wyler, of the GA Dept. of Education, and Diane Ray, of the Professional Association of Georgia Educators, to create videos about leadership in education. These videos will be used for state-wide workshops for mentors who will support new educational leaders, as part of the Race to the Top initiative. The videos will also be used as part of an online resource for leadership development. Plans are underway to use the resource in Georgia, the U.S., and internationally.

Georgia Public Broadcasting sub-contracted the production of the videos and web design to local businesses—a wonderful example of public-private business partnerships in action. NightGlass productions and MoRancho productions hired actors and filmed in April 2013. Nesbit elementary, a NET-Q partner school, will host some of the filming—with Principal Clayborn Knight as a STAR in one of the videos! The videos have been uploaded for review and approval. You can see them here: http://vimeopro.com/nightglass/net-q

These videos will be used for training for leaders for all RT3 districts across the state, offered through the Regional Educational Service Agencies (RESAs) via the Georgia Department of Education through a train-the-trainer model. The videos will also be incorporated into an online course delivery system offered free to educators through the Georgia Department of Education as well as in an online website similar to the MentorModules.com site.

(Taken from the 2013 NET-Q Annual Report for Early Childhood Education and Modules)