



Content Knowledge: Data Summary

OVERVIEW

Candidates’ content knowledge, pedagogical content knowledge and skills, and use of technology are reviewed yearly by the **Content Knowledge Committee**. These areas are related to the following learning outcomes from our GSU conceptual framework:

- *1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.*
- *3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.*

DATA SOURCES

Data analyzed in relation to the above learning outcomes include those listed below. Complete data files can be found in the Content Knowledge Committee folder in Livetext.

- *2011-2012 GACE scores*
- *Knowledge and Performance Assessments for 2012-2013 tagged for LO 1.2 and 3.2*
- *Student Feedback on Program Effectiveness 2012-2013 (LO 1.2 and 3.2)*
- ◆ *(Note. The BOR Graduate and Employer survey and Workforce data is not available from the BOR at this time.)*
- ◆ *NSSE Report data will be available in spring 2014.*

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OUR MISSION

is to prepare educators who are:

- ***informed*** by research, knowledge and reflective practice;
- ***empowered*** to serve as change agents;
- ***committed*** to and respectful of all learners; and
- ***engaged*** with learners, their families, schools, and local and global communities.

Content Knowledge Committee: Action Items for 2013– 2014

- ◆ Monitor the ratings on the BOR Graduate Surveys to ensure that initial teacher candidates are at or above the USG average in the area of pedagogical content knowledge and skills.
- ◆ Continue to review employer data provided by the BOR Surveys as aligned to the new In-TASC Model for Teaching Standards, as they are also considering a contract with Edu-ventures. Information gained from these surveys will continue to provide a richer account of candidates' pedagogical content knowledge and skills, including technology.
- ◆ Monitor ratings as indicated on the NSSE Report regarding opportunities for career advise-ment for seniors.

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 sur-veys 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 dur-ing 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 insti-tutions by December of 2013.

Changes to GACE Assessments

Beginning in October 2013, ETS is the new provider for the GACE assessments. All tests are now administered in an online format and with greater frequency. Other changes include:

- ◆ GACE Basic Skills is now GACE Program Admission tests. The tests include reading, math, and writing.
- ◆ GACE Content Assessments will have two cut off scores: (a) Induction Level and (b) Pro-fessional Level. Current students can pass at either level and receive certification. In the new policy currently being drafted for tiered certification, an induction pass rate would qualify a person for the induction certificate. To be eligible for the Professional Certificate in year 3, a person would have to show a passing score at the Professional level.
- ◆ To register for any GACE assessments, candidates must go to MyPSC.com and create an account.
- ◆ Undergraduate students, School Counseling, School Psychology and Educational Leader-ship students must be granted eligibility to test by GSU prior to being able to register for the test.

FINDINGS : GACE CONTENT ASSESSMENTS

SUMMARY OF GACE RESULTS—2011-2012

GACE results for individual completers are reported to GSU in the year students take the tests (i.e. 2011-2012). The following year (i.e. 2012-2013), the state reports the scores of teacher education completers to the federal government in a Title II report.

- ◆ Overall, GSU completers show a solid performance on GACE results with a 96% pass rate for 2011-2012. The pass rate for 2010-2011 was also 97%, but the three years prior the pass rate was 99% for all programs.
- ◆ 2011-12 pass rates for completers for all programs ranged from 89% to 100%. This is the same as the pass rates for 2010-2012.
- ◆ Pass rates for 10 programs increased, while pass rates for nine programs decreased. Seven programs had pass rates that remained the same.

In May of 2013, GSU received the program summary reports based on the scores of the 11-12 completers. Detailed reports for all programs can be found in the Content Knowledge Committee folder in Livetext. The summary report from Title II on teacher educators is found on the following page. This report only includes programs with more than 10 completers. Complete data on all programs are available in Livetext.

“Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all. (CF Learning Outcome 1.2)”

TEST RESULTS FOR OTHER SCHOOL PERSONNEL

While the state Title II report focuses on teacher education completers, students preparing to be other school personnel also take GACE content assessments as part of their requirements.

Assessment	Number taking test	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
103 School Counseling Test I	6	256	6	100%	100%	249
104 School Counseling Test II	6	253	6	100%	100%	246
105 School Psychology Test I	2	257	2	100%	100%	249
106 School Psychology Test II	2	267	2	100%	100%	257
173 Educational Leadership Test I	8	249	8	100%	100%	247
174 Educational Leadership Test II	8	248	8	100%	100%	248

RELATED GSU FACULTY

RESEARCH

Four researchers collaborated on this multisite qualitative case study that examined II novice art teachers negotiating their way through their first year of teaching. Participant in three states were



selected through a criterion method sampling strategy. The subjects were employed in rural, urban, and suburban public school districts. Researchers conducted 3-4 structured interviews using the same time line and interview protocols during the 2005-2006 academic year. Results indicate that, as novice art teachers assimilated into their respective school cultures, logistical and classroom management issues were of primary concern. Successes reported included a sense of community with their students, improving dialogue about art, and showcasing their art program.

Kuster, D. A., Bain, C., Newton, C., & Milbrandt, M. K. (2010). Novice Art Teachers: Navigating Through the First Year. *Visual Arts Research*, 36(1), 44-54.

GACE SUMMARY TABLE: RESULTS FROM TITLE II REPORT

Assessment	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
109 -Art Education: Test I	22	250	21	95%	98%	250
110 -Art Education: Test II	21	246	21	100%	98%	246
001 -ECE: Test I	226	239	214	95%	92%	237
002 -ECE: Test II	227	248	221	97%	95%	244
020 -English: Test I	17	253	17	100%	96%	242
021 -English: Test II	17	246	17	100%	95%	240
115 -Health And Phys Ed: Test I	11	254	11	100%	97%	244
116 -Health And Phys Ed: Test II	11	250	11	100%	98%	245
034 -History: Test I	25	245	25	100%	97%	245
035 -History: Test II	25	241	24	96%	97%	242
022 -Mathematics: Test I	12	261	12	100%	99%	260
023 -Mathematics: Test II	13	248	13	100%	99%	250
011 -Mid Grades Lang Arts	41	246	39	95%	94%	243
013 -Mid Grades Mathematics	49	243	46	94%	93%	242
014 -Mid Grades Science	47	239	42	89%	94%	244
015 -Mid Grades Social Science	40	245	36	90%	93%	238
024 -Science: Test I	20	239	18	90%	94%	238
025 -Science: Test II	20	243	19	95%	94%	240
081 -Spec Ed General Curriculum: Test I	72	247	71	99%	99%	244
082 -Spec Ed General Curriculum: Test II	72	242	71	99%	99%	239

- ◆ This table summarizes the results for programs with more than 10 completers as reported by the state to the federal government on the 2012 Title II report. An expanded summary table and individual program reports can be found in the Content Knowledge Committee folder in LiveText.

FINDINGS: LEARNING OUTCOME 1.2



LEARNING OUTCOME 1.2: INITIAL PROGRAMS

As illustrated in the table below, initial preparation candidates in early childhood education, middle level education, and secondary education were knowledgeable in their content areas and were able to teach effectively within specific disciplines.

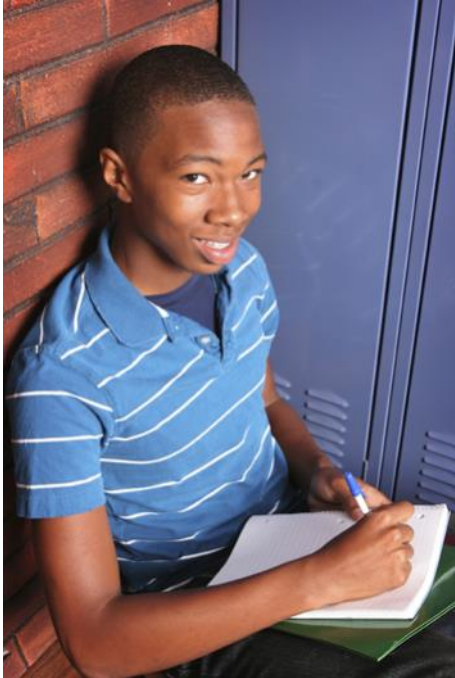
- ◆ A larger percentage of candidates met or exceeded target at program completion than at midpoint.

“Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all. (CF Learning Outcome 1.2)”

Initial Preparation Programs	Transition Point in Program*	Rating			
		Number Assessed	Exceeds Target	Meets Target	Does Not Meet Target
ECE	Mid	171	60(35%)	106(62%)	5(3%)
	End	139	100(72%)	38(27%)	1(1%)
MSE	Mid	107	82(77%)	25(23%)	0(0%)
	End	149	129(87%)	20(13%)	0(0%)
Special Education	Mid	51	37(72%)	10(20%)	4(8%)
	End	112	91(81%)	18(16%)	3(3%)
Health & PE	Mid	13	5(38%)	8(62%)	0(0%)
	End	14	8(57%)	6(43%)	0(0%)
Art, Music, and Modern and Classical Languages**	Mid	N/A	N/A	N/A	N/A
	End	N/A	N/A	N/A	N/A
Other school personnel	Mid	32	14(44%)	18(56%)	0(0%)
	End	50	41(82%)	9(18%)	0(0%)

* Note. Depending on program length, in a given year the students assessed at the midpoint of a program might not be the same students as those who are assessed at program completion.

** Art and music programs at GSU are nationally accredited and collect assessment data specific to their accreditation requirements. Data were not available for Modern and Classical language programs for the 2012-2013 school year.



LEARNING OUTCOME 1.2: ADVANCED PROGRAMS

As illustrated in the table below, advanced program candidates were able to demonstrate knowledge of their discipline and how to teach within their content areas.

- ◆ 99% of advanced candidates met or exceeding target by the end of their program.

Advanced Programs	Rating			
	Number Assessed	Exceeds Target	Meets Target	Does Not meet Target
ECE	85	52(61%)	32(38%)	1(1%)
MSE	21	6(29%)	15(71%)	0(0%)
Total	106	58(55%)	47(44%)	1(1%)

GACE Preparation Materials: Ways to Help Candidates Succeed

<http://gace.ets.org/prepare>

Test Preparation Materials

Tutorials

Webinars

Study Plans

**SUMMARY OF STUDENT FEEDBACK : PROGRAM EFFECTIVENESS AT ADDRESSING
CONCEPTUAL FRAMEWORK LEARNING OUTCOME 1.2**

Program Type	Transition Point in Program	Quantitative Rating			
		Not effective	Somewhat effective	Moderately effective	Very effective
Adv.	Mid	0(0%)	3(12%)	4(15%)	19(73%)
	End	0(0%)	1(6%)	5(28%)	12(67%)
Initial	Mid	1(1%)	11(9%)	34(27%)	79(63%)
	End	0(0%)	14(9%)	53(33%)	92(58%)
Total	Mid	1(1%)	14(9%)	38(25%)	98(65%)
	End	0(0%)	15(8%)	58(33%)	104(59%)

• There were 338 total responders to student surveys in 2012-2013. Of these, 203 students provided written feedback on the strengths of their programs and 177 provided recommendations for program improvement.

Program Strengths: CF 1.2

Twelve students provided written feedback on program strengths that were related to their ability to possess and use “research-based, discipline-specific knowledge and pedagogy to facilitate learning for all” (CF Learning Outcome 1.2).

- ◆ Methods classes were informative and important, as well as the collaboration class. All of these were taught by Dr. XXX and she did a wonderful job preparing us.
- ◆ I appreciate all of the material I am learning and how applicable it will be in my future classroom. I have learned many strategies and methods that will make me a better teacher.
- ◆ This semester, block two, our most effective class was literacy with Dr. XXX because she not only taught us content, but how to teach engaging lessons in the classroom.
- ◆ The lectures about the various intellectual disabilities. The information was interesting and helpful.

Feedback for improvement: CF 1.2

Ten students made recommendations for program improvement related to this learning outcome. The complete list of recommendations can be found in the Content Knowledge Committee folder in Livetext

- ◆ Find new methods class teachers. I learned absolutely nothing within my math and science methods classes in the fall of 2012. I honestly felt as if my time was being waste and they were just wasting class time.
- ◆ I do not feel that our science methods course has provided us with ways to implement science into the classroom effectively.
- ◆ I believe that the required math courses such as algebraic concepts are irrelevant to the Early Childhood Education program. They are stressful, time consuming, and unnessecary. I do not believe that those classes provide any useful information to future

FINDINGS: LEARNING OUTCOME 3.2

INITIAL AND ADVANCED PREPARATION PROGRAMS

Data results for midpoint and endpoint ratings on CF 3.2 indicated initial preparation candidates in were strong in terms of this learning outcome.

Initial Preparation

- ◆ Growth in terms of the numbers meeting this standards from midpoint to endpoint of the program was evident.
- ◆ 99% of completers met program specific expectations for CF 3.2.

Advanced Programs

- ◆ 97% of completers met program specific expectations for this learning outcome.

Initial Preparation Programs	Transition Point in Program*	Rating			
		Number Assessed	Exceeds Target	Meets Target	Does Not meet Target
ECE	Mid	168	62(37%)	100 (60%)	6(4%)
	End	129	88(68%)	37(29%)	4(3%)
MSE	Mid	102	73(72%)	28(27%)	1(1%)
	End	156	125	30(19%)	1(1%)
Special Education	Mid	51	29(57%)	19(37%)	3(6%)
	End	112	99(88%)	13(12%)	0(0%)
Health & PE	Mid	13	5(38%)	8(62%)	0(0%)
	End	14	1(7%)	13(93%)	0(0%)
Art, Music, and Modern and Classical Languages.	Mid	N/A	N/A	N/A	N/A
	End	N/A	N/A	N/A	N/A
Other school personnel	Mid	31	20(65%)	11(35%)	0(0%)
	End	50	39(78%)	11(22%)	0(0%)

* Note. Depending on program length, in a given year the students assessed at the midpoint of a program might not be the same students as those who are assessed at program completion.

** Art and music programs at GSU are nationally accredited and collect assessment data specific to their accreditation requirements. Data were not available for Modern and Classical language programs for the 2012-2013 school year.

Advanced Programs	Rating			
	Number Assessed	Exceeds Target	Meets Target	Does Not Meet Target
ECE	57	51(89%)	3(5%)	3(5%)
MSE	21	6(29%)	15(71%)	0(0%)
Total	98	57(58%)	18(18%)	3(3%)

“Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.”

RELATED FACULTY RESEARCH



Flint, A.S., Zisook, K., Fisher, T.R. (2011). Not a one-shot deal: Generative professional development among experienced teachers. *Teaching and Teacher Education, 27, 1163-1169.*

This study examines two experienced teachers’ transformations and sense of agency as they implemented a writer’s workshop curriculum with multilingual third grade students. Multiple lines of inquiry guide the study including communities of practice (Lave & Wenger, 1991), teacher identities in figured

worlds (Holland, Lachicotte, Skinner, & Cain, 1998), and the ethic of care (Noddings, 1984/2003).

A constant comparative method was used to analyze classroom observation notes, interviews and debriefing sessions (Glaser & Strauss, 1967). Findings indicate that teachers transformed their pedagogical practices around writing, and at the same time reconsidered what it may mean to become renewed professionals.

**SUMMARY OF STUDENT FEEDBACK: PROGRAM EFFECTIVENESS
AT ADDRESSING CONCEPTUAL FRAMEWORK LEARNING OUTCOME 3.2**

Program Type	Transition Point in Program	Quantitative Rating			
		Not effective	Somewhat effective	Moderately effective	Very effective
Adv.	Mid	0(0%)	4(15%)	6(23%)	16(62%)
	End	0(0%)	0(0%)	6(38%)	10(63%)
Initial	Mid	5(4%)	8(6%)	37(30%)	74(60%)
	End	3(2%)	18(11%)	50(32%)	87(55%)
Total	Mid	5(3%)	12(8%)	43(29%)	90(60%)
	End	3(2%)	18(10%)	56(32%)	97(56%)

• There were 338 total responders to student surveys in 2012-2013. Of these, 203 students provided written feedback on the strengths of their programs and 177 provided recommendations for program improvement.

Program Strengths: CF 3.2

Eight students wrote comments related to their ability to “coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.” Almost all of these responses made direction connection to classroom based field experiences and clinical practice.

- ◆ The large amount of hands on student teaching.
- ◆ The most effective element of my program was the enriching, modeled professor XXX who meticulously designed classroom scenarios and awesome learning experiences for both the teacher and students that will be meaningful in my career as an educator
- ◆ I think that being in the field twice a week is the most effective element of the program.
- ◆ The bricks and mortar classroom experiences

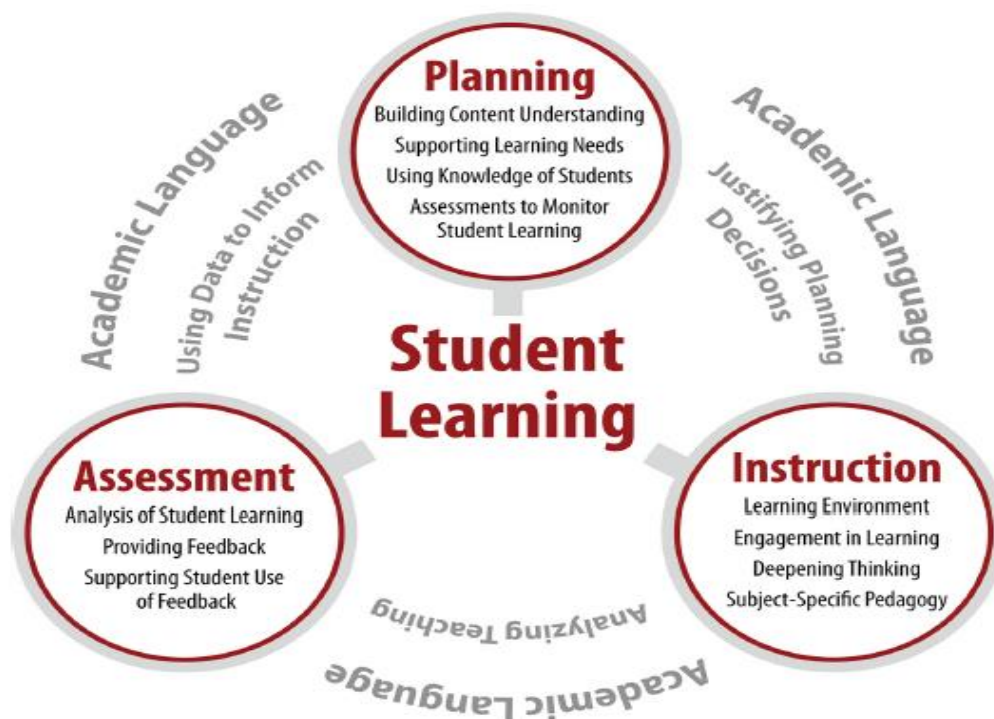
Feedback for Improvement: CF 3.2

Forty-nine students offered recommendations for program improvement focused on issues related to CF Learning Outcome 3.2. Many of these addressed difficulties in field experience/student teaching placement process, classroom management, or with cooperating teachers /supervisors.

- ◆ I would say more hands on experience outside of the classroom would be beneficial before student teaching. I would like to work more with students with disabilities, students from other culture and english language learners
- ◆ Allow more time in the classroom that you already have. Give students more chances to do week long student teaching before they get to Block 3 and student teaching.
- ◆ I would really appreciate feedback from my professors on my work with my students. Professional guidance on the appropriate measures to take with my students are what I am missing in my training as a teacher
- ◆ The last semester of student teaching is very stressful and busy. I recommend that student teacher just student teach and no other classes at all.

edTPA for Student Teacher Reflection

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 it is aligned to Common Core standards as well as InTASC. There are currently over 27 different content specific edTPA assessments, and each has content specific grading rubrics. **Understanding Academic Language** used in the disciplines seems to be the area which causes candidates the most difficulty. Content and content pedagogy faculty alike may benefit from understanding of the edTPA academic language requirements associated with their content areas.



[Overview of edTPA]. Retrieved June 14, 2013 from <http://www.kent.edu/ehhs/edTPA/>

Middle Secondary Department- Candidates present a lesson, record it as a video recording or audio recording, and then reflect on an edited version of that recording. The department has integrated technology with digital reflections and students in Middle Level education have created a blog.

The Health and Physical Education program

Teacher candidates utilizes "heart rate monitors" when implementing physical education lessons to assist students in determining individual student's levels of physical activity. The teacher candidate utilizes the information gathered from individual students (as well as the entire class) to

discussion forums to enhance all aspects of their teaching practices. A specific example of this is the iPod Infused Inquiry (I3) assignment which is part of the EDSC 6550 (Principles of Science Instruction) course. In this assignment, candidates create an iPod infused science inquiry lesson that is about 45 to 60 minutes long for high school students.

Early Childhood Education Faculty

All Early Childhood Education faculty members use iPads to explore potential instructional uses for this new platform. Professional development for faculty preparing teacher candidates to use the iPad for student learning is

make digital media on-site. Additionally, P-12 mentor teachers provided seminars for teacher candidates on the use of the Promethean Board and Bright Links systems facilitating the candidates' incorporation of these platforms effectively in their lesson plans.

Early Childhood Education Urban Accelerated Certification and Master's Program

ECE UACM has designed and targeted the use of a new web-based communication board. This board will serve as a site for making available STEM and EL research and instructional resources relevant to local school educators. It will also serve as a place

HOW IS THE COLLEGE OF EDUCATION INTEGRATING TECHNOLOGY INTO TEACHING AND LEARNING?

adjust the lesson to increase or decrease the intended level of physical activity. In addition, teacher candidates utilize the "Fitnessgram testing protocol and software" to provide feedback to students on their individual attainment of healthy fitness zones. Candidates can run class reports to determine the number of students who score in the healthy fitness zone, allowing them to adjust their lessons to be the most meaningful for the students they are teaching.

Science Education

Students are taught how to use a wide variety of technologies including handheld data collection and analysis equipment, interactive boards, internet-based animations and simulations, and online learning environments and dis-

provided by the instructional technology department and is ongoing each academic year.

Early Childhood Education Students

The ECE BSED Program continues to embed the ISTE NET standards and implement two full day seminars, in collaboration with The Alliance Theatre and Young Audiences, for pre-service teachers focused on Digital Composition. to concepts and techniques for digital storytelling and composition. This initiative included working with film and sound. Work in this area was transferred to additional opportunities this year for teacher candidates during their field experiences where faculty provided opportunities for candidates to work directly with P-12 students who

to highlight high-quality instructional practices by in-service teachers. Funding for innovative instructional technology (e.g., iPads) is provided by USDOE grants.



PEF FACULTY PERCEPTIONS OF PROGRAM EFFECTIVENESS: PRELIMINARY FINDINGS

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 candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.)

- ◆ 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 mgt. (having had mgt. 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 the students and their content area. Classroom management and practical instructional strategies are particularly strong. 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: Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.)

- ◆ 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 overwhelming 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.

CF Outcomes	Frequency			
	Not Effective	Moderately Effective	Somewhat Effective	Very Effective
CF 1.1	0(0%)	18(46%)	4(10%)	17(44%)
CF 1.2	1(3%)	15(38%)	0(0%)	24(62%)
CF 1.3	1(3%)	14(36%)	4(10%)	21(54%)
CF 1.4	3(7%)	14(36%)	13(33%)	10(26%)
CF 2.1	0(0%)	15(38%)	1(3%)	23(59%)
CF 2.2	1(3%)	17(44%)	0(0%)	22(56%)
CF 2.3	1(3%)	16(41%)	4(10%)	19(49%)
CF 3.1	0(0%)	16(41%)	5(13%)	19(49%)
CF 3.2	0(0%)	10(26%)	4(10%)	26(67%)
CF 3.3	1(3%)	17(44%)	9(23%)	12(31%)

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

PROFESSIONAL DEVELOPMENT FOR FACULTY: RESEARCH WEDNESDAYS SPEAKER SERIES

The COE Research Wednesdays Speaker Series facilitates professional development for PEF faculty by providing access to cutting-edge, nationally renowned researchers. The following speakers from the 2012-2013 academic year addressed issues related to our PEF conceptual framework:

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*

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 vol-

ume, 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 *Black Mothers to Sons: 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 fellowship awards 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 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.

For more information about AERA, visit <http://www.aera.net>.



RELATED LITERATURE

In addition to the GSU Faculty research highlighted in the side-bars of this report, the following articles are directly related to the GSU Conceptual Framework.

- Bezrukova, K., Jehn, K. A., & Spell, C. S. (2012). Reviewing diversity training: Where we have been and where we should go. *Academy of Management Learning & Education*, 11(2), 207-227.
- Bodur, Y. (2012). Impact of course and fieldwork on multicultural beliefs and attitudes. *Educational Forum*, 76(1), 41-56.
- del Prado Hill, P., Friedland, E. S., & Phelps, S. (2012). How teacher candidates' perceptions of urban students are influenced by field experiences: A review of the literature. *Action in Teacher Education*, 34(1), 77-96.
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Conceptual Framework Resources



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GSU TEACHER PREPARATION DASHBOARD



GSU Completers of Initial Preparation Programs								
03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
363	486	480	462	523	471	555	651	530

Year of Completion	Number of Counties Hiring GSU New Teachers	Top 5 Counties Employing GSU New Teachers
2012	2012 Workforce data will be available in December of 2013	
2011	32	Fulton, DeKalb, APS, Gwinnett, Cobb
2010	38	DeKalb, Gwinnett, Cobb, Fulton, APS
2009	21	Gwinnett, DeKalb, Fulton, Cobb, APS/Henry
2008	33	Fulton, DeKalb, APS, Gwinnett, Cobb
2007	32	Gwinnett, DeKalb, Fulton, APS, Cobb
2006	33	Gwinnett, Fulton, DeKalb, APS, Cobb

GSU Pass Rates – Title II Summary Reports										
01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
99%	99%	92%	93%	93%	94%	99%	99%	99%	97%*	96%

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

Yield and Retention Rates for Completers from 2006-2011

Cohort	Total	Yield Rate	Retention Rates	
			One year	Two years
2006	497	301 (61%)	286 (95%)	272 (90%)
2007	427	340 (80%)	319 (94%)	299 (88%)
2008	384	279 (73%)	260 (93%)	243 (87%)
2009	326	196 (60%)	175 (89%)	166 (85%)
2010	555	334 (60%)	314 (94%)	N/A*
2011	540	269 (50%)	N/A*	
2012	605	287 (47%)		

* 2012 Workforce data will be available in December of 2013 N/A

Note. The numbers in this table above reflect the Board of Regents Completer data. Variations in completers in comparison to Title II numbers may reflect policy changes in reporting graduates who have completed multiple programs.