

**Programs: Bachelor of Science in Elementary Education, Middle Grades, Secondary English, and Secondary Mathematics, as well as Master of Arts in Teaching in Elementary Education and Pedagogy**

**Program Goals**

Upon completion of a Division of Education initial teaching program (Bachelor of Science in Elementary Education, Middle Grades, Secondary English, and Secondary Mathematics, as well as Master of Arts in Teaching in Elementary Education and Pedagogy), graduates should be able to:

- Recognize that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.
- Make content accessible to students by using multiple means of communication, including digital media and information technology, and integrate cross-disciplinary skills (e.g., critical thinking, problems-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.
- Integrate assessment, planning, and instructional strategies in coordinated and engaging ways.
- Demonstrate professional responsibility through continuous professional learning, ethical decision-making, collaboration with all stakeholders (learners, families, other professionals, the community), and seek opportunities for leadership.

**NAME OF ASSESSMENT**

Georgia Assessment for the Certification of Educators – Educator Preparation Candidates

**PURPOSE OF ASSESSMENT**

According to the Educational Testing Service (2017), the purpose of the GACE assessments is “to measure the professional knowledge of prospective teachers in the state of Georgia. The EPP uses the GACE assessments to ensure that candidates possess the depth and breadth of content knowledge necessary to make positive academic impacts on PK-12 students. All Educator Preparation Education candidates must pass the GACE assessments to complete the program and receive professional certification.

# DATA

## ANALYSIS AND INTERPRETATION OF FINDINGS

GACE Unit Data												
	2017-18		2018-19		2019-2020		3 year Avg. 2017-2020					
	%Pass	%Not Passed	%Pass	%Not Passed	%Pass	%Not Passed	TU All (n=30)					
							%Pass	%Not Passed				
<b>Unit Totals</b>	100 (n=9)	0	100 (n=13)	0	100 (n=8)	0	100	0				
Early Childhood Education Test 1	100 (n=5)	0	100 (n=10)	0	100 (n=4)	0	100	0				
Early Childhood Education Test 2	100 (n=5)	0	100 (n=10)	0	100 (n=4)	0	100	0				
MGE Math Test	**100 (n=4)	0	100 (n=1)	0	NA	NA	100	0				
MGE Science Test	100 (n=3)	0	***100 (n=1)	0	100 (n=3)	0	100	0				
MGE Social Science Test	100 (n=1)	NA	100 (n=1)	0	100 (n=3)	0	100	0				
MGE Language Arts Test	NA	NA	***100 (n=1)	0	NA	NA	100	0				
SEC - Math Test 1	NA	NA	NA	NA	NA	NA	100	0				
SEC - Math Test 2	NA	NA	NA	NA	NA	NA	100	0				
SEC - English Test 1	NA	NA	NA	NA	100 (n=1)	0	100	0				
SEC - English Test 2	NA	NA	NA	NA	100 (n=1)	0	100	0				
#Students Passing at Induction	28% (n=5)	NA	42% (n=10)	NA	6% (n=1)	NA						
#Students Passing at Professional	72% (n=13)	NA	58% (n=14)	NA	94% (n=15)	NA						
*1 SEC ENG tested in SP17, but did not complete program. 1 of the SEC ENG completed Sum 18												
**TC MGE Math Released early to take GACE, but complete SP19												
***1TC Passed MGE Science & LA GACE, but complete FA19												
	2018 PPEM GACE DATA				2019 PPEM GACE DATA				2020 PPEM GACE DATA			
	Avg. Score	Passed Professional	Passed Induction	Not Passed	Avg. Score	Passed Professional	Passed Induction	Not Passed	Avg. Score	Passed Professional	Passed Induction	Not Passed
<b>TU</b>	248	32% (N=8)	52% (N=13)	16% (N=4)	259	52.6% (N=10)	47.4% (N=9)	0% (N=0)	257	53.8% (N=14)	46.2% (N=12)	0.0% (N=0)
<b>All EPPS</b>	262	68.0%	28.2%	3.8%	263	69.9%	28.8%	1.4%	263	69.0%	29.7%	1.3%
<b>Similar EPPS</b>	260	65.2%	31.2%	3.6%	254	50.8%	44.7%	1.4%	255	53.10%	42.70%	1.30%

The PPEMs use consequential data collected during the prior three years. This includes data from those completing a program during those years, and data from those first employed during those years. For instance, the PPEM calculated during academic year 2020 will include consequential data collected during academic years 2019, 2018, & 2017.

## NAME OF ASSESSMENT

Educative Teacher Performance Assessment (edTPA) - Educator Preparation Candidates

## PURPOSE OF ASSESSMENT

The edTPA is a performance-based effectiveness assessment for preservice teachers that was designed by the Stanford Center for Assessment, Learning and Equity (SCALE) with input from teachers and teacher educators. It is subject-specific and requires teacher candidates to submit evidence such as lesson plans, video clips, student work samples, and extensive commentary to demonstrate their ability to effectively teach their chosen subject (Georgia Professional Standards Commission, 2014). For the Georgia Professional Standards Commission and the EPP, the edTPA ensures that candidates not only possess content knowledge, but that candidates demonstrate the pedagogical knowledge, skills, and dispositions to be effective classroom teachers at in their grade and content areas.

Georgia Professional Standards Commission (2014). *edTPA Georgia: Striving for continuous improvement*. Retrieved from

[https://www.gapsc.com/EducatorPreparation/Assessment/documents/edTPA\\_Striving\\_Continuous\\_Improvement.pdf](https://www.gapsc.com/EducatorPreparation/Assessment/documents/edTPA_Striving_Continuous_Improvement.pdf).

## DATA

edTPA Unit Data								
	2017-18		2018-19		2019-20		3 year Avg.	
							2017-2020	
							TU ALL (n=29)	
	%Pass	%Not Passed	%Pass	%Not Passed	%Pass	%Not Passed	%Pass	%Not Passed
<b>Unit Totals</b>	100 (n=8)	0	100 (n=12)	0	100 (n=9)	0	100 (n=29)	0
Elementary Education	100 (n=5)	0	100 (n=10)	0	100 (n=4)	0	100 (n=19)	0
MGE Math	100 (n=3)	0	100 (n=1)	0	NA	NA	100 (n=4)	0
MGE Science	NA	NA	NA	NA	100 (n=1)	0	100 (n=1)	NA
MGE History	NA	NA	NA	NA	100 (n=2)	0	100 (n=2)	NA
MGE LA	NA	NA	100 (n=1)	0	100 (n=1)	0	100 (n=2)	0
SEC Math	NA	NA	NA	NA	NA	NA	100 (n=)	0
SEC English	NA	NA	NA	NA	100 (n=1)	0	100 (n=1)	0
2015-2017 Cut Scores	ECE = 42	MGE/SEC = 35						
2017-present Cut Scores	ECE = 45	MGE/SEC = 38						

  

Unit	2018 PPEM DATA			2019 PPEM DATA			2020 PPEM DATA		
	Rubric Avg.	Passed	Not Passed	Rubric Avg.	Passed	Not Passed	Rubric Avg.	Passed	Not Passed
TU	3.01	100% (N=12)	0% (N=0)	2.94	100% (N=21)	0% (N=0)	2.9	100.0% (N=26)	0.0% (N=0)
All EPPS	3.04	98%	2%	3.04	98%	2%	3.02	98%	2%
Similar EPPS	3.09	98%	2%	2.84	93%	7%	2.87	92%	8

The PPEMs use consequential data collected during the prior three years. This includes data from those completing a program during those years, and data from those first employed during those years. For instance, the PPEM calculated during academic year 2020 will include consequential data collected during academic years 2019, 2018, and 2017.

edTPA Unit Rubric Data									
edTPA Rubric# and Name	2017-2018		2018-2019		2019-20		3 year Avg. 2017-2020		
	N=8		N=12		N=9		TU ALL (n=29)		
	% Level 3-5	% Level 1-2	% Level 3-5	% Level 1-2	% Level 3-5	% Level 1-2	% Level 3-5	% Level 1-2	
Rubric 1 - Planning Content	37	63	67	33	100	0	68.0	32.0	
Rubric 2 Planning Supports	75	25	92	8	100	0	89.0	11.0	
Rubric 3 - Use knowledge St	100	0	92	8	100	0	97.3	2.7	
Rubric 4 - Identify & Suppor	75	25	92	8	89	11	85.3	14.7	
Rubric 5 - Planning Assessm	50	50	75	25	100	0	75.0	25.0	
Rubric 6 - Learning Envir.	100	0	100	0	100	0	100.0	0.0	
Rubric 7 - Engage Learn	37.5	62.5	58	42	89	11	61.5	38.5	
Rubric 8 - Deep Lrng	50	50	58	42	89	11	65.7	34.3	
Rubric 9 - Subject Pedagogy	50	50	50	50	78	22	59.3	40.7	
Rubric 10 Analyze Effectiven	75	25	58	42	78	22	70.3	29.7	
Rubric 11 - Analyze Std. Lea	75	25	58	42	100	0	77.7	22.3	
Rubric 12 - Provide Feedbac	100	0	92	8	100	0	97.3	2.7	
Rubric 13 - Use of Feedback	75	25	92	8	89	11	85.3	14.7	
Rubric 14 - AnalyzeStd. Use	50	50	67	33	89	11	68.7	31.3	
Rubric 15 - Using Assessmer	100	0	92	8	89	11	93.7	6.3	
Rubric 16 - Analyz. Whole C	100	0	70	30	67	33	79.0	21.0	ECE Only
Rubric 17 - Analyze Individu	100	0	90	10	100	0	96.7	3.3	ECE Only
Rubric 18 - Use Evid. Reflect	80	20	70	30	100	0	83.3	16.7	ECE Only
Sum	74	26	76	24	92	8	80.73	19.27	

edTPA Rubric# and Name	2018 PPEM DATA			2019 PPEM DATA			2020 PPEM DATA		
	TU	All EPPS	Similar EPPS	TU	All EPPS	Similar EPPS	TU	All EPPS	Similar EPPS
Rubric 1 - Planning	3.17	3.16	3.16	2.81	3.15	2.93	2.65	3.11	2.93
Rubric 2 Planning S	3.29	3.14	3.21	3.17	3.13	2.97	3.21	3.09	2.97
Rubric 3 - Use knov	3.25	3.19	3.26	3.19	3.2	3.04	3.27	3.19	3.04
Rubric 4 - Identify	3.25	3.09	3.18	3.1	3.08	2.92	2.96	3.03	2.87
Rubric 5 - Planning	3.25	3.06	3.1	3	3.06	2.87	2.88	3.02	2.87
Rubric 6 - Learning	3.13	3.12	3.11	3.07	3.11	3.01	3.1	3.09	3.01
Rubric 7 - Engage L	3	3.01	3.04	2.76	3.01	2.76	2.58	2.99	2.8
Rubric 8 - Deep Lrng	2.75	2.96	2.98	2.62	2.95	2.73	2.58	2.94	2.76
Rubric 9 - Subject P	3.08	2.99	3.07	2.81	2.98	2.78	2.54	2.95	2.78
Rubric 10 Analyze E	2.5	2.79	2.82	2.67	2.79	2.62	2.73	2.78	2.68
Rubric 11 - Analyze	3.08	3.1	3.19	3.05	3.09	2.91	2.85	3.05	2.88
Rubric 12 - Provide	3.25	3.37	3.43	3.33	3.39	3.18	3.21	3.4	3.31
Rubric 13 - Use of f	2.67	2.84	2.9	2.86	2.86	2.66	3.04	2.87	2.81
Rubric 14 - Analyze	2.83	2.9	2.9	2.67	2.91	2.91	2.69	2.9	2.67
Rubric 15 - Using A	3.17	3.05	3.15	3.19	3.06	2.92	3.15	3.05	2.96
Rubric 16 - Analyz.	2.86	3.02	3.07	2.83	3	2.68	2.76	2.94	2.76
Rubric 17 - Analyze	2.71	3.08	3.12	2.92	3.07	2.79	3	3.03	2.86
Rubric 18 - Use Evid	2.71	2.85	2.85	2.75	2.84	2.41	2.59	2.79	2.48

**Programs:** M.Ed. Curriculum & Instruction, M.Ed. Elementary, M.Ed. MGE Language Art, M.Ed. Math, M.Ed. SEC English, and SEC Math.

### **Program Goals**

- Exhibit high expectations for every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential
- Develop deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content
- Incorporate planning, instructional strategies, and multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Model professional responsibility by engaging in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

### **NAME OF ASSESSMENT**

Action Research Project

### **PURPOSE OF ASSESSMENT**

The Purpose of the Action Research Final Project is to provide students an opportunity to implement the Action Research Proposal developed during EDU 610-Educational Research. This final project paper includes sections reflective of each component of the research protocol. At the end of this experience, students understand how to develop and use research to inform professional practices.

All DATA

All EPP Data

Action Research Scores	2018-2019		2019-2020	
	N=103		N=145	
Descriptors	Prof/Exem	Dev/Unac	Prof/Exem	Dev/Unac
Title Page, Table of Contents (TOC) & Abstract	81	19	80	20
Introduction	90	10	97	3
Literature Review: Content	85	15	81	19
Literature Review: Use of Sources	90	10	94	6
Method: Introductory Paragraph	94	6	90	10
Method: Participants & Setting	97	3	99	1
Method: Instruments, Treatment, and Procedures	90	10	78	22
Method: Data Analysis	85	15	83	17
Results	86	14	90	10
Conclusions	82	18	91	9
Final Comments	88	12	93	7
References	88	12	83	17
Appendices	95	5	93	7
Overall Presentation Format	86	14	88	12
Grammar, Usage, & Mechanics	81	19	90	10
Academic Writing	86	14	96	4
<b>Sum</b>	<b>88</b>	<b>12</b>	<b>89</b>	<b>11</b>
*M.Ed TL students moved to EDU 619 SP18				
New rubric created 2018-2019				

All C&I Data

ALL Action Research Scores	2018-2019		2019-2020	
All M. Ed. C&I	N=54		N=79	
Descriptors	Prof/Exem	Dev/Unac	Prof/Exem	Dev/Unac
Title Page, Table of Contents (TOC) & Abstract	85	15	87	13
Introduction	87	13	99	1
Literature Review: Content	89	11	82	18
Literature Review: Use of Sources	93	7	95	5
Method: Introductory Paragraph	94	6	92	8
Method: Participants & Setting	94	6	100	0
Method: Instruments, Treatment, and Procedures	87	13	77	23
Method: Data Analysis	85	15	84	16
Results	87	13	87	13
Conclusions	81	19	92	8
Final Comments	89	11	94	6
References	89	11	83	17
Appendices	93	7	94	6
Overall Presentation Format	93	7	91	9
Grammar, Usage, & Mechanics	72	28	92	8
Academic Writing	85	15	99	1
<b>Sum</b>	<b>88</b>	<b>12</b>	<b>91</b>	<b>9</b>

All M.Ed. Data

ALL Action Research Scores	2018-2019		2019-2020	
Action Research	N=49		N=66	
All M.Ed Content				
Descriptors	Prof/Exem	Dev/Unac	Prof/Exem	Dev/Unac
Title Page, Table of Contents (TOC) & Abstract	76	24	71	29
Introduction	94	6	95	5
Literature Review: Content	82	18	79	21
Literature Review: Use of Sources	88	12	94	6
Method: Introductory Paragraph	94	6	86	14
Method: Participants & Setting	100	0	98	2
Method: Instruments, Treatment, and Procedures	94	6	79	21
Method: Data Analysis	86	14	83	17
Results	86	14	94	6
Conclusions	82	18	89	11
Final Comments	88	12	92	8
References	88	12	83	17
Appendices	98	2	92	8
Overall Presentation Format	80	20	85	15
Grammar, Usage, & Mechanics	90	10	86	14
Academic Writing	88	12	92	8
<b>Sum</b>	<b>88</b>	<b>12</b>	<b>88</b>	<b>12</b>

## **Program: Curriculum and Instruction**

### **Program Goals**

Graduates of the Curriculum and Instruction Program should be able to

- Design, implement, and evaluate curriculum that promotes student learning.
- Plan, implement, and evaluate instruction to facilitate student learning.
- Utilize advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.
- Exhibit advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.
- Use research to promote student learning and to contribute to the teaching profession.
- Model best practices in assessment and the ability to use multiple sources of assessment for maximizing student learning.
- Advocate for the profession by modeling collaboration, leadership, and professionalism.

### **NAME OF ASSESSMENT**

Georgia Assessment for the Certification of Educators – Curriculum and Instruction

### **PURPOSE OF ASSESSMENT**

The purpose of the Curriculum and Instruction GACE assessment is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of a curriculum and instruction specialist in Georgia's public schools. Candidates wishing to be certified in the area of Curriculum and Instruction are expected to successfully complete the Curriculum and Instruction GACE as a condition for certification.

# DATA

GACE Curriculum & Instruction Pass Rate								
	2017-18		2018-19		2019-20		3 yr. Avg	
	Program	State	Program	State	Program	State	2017-20	
	N=41	N=781	N=46	N=952	N=59	N=792	Program	State
%Pass Rate	93	97	91	97	92	96	92	96.67

\*SEP-TO AUG data each year  
 Examinee Attempts:  
 Highest Score

GACE Curriculum & Instruction Test								
	2017-18		2018-19		2019-20		3 yr. Avg	
	Program	State	Program	State	Program	State	2017-20	
	N=41	N=781	N=46	N=952	N=59	N=792	Program	State
Sub Areas and Objectives	Avg. % Correct							
C & I Total Average All Sub Areas	65.09	69.16	67.89	69.3	66.77	69.76	66.58	69.41
<b>I. Curriculum &amp; Instruction</b>	<b>63.24</b>	<b>67.29</b>	<b>69.67</b>	<b>68.34</b>	<b>63.3</b>	<b>65.65</b>	65.4	67.09
1. UNDERSTANDS THE FOUNDATIONAL COMPONENTS OF AN EFFECTIVE CURRICULUM DEVELOPMENT PROCESS	63.09	67.94	68.44	67.78	64.97	65.58	65.5	67.1
2. UNDERSTANDS THE IMPACT OF INSTRUCTIONAL PRACTICES ON STUDENT LEARNING	62.09	66.04	71.01	69.29	60.17	65.78	64.42	67.04
<b>II. Research</b>	<b>69.98</b>	<b>70.32</b>	<b>66.22</b>	<b>66.31</b>	<b>59.19</b>	<b>60.82</b>	65.13	65.82
1. KNOWS HOW TO USE A VARIETY OF RESEARCH METHODS TO INFORM EDUCATIONAL PRACTICES	87.28	82.86	76.88	81.26	86.16	87.36	83.44	83.83
2. UNDERSTANDS HOW TO APPLY RESEARCH AND DATA TO PROMOTE STUDENT LEARNING	62.05	65.4	63.45	61.64	49.72	51.65	58.41	59.56
<b>III. Students as Learners</b>	<b>71.71</b>	<b>75.9</b>	<b>73.48</b>	<b>75.18</b>	<b>72.32</b>	<b>76.42</b>	72.5	75.83

1. UNDERSTANDS EDUCATIONAL AND DEVELOPMENTAL THEORIES AND THE FACTORS THAT INFLUENCE LEARNING	69.18	74.21	74.7	74.82	72.38	76.32	72.09	75.12
2. UNDERSTANDS THAT A NUMBER OF VARIABLES AFFECT HOW STUDENTS LEARN AND PERFORM	76.31	78.99	72.67	76.16	73.37	77.73	74.12	77.63
<b>IV Assessment</b>	<b>63.18</b>	<b>68.48</b>	<b>69.56</b>	<b>72.38</b>	<b>70.23</b>	<b>74.05</b>	<b>67.66</b>	<b>71.64</b>
1. UNDERSTANDS ASSESSMENT DESIGN AND								
2. UNDERSTANDS HOW TO SELECT AND APPLY A VARIETY OF ASSESSMENT METHODS AND TOOLS TO PROMOTE CONTINUOUS IMPROVEMENT	62.79	67.45	65.73	70.18	65.47	70.32	64.66	69.32
1. UNDERSTANDS A VARIETY OF PROFESSIONAL DEVELOPMENT PRACTICES AND RESOURCES THAT PROMOTE PROFESSIONAL GROWTH AND INFLUENCE STUDENT LEARNING	69.86	71.46	69.49	69.93	68.45	71.24	69.27	70.88
2. UNDERSTANDS A VARIETY OF STRATEGIES TO PROMOTE LEADERSHIP AND STUDENT LEARNING	43.9	58.97	57.25	59.19	57.06	69.74	52.74	62.63
VI. Analysis (constructive response)	57.86	65.36	63.53	67.15	67.8	70.01	63.06	67.51
1. CURRICULUM, INSTRUCTION, AND ASSESSMENT	62.6	66.99	62.68	67.26	74.58	73.34	66.62	69.2
2. RESEARCH AND STUDENTS AS LEARNERS	60.57	70.06	62.32	68	67.8	72.5	63.56	70.19
	50.41	59.03	65.58	66.19	61.02	64.18	59	63.13

\*SEP-TO AUG data each year

## **Program: Teacher Leadership**

Graduates of the Teacher Leadership Program should be able to:

- Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
- Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement, creating a sense of belonging, and building a collaborative work environment.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best practices in pedagogy and serve as a mentor and coach for other educators.
- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning.
- Access and conduct research, and apply research findings to improve teaching and learning.
- Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.

### **NAME OF ASSESSMENT**

Georgia Assessment for the Certification of Educators – Teacher Leadership Performance Assessment

### **PURPOSE OF ASSESSMENT**

The purpose of the Teacher Leadership GACE assessment is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of a teacher leader specialist in Georgia's public schools. Candidates wishing to be certified in the area of Teacher Leadership are expected to successfully complete the Teacher Leadership GACE as a condition for certification.

The Teacher Leadership GACE is taken within 12 months of completion of the program. During the 8 weeks prior to program completion, the Graduate Coordinator authorizes the candidates to register to take the Teacher Leadership GACE assessment. (See file upload for Sample Email to Candidates on Registering for the GACE.)

Administrative release of the candidates prior to GACE registration ensures that the candidates gain the required knowledge and skills in order to do well on the assessment, subsequently mitigating the risk of candidates failing to pass due to a lack of exposure to necessary content pedagogy and insufficient preparation.

## DATA

GACE Teacher Leadership Test Pass Rate								
	2017-18		2018-19		2019-20		3 yr. Avg 2017-20	
	Program	State	Program	State	Program	State	Program	State
	N=18	N=167	N=18	N=104	N=32	N=118	N=68	N=389
%Pass Rate	94.44	66.47	94.44	85.58	59.38	68.64	82.75	73.56

\*SEP-TO AUG data each year

NOTE: Only candidates that have submitted all tasks over time, with at least one task's highest score submitted within the testing year, will be counted in this report. For example, if a candidate registered for the Fall administration, but submitted all of their tasks prior to August 31, the candidate is not included in this report for the testing year, but rather for the prior testing year.

GACE Teacher Leadership Test								
	2017-18		2018-19		2019-20		3 yr. Avg 2017-20	
	Program	State	Program	State	Program	State	Program	State
	N=18	N=167	N=18	N=104	N=32	N=118	N=68	N=389
Teacher Leadership Average Rating by Task	Avg. Rating	Avg. Rating						
TL Total Score Average	33.89	30.20	34.94	32.70	44.67	44.64	37.83	35.85
Task 1 - Adult Learning & the Collaborative Culture	5.72	5.05	6.22	5.64	7.56	7.39	6.50	6.03
Task 2 - Research for the Improvement of Practice	5.78	5.04	5.89	5.55	7.44	7.33	6.37	5.97
Task 3 - Professional Learning	5.61	5.09	6.00	5.56	7.95	8.07	6.52	6.24
Task 4 - Observation & Use of Assessment Data	5.89	5.15	5.44	5.30	7.53	7.79	6.29	6.08
Task 5 - Collaboration w. Families & Community	5.50	4.83	5.61	5.20	7.34	7.34	6.15	5.79
Task 6 - Collaborative Teams & Advocacy	5.39	5.05	5.78	5.45	6.85	6.73	6.01	5.74

\*SEP-TO AUG data each year