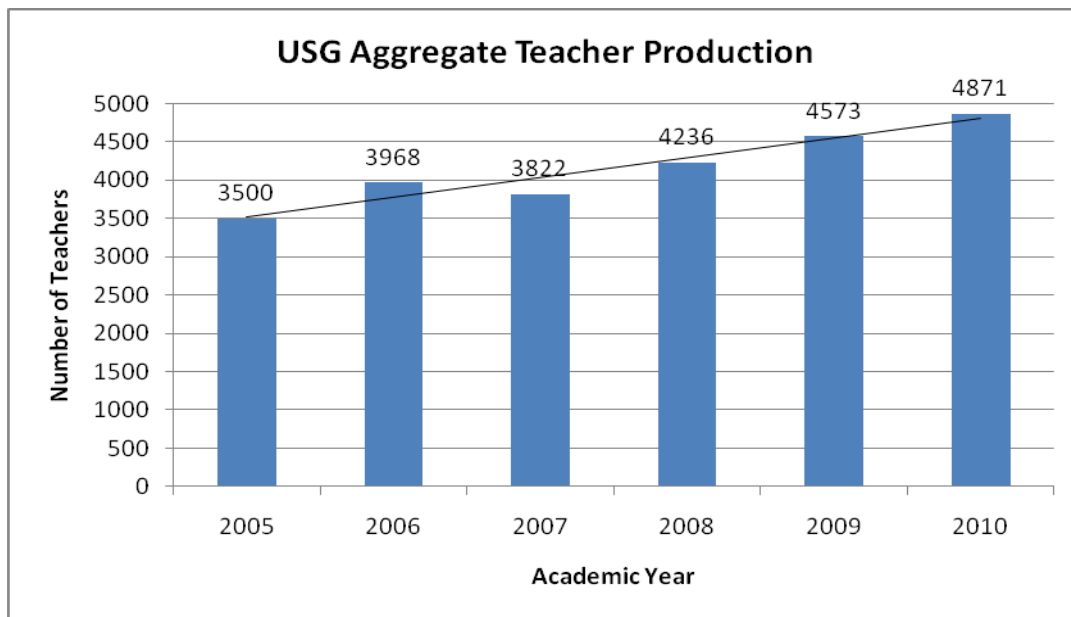


# Annual University System of Georgia Teacher Production Report January, 2011

## Production and Programs

The preparation of highly effective teachers for all regions of Georgia continues to be a high priority for the University System of Georgia (USG). In 2008, through the “20,000 X 2020” initiative, USG committed to lead and participate as an active partner in strengthening the effectiveness of Georgia’s teaching workforce and in meeting 80% of the State’s demand for teachers. Evidence of past and current commitment is seen in the steady rise of USG teacher production over the last five years. Increases were observed in 2010 even amid the contraction of the teacher workforce fueled by the economic recession. Working to produce effective teachers when and where they are needed most throughout the state remains a top priority for the USG.



Nineteen of the USG’s 35 institutions currently recommend teachers for certification in Georgia (see [www.destinationteaching.org](http://www.destinationteaching.org) for a list of those institutions). Five additional institutions have begun or will begin graduating teachers in the next few years. Of the 4871 teacher candidates, 66% were prepared in traditional bachelor’s degree programs. Of particular note is that 34% of the teacher candidates were prepared in non-traditional programs (MAT and Post-Baccalaureate programs), representing an increase of four percent over the percentage of non-traditional program completers the previous year.

### Institutional Teacher Production (2010)

	Total Overall	Traditional Preparation	Non-Traditional Preparation	
		Bachelors' Program	Graduate MAT Program	Post- Baccalaureate Program
Kennesaw State University	697	626	64	7
University of Georgia	658	469	100	89
Georgia State University	555	199	331	25
University of West Georgia	409	301	34	74
Valdosta State University	397	242	133	22
North Georgia College & State University*	352	176	5	172
Armstrong Atlantic State University*	320	119	99	104
Georgia Southern University	282	238	43	1
Augusta State University	261	113	148	0
Columbus State University*	205	129	49	28
Georgia College & State University	197	97	100	0
Albany State University	113	113	0	0
Georgia Southwestern State University	86	85	0	1
Dalton State College	81	77	0	4
Macon State College	79	79	0	0
Gainesville State College	69	69	0	0
Gordon College	52	52	0	0
Clayton State University	48	48	0	0
Fort Valley State University	10	10	0	0
<b>TOTAL USG</b>	<b>4871</b>	<b>3242</b>	<b>1106</b>	<b>527</b>

*\*total overall graduates will be less than total number produced in each category as one candidate can complete multiple programs.*

### Production and Diversity

The USG provides leadership in diversifying the teaching workforce. The overall percentage of minority teachers produced declined slightly (from 25% in 2009 to 21% in 2010). This percentage, however, remains among the highest in the country.

USG Teacher Production by Minority Status		
	n	%
American Indian or Alaskan Native	17	
Asian	80	
Black	788	
Hispanic	104	
Native Hawaiian/Pacific Islander	2	
Two or more races	27	
White	3635	75%
Non-White	1018	21%
Unknown	218	4%
Total	4871	

Three institutions continue to demonstrate above average production in this area. Georgia State University, Augusta State University, and Columbus State University are top producers of teachers in overall numbers, and they also have minority representation among their graduates at 25% or more.

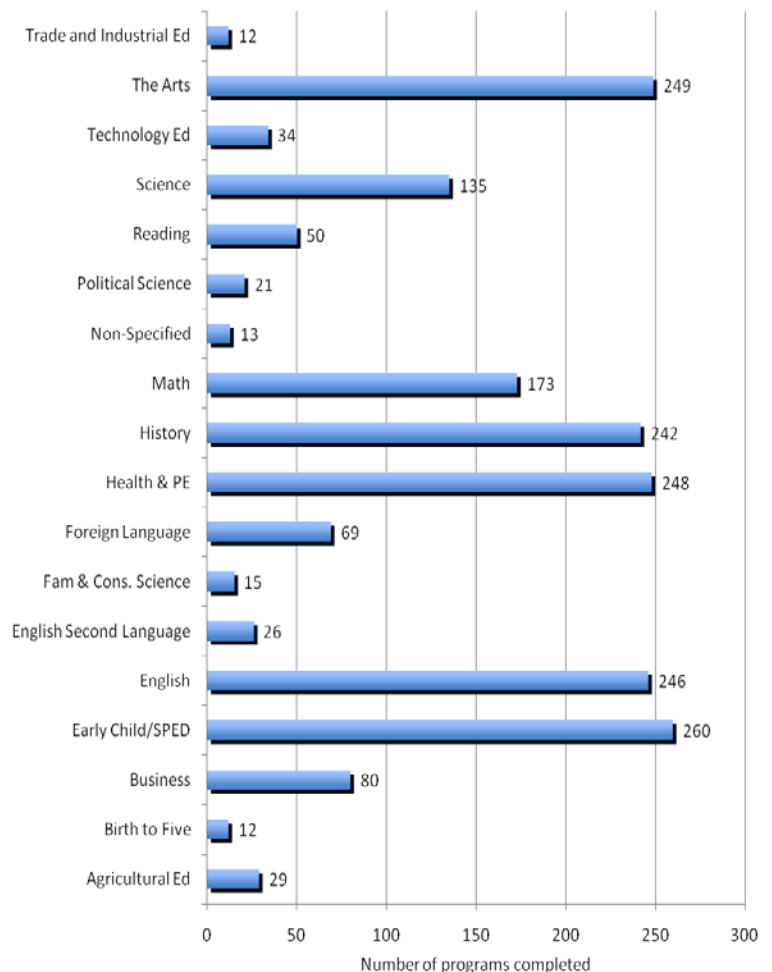
Institution	Minority teachers as a % of total teachers produced	Total Number of Teachers
Georgia State University	35%	555
Augusta State University	33%	261
Columbus State University	27%	205

Further, the USG benefitted from the commitment of two historically black institutions, Fort Valley State University and Albany State University, which together prepared more than 100 teacher candidates, 80% of whom were minority.

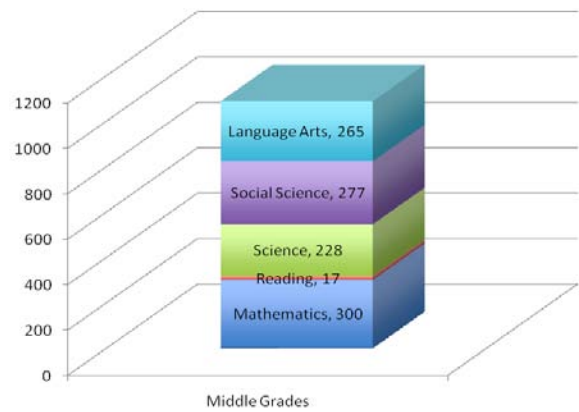
### Production by discipline

4871 candidates completed programs in 5266 areas of certification. Among all teacher candidates, nearly one-third completed programs in early childhood, about one-fifth in middle grades, and just under 10% in special education. It is important to note that middle grades teacher candidates in the USG must complete concentrations in two program areas (language arts, math, science, social science, or reading). Thus, the number of middle grades programs (1087) is roughly double the number of middle grades teacher candidates (559) as some students did not complete the requirements for their second concentration area. For all other program areas, the chart shows the number of teachers produced in P-12 certification areas such as art and physical education and in high school certification areas such as English and math.

USG Teacher Production by Area

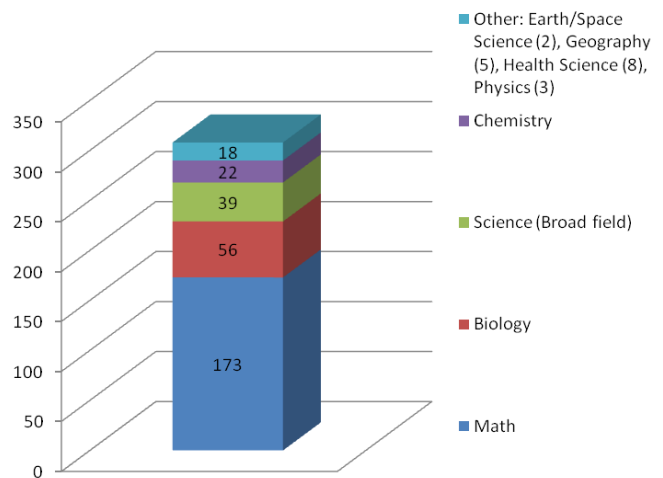


Within middle grades education, certifications are approximately equally distributed across the concentration areas: language arts, social science, mathematics, and science (refer to chart). Of the 559 middle grades education candidates, approximately 47% (261 students) completed programs to be certified in either math and/or science.



At the secondary (high school) level, approximately 6 % ( 308 students), completed programs in high demand STEM fields, with 135 teachers in the sciences and 173 in mathematics (refer to chart).

Secondary Math and Science Production



**Looking to the Future**

The University System Office and all USG institutions remain committed to the goals of the “20,000 by 2020” initiative and to sharing the responsibility for producing effective teachers. At present, everyone is engaged in continual improvement processes and partnerships with local school districts and state agencies to ensure the preparation of teachers who are effective and accountable for making certain that all K-12 students in Georgia receive an excellent 21<sup>st</sup> century education. The USG is keenly aware that student success in the workforce or in higher education begins with an excellent teacher in the K-12 classroom.

Given the very public downsizing of the teacher workforce recorded as early as the fall of 2008 and the very realistic projection that the State will once again have a need for highly effective teachers as the economy recovers, the University System Office recognizes the importance of assuring continued increases in the number and quality of USG prepared teachers. The University System Office further accepts the challenge of increasing teacher quality and diversity as a meaningful and necessary contribution to public education in the State.