Georgia’s educator community is engaged in an educative process to enhance the profession. From practicing P–12 school teachers and educational leaders to educator preparation programs (EPPs) and the Georgia Professional Standards Commission (GaPSC), the shared mission is clear: to better prepare teachers to improve student learning, starting on a teacher’s first days in the classroom.

To advance its vision for success, Georgia implemented edTPA, an authentic performance-based support and assessment system developed by the profession, for the profession.

“GaPSC is very committed to our state’s shared responsibility of ensuring effective teachers. We are focused on this opportunity to use edTPA for maximum benefits for EPPs, candidates, P–12 schools, and, most importantly, P–12 students.”

Kelly Henson
Executive Secretary, GaPSC
Building the most qualified education workforce

Georgia’s teacher candidates are stepping into the profession from over 60 traditional and non-traditional EPPs across the state, as well as those from out of state. To better serve its nearly 2 million students in over 2,000 public schools, Georgia sought a valid, reliable, and uniform approach to evaluate candidates’ readiness to teach, regardless of where they trained. In turn stakeholders required more meaningful, authentic measures of teaching practice that were research-based, data-driven, and educative for both candidates and the EPPs that prepare them. As a result, Georgia implemented edTPA, the first nationally available, educator-designed, content-specific support and assessment system for teachers entering the profession.

Promoting the profession — Engaging the community

edTPA was developed from the ground up by the educator community. Led by performance-based assessment leaders at the Stanford Center for Assessment, Learning and Equity (SCALE), hundreds of teachers and teacher educators from across the country contributed to its purposeful design and high degree of rigor. edTPA is a reflective and authentic experience, enabling Georgia candidates to demonstrate the knowledge, skills, and abilities embedded in real Georgia teaching with real Georgia students in real Georgia classrooms. Its focus on learning for all students guides candidates in equitable instructional practices that best serve today’s diverse learners.

With edTPA, Georgia’s educator community is forging powerful partnerships across the state. In-service teachers, education leaders, and teacher educators are using the system’s learner-centered design to inform the full continuum of professional development of teachers. The high-leverage teaching practices of edTPA provide educative information to enrich EPP curriculum and instruction, teacher induction, and the professional growth of teachers for years to come.

Achieving Georgia’s educational goals

edTPA implementation in Georgia has flourished through the ongoing involvement of educators. Extensive stakeholder engagement brought Georgia EPPs, P–12 partners, and policymakers together to achieve deep commitment to shared educational goals. Since edTPA launched in Georgia in 2015, stakeholders have joined as a community in workshops, trainings, conferences, and summits focused on the teaching practices embedded in edTPA. These opportunities addressed topics ranging from data-driven decision-making, equitable instructional practices for all learners, and induction to technical assistance and the effect of Georgia’s policies on in-state and out-of-state candidates. The overall impact of edTPA has bolstered the educator community and elevated the educator profession across the state.

“edTPA provides a powerful lever to forge strong partnerships and professional dialogue among EPPs, P–12 partners, state agencies, educational organizations, and others, all of which help effectively bridge pre-service preparation and in-service practice.”

Anne Marie Fenton
Director of Educator Assessment, GaPSC