# Back To Class

## HGRESA

## *Teacher Alternative Preparation Program (TAPP)*

## Information Guide
## For
## Candidates
## And
## Candidate Support Teams

## 2007-2008

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# Conceptual Framework

# Preparing Qualified, Experienced Professionals

<u>**Conceptual Framework**</u>

*Preparing "Qualified, Experienced Professionals"*

**Introduction:**

The conceptual framework for HGRESA is based upon a strong, unwavering commitment to quality, an organization and structure to achieve that quality, and the assessment and accountability of all components of the program.  This framework embodies and appreciation of diversity, a commitment to research and its implication for practitioners, the infusion of technology, and the importance of rich field experiences and other types of support and collaboration among professionals.  The philosophical base of the conceptual framework is exemplified through the mission, values, beliefs and commitments of the HGRESA.  The conceptual framework is based upon content and pedagogical standards set forth in the Interstate New Teacher Assessment and Support Consortium Model Standards for Beginning Teacher Licensing and Development (INTASC) as identified and imbedded in the framework and rubrics for teacher performance developed by Charlotte Danielson for the Association for the Association for Supervision and Curriculum Development in her work, *Enhancing Professional Practice:  A Framework for Teaching*, as well as upon this philosophical base.

# Philosophical Base
## Beliefs and Commitments

HGRESA supports the diverse needs of its systems by providing flexible, meaningful, cost-effective quality-based professional growth programs to improve/enhance educators' performance that will improve student learning:

1.   We believe that an effective Teacher Alternative Preparation Program provides:
     a.  Highly specialized instruction to beginning educators
     b.  Unique opportunities to use advanced learning in real school situations
     c.  Systematic process for Candidate selection
     d.  Planned field experiences with supervision
     e.  Research-based, comprehensive content
     f.  Interaction with other learners
     g.  Exemplary instructors
     h.  Delivery model based on diverse needs of systems
     i.  Systematic program assessment

2.   We believe every educator Candidate should be prepared to recognize the diversity that each learner brings to the education process and modify the learning environment to accommodate:
     a.  Values and culture of the learner
     b.  Individual learning styles
     c.  Personal experiences and realities
     d.  Talents and interests

3. We believe that Teacher Alternative Preparation Programs should infuse appropriate technology into the instructional program by:
   a. Providing access to current research and world-wide-web resources
   b. Modeling by the instructor
   c. Training of the Candidates

4. We believe instruction in an effective Teacher Alternative Preparation Program incorporates and models:
   a. Respect for learner diversity
   b. Authentic assessment of the Candidate's knowledge and skills
   c. Learning styles
   d. Multiple intelligences
   e. Self assessment of concepts and skills
   f. Real-world connections

5. We believe that instructors in an effective Teacher Alternative Preparation Program should be:
   a. Recruited from professionals having in-field or related experiences/expertise
   b. Selected according to specified criteria
   c. Retained based on evidence of positive impact on Candidate's learning

6. We believe that Teacher Alternative Preparation Program Candidates should be:
   a. Recruited from qualified professionals in specified areas
   b. Selected according to successful performance and program criteria
   c. Retained based on successful demonstration of assessment standards

7. We believe that decisions regarding policy and resources acquisition in an effective Teacher Alternative Preparation Program should be:
   a. Driven by the need to improve student learning
   b. Research-based and credible
   c. Collaborative and communicated
   d. Responsive to system needs
   e. Aligned to program standards

# Professional Commitments and Dispositions

While the conceptual framework for the Teacher Alternative Preparation Program is guided by the mission, beliefs, and principles (philosophical base) of HGRESA, it is also based upon the Interstate New Teacher Assessment and Support Consortium Model Standards for Beginning Teacher Licensing and Development (INTASC) as identified and imbedded in the framework and rubrics for teacher performance developed by Charlotte Danielson for the Association for Supervision and Curriculum Development in her work, *Enhancing Professional Practice: A Framework for Teaching*. The above principles and standards, along with the dimensions of the Georgia Teacher Evaluation Program, comprise the Conceptual Framework, which under-girds all content and activities for the preparation program and for the assessment of the portfolio of the Candidates to determine competence.

The following INTASC Standards form the umbrella of teaching competencies that HGRESA is committed to developing in its HGTAPP Candidates:

INTASC Standards

1.  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students.
2.  The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3.  The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4.  The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5.  The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6.  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7.  The teacher plans instruction based upon knowledge, of subject matter, students, the community, and curriculum goals.
8.  The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9.  The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Candidates are assessed throughout the program utilizing rubrics reflecting the INTASC standards as evidenced in the Danielson Framework and the GTEP. Candidate dispositions are embedded in the INTASC standards and in Danielson's Framework and are also assessed

separately by the instructor's in Phase I: *The Essentials of Effective Teaching* and by the Candidate Support Team.

The goal is to develop educators, particularly teachers, who:

- Demonstrate important concepts and/or principles delineated in professional and state standards in the subject matter that they are teaching;
- Demonstrate important concepts and/or principles delineated in professional and state pedagogical standards in the subject matter that they are teaching;
- Use state and national content standards to plan and deliver instruction that engage all students in the learning;
- Use student data from multiple sources to inform and drive instruction;
- Establish respect and rapport with students, colleagues, parents, and the community;
- Establish a safe learning environment;
- Teach to and honor diverse cultures, linguistics, learning styles, and interests;
- Immerse technology into the planning, teaching, and assessment of the curriculum;
- Model professional and ethical behaviors that bring credibility and integrity to the profession.

# (Section 2)

# Heart of Georgia RESA TAPP Stages of Program

Stage 1:  Pre-admission

Georgia TAPP candidates must meet the following minimum criteria for admission:
- A bachelor's degree in an appropriate field with a minimum grade point average of 2.5 in all college-level work completed OR accepted into a graduate program of an accredited college
- A passing score on GACE Basic Skills Exam or Praxis I if taken before September 1, 2006 (or SAT, ACT, or GRE scores high enough to exempt this requirement)
- A passing score on the appropriate GACE content test or Praxis II if taken before September 1, 2006 or a degree/concentration in the certification area (middle/high school only)
- A satisfactory criminal background check
- An offer of a full-time teaching position by a participating school system

Member systems will:
- Use their procedures for screening and placing candidates
- Be held responsible for ensuring that candidates meet the specified entry requirements
- Ensure that candidates are placed appropriately according to their areas of expertise
- Assign a 3-person support team, including a school-based mentor
- Complete required PSC candidate information form
- Assist with Intern Certification applications

Stage 2:  Admission
- Candidates will attend a TAPP orientation prior to the beginning of Phase I

Stage 3:  Phase I
- 80 clock hours of instruction on the Essentials of Effective Teaching
- Assessment of teacher-candidates' dispositions and performance

Stage 4:  Phase II
First year of internship/induction:
- Development of Individualized Certification Plan for each teacher-candidate, including scheduling of any required course work
- A minimum of 6 seminars for the first year of internship based upon Danielson's Framework for Teaching and teacher-candidates' identified problems and interests
- Content course work if required
- Completion of course work if required
- Completion of course work required to meet the special Georgia requirements

- For teacher-candidates who are not required to pass the GACE or Praxis II for TAPP entrance, the appropriate content assessment is to be taken during the first semester of teaching and will be used for diagnostic purposes
- Collection of evidence for achievement portfolio
- Classroom observation assessments by teacher-candidate's support team (6 observations per semester by mentor teacher, 1 observation by school administrator, system administrator, and RESA TAPP personnel per semester)
- Recommendations by CST for continuation or denial of Intern Certificate for the second year

Second year of internship/induction:
- A minimum of 4 seminars for the second year of internship/induction based upon Danielson's Framework for Teaching and teacher-candidates' identified problems and interest
- Continued mentoring and assessment of by teacher-candidates' support team (4 observations per semester by mentor teacher, 1 observation per semester by school administrator, system administrator, and RESA TAPP personnel per semester)
- Completion of any remaining course work
- Completion of achievement portfolio and evaluations by the support team

Stage 5: Recommendation
- Recommendation by CST for clear renewable certification, a third year of induction, or termination

# Dismissal from GA TAPP/One-year Supervised Practicum

In an effort to ensure understanding from all parties involved, the following are guidelines for a candidate's dismissal from HGRESA TAPP. Candidates should understand that dismissal from TAPP could lead to the termination of the teaching contract.

A candidate may be dismissed from GA TAPP or the One-year Supervised Practicum for the failure to:

- Make significant progress towards certification as outlined in the candidate's ICP and the evaluation of candidate dispositions.
- Attend all required classes and seminars and/or for being chronically tardy.
- Take the required courses as outlined on the ICP.
- Complete and submit all assignments on time.
- Maintain satisfactory progress on school/system dispositions.
- Follow the recommendations of the Candidate Support Team.
- Take the appropriate GACE test(s) prior to or during the first semester.
- Demonstrating appropriate dispositions.
- Continuing employment with a member system.
- A candidate who has been conditionally admitted will be dismissed if entrance requirements have not been satisfied by the specified deadline.

# Intern Certification

Certification Name:    INTERN "IT" (TAPP only)

Validity:             Two years*

Requested by:        Employing School System

At the request of an employing school system, the Intern Certificate may be issued to individuals accepted into a Georgia Teacher Alternative Preparation Program (TAPP).

Initial Eligibility Requirements:
- Bachelor's Degree or higher from PSC-Approved Accredited Institution
- 2.5 GPA (Bachelor's only) or acceptance into a graduate program at a PSC-Approved Accredited Institution
- GACE Basic Skills or Praxis I passed or exempted/GACE or Praxis II content or holds a degree/concentration in the same area as that of certification (middle/high school only)
- Not completed a teacher education program or held any type of teaching certificate in any state
- Job offer from a Georgia school system
- Complete satisfactory Georgia Background Check clearance (GCIC)

Documents required for the two-year Intern Certificate:
- Application Form
- Employer's Assurance Form
- Completed Georgia Background Check (GCIC)
- Official Transcripts

Documents required for converting the Intern Certificate into a Clear, Renewable Certificate
- Application Form
- Passing GACE Content Assessment Score
- Recommendation Form
- Official Transcripts

Pay Status:  The INTERN Certificate (IT) is equivalent to the Provisional Certificate (BT).

An individual holding an Intern Certificate may transfer that certificate to another employing school system only if that system has, or is serviced by, an approved TAPP which enrolls the individual into its program in the same certificate field.  The gaining school system must request the continuation of the Intern Certificate.

An educator who holds or has held an Intern Certificate that is not converted to Clear, Renewable status is not eligible for any other non-renewable certificate.

*At the request of the employing school system, the original 2-year validity period may be extended for a 1-year additional period provided the applicant is enrolled in a TAPP in the field of certification.  All requirements for the Clear Renewable certificate, to include the appropriate content assessment(s) and Special Georgia Requirements, must be completed within a maximum of a 3-year validity period.

# HEART OF GEORGIA RESA TAPP

## Phase I Instructor(s) Evaluation of Teacher Candidate Dispositions

Candidate:_____

| Candidate Support Team (check one): |
| :-- |
| Mentor_____    Administrator_____    RESA Representative_____    Other (please specify)_____ |

The following standards for dispositions are expected of HGRESA TAPP Candidates.  Included with each disposition are examples of behavioral indicators.  Please rate the TAPP Candidate on the following behaviors at the end of Phase I.

| (1) Never   (2) Occasionally   (3) Often   (4) Always   (NA) Not Applicable | 1 | 2 | 3 | 4 | n/a |
| :-- | :-: | :-: | :-: | :-: | :-: |
| **Responsibility.  Examples of behavior indicators include, but are not limited to:** | | | | | |
| Is present and punctual for school/work. | | | | | |
| Completes assigned work on time. | | | | | |
| Complies with procedures and rules. | | | | | |
| Communicates with instructor and/or mentor prior to absences, tardies, or late assignments. | | | | | |
| Respects the ideas and work of others by "giving credit where credit is due." | | | | | |
| Performs work that reflects high personal standards and best effort. | | | | | |
| **Collaboration. Examples of behavioral indicators include, but are not limited to:** | | | | | |
| Willingly and actively participates in group assignments, projects, or activities. | | | | | |
| Contributes positively and equitably to projects with others. | | | | | |
| Demonstrates effective interpersonal skills. | | | | | |
| **Diversity.  Examples of behavioral indicators include, but are not limited to:** | | | | | |
| Values the varying needs, abilities, and dispositions of others. | | | | | |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | | | | | |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences. | | | | | |
| Shows respect for others by not using profanity and/or making derogatory statements. | | | | | |
| **Professional Behavior.  Examples of behavioral indicators include, but are not limited to:** | | | | | |
| Demonstrates a positive, enthusiastic attitude toward excellence in your work. | | | | | |
| Discusses work issues and personal concerns at appropriate times and places. | | | | | |
| Speaks with clarity, fluency, and few grammatical errors. | | | | | |
| Writes with clarity, fluency, and few grammatical errors. | | | | | |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | | | | | |
| Models appropriate dress and personal hygiene. | | | | | |
| **Personal Well-Being.  Examples of behavioral indicators include, but are not limited to:** | | | | | |
| Surmounts obstacles in positive and constructive ways. | | | | | |
| Demonstrates self-control.  Displays predictable and stable emotions in a variety of situations. | | | | | |
| Analyzes and takes responsibility for personal actions. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Accepts constructive feedback and responds positively. | | | | | |
| Demonstrates ability to learn from both successes and failures. | | | | | |
| Maintains composure in stressful or awkward situations. | | | | | |
| Expresses concerns or dissatisfaction in positive and constructive ways. | | | | | |

Additional comments:

I verify that I shared this evaluation with the teacher candidate.


_____     _____
                Instructor Signature                         DATE


_____     _____
                Instructor Signature                         DATE


I verify that my Instructor(s) shared this evaluation with me.  Areas of concern are expected to be improved, and a meeting with my Team may be scheduled to discuss my progress and the development of an action plan.


_____     _____
            Teacher Candidate Signature                 DATE

# (Section 3)

**CERTIFICATION AREAS**

The certification areas offered through HGRESA TAPP are Early Childhood, Middle Grades, Secondary Language Arts, Secondary Math, Secondary Economics, Secondary History, Secondary Geography, Political Science, Secondary Science, General Special Education, Business Education, Art, Health and Physical Education, Foreign Language, Technology Education, and Music.

**THE TAPP CURRICULUM**

There are two phases to the HGRESA TAPP. Phase I is the preparation phase and Phase II is the field experience/internship phase.

Phase I includes:
- The *Essentials of Effective Teaching* conducted by the RESA staff

Phase II begins when the candidate reports to the first day of pre-planning and after the successful completion of Phase I. It is through this internship that the candidate will have the opportunity to apply theory and principles in the classroom setting and is the single most significant component of the HGRESA TAPP. During the internship, the candidate is teaching in the classroom of a public or private school as a provisionally-certified teacher holding an Intern Certificate. The candidate will be assigned a Teacher Support Specialist (TSS) endorsed mentor teacher prior to beginning to teach. The internship is conducted under the direct supervision of the TSS endorsed mentor teacher, with the support and supervision of a Candidate Support Team (CST). For those systems lacking a sufficient number of TSS endorsed mentor teachers, another master teacher at the school is acceptable.

**CANDIDATE SUPPORT TEAM**

The CST consist of the mentor teacher, the school administrator, the system TAPP coordinator, and the RESA TAPP coordinator, and others as deemed appropriate for the candidate's support and growth. At least one member of the CST must serve as a content specialist for the candidate.

**INDIVIDUAL CERTIFICATION PLAN**

The Candidate Support Team will prepare the Individual Certification Plan. The ICP includes pedagogy course work based on assessment, special Georgia requirements, content course work, supervised teaching internship plan, portfolio assessment, and other information. This ICP is continuously evolving and is determined by the transcript analysis, the Praxis II or GACE scores, the internship, observations made by the Candidate Support Team, and the candidate himself.

If the GACE content assessment was not required for entry into TAPP, the appropriate GACE content assessment must be taken early in the first semester of the first year and will be used as a diagnostic tool. It must be passed before a clear, renewable certificate will be awarded.

The candidate implements the ICP which may include content courses, pedagogy courses, planning documents, notes and minutes of conferences, readings, observations, written activities, research, assessments, special Georgia requirements, and other activities as deemed necessary through periodic assessments by the Candidate Support Team.

The candidate's ICP will be developed during the first semester of teaching and reviewed throughout the year. These reviews will include a discussion of portfolio items, along with recommendations for additional course work and/or learning activities for the candidate. Reviewers will include the candidate and the Candidate Support Team.

The ICP is a working document; notes from the ICP meeting as well as the names of members present, will be documented on the ICP. These notes will serve as documentation of progress on the ICP on the ICP and revisions to the current ICP for subsequent work, and will be the basis for the next formal team review. The internship provides a continuous process of feedback and opportunities for remediation through the ICP. All provisions of the ICP must be successfully completed before the internship is ended and initial teacher certification is recommended.

## ICP REVIEW MEETINGS

The CST will meet periodically for the purpose of reviewing the ICP. These Review Meetings will determine subsequent activities in the internship.

## PORTFOLIO

The Candidate Portfolio, of which the ICP is a part, is the repository for the overall assessment of the candidate and includes the observation instruments, conferencing/feedback, reflections, documentation logs and professional growth records, notes, minutes, copies of teacher created materials, etc. The portfolio will contain a wide variety of artifacts and reflections that will serve as qualitative date to monitor and assess the candidate's progress and journey to competence. The portfolio is reviewed at the ICP Review meetings. The portfolio will prompt self-reflection and analysis, will support the TAPP mentoring and coaching relationships, and will show the candidate's professional growth.

## OBSERVATIONS

A. **Observations of the candidate in a teaching role**
   During the internship, all members of the Candidate Support Team will observe and conference with the candidate at regular, specified intervals.

   - The mentor teacher will observe the candidate in a teaching situation a minimum of six times a semester including pre and post conferences; the post conference should be scheduled within two working days after the observation. Additional observations will be conducted as deemed necessary by the mentor teacher and/or candidate. The mentor teacher will utilize the *Candidate Observation Instruments for Domains 2 and 3 at least once.* In addition, other observation instruments may be used as needed.
   - The system and RESA coordinators will each observe the candidate in a teaching situation at least once a semester, including pre and post conferences; the post conference should be scheduled within two working days after the observation. Additional observations will be conducted as deemed necessary. *The Candidate Observation Instruments for Domains 2 and 3* will be utilized. In addition, other observation instruments may be used as needed.
   - In addition to the evaluation observations as mandated by Georgia law, the principal will formally observe the candidate in a teaching situation using the *extended GTOI* or its equivalent at least once a semester, including pre and post conferences; the post conference should be scheduled within two working days after the observation. Additional observations will be conducted if necessary.

The mentor and candidate will conference within two days of the observation. If the candidate is not making satisfactory progress, as determined by mentor teaching during an observation, the mentor and candidate will devise written plans for improvement. Those plans become a part of the portfolio and will be reviewed by the CST during the next Review Team meeting, unless the candidate's performance has improved significantly and the mentor teacher determines that any deficiencies have been remediated. Formative remedial plans may be written by the mentor teacher and candidate at any time and will become a part of the candidate's portfolio. These remedial plans may become part of the ICP at any of the ICP Review meetings throughout the year at the discretion of the Candidate Support Team.

**B.      Observation of candidate in non-teaching roles**

The candidate will benefit from observations and feedback for non-teaching roles, such as parent-teacher conferences, open house responsibilities, duties, etc.

**C.      Observation by candidate of effective teachers**

The candidate will the observe mentor teacher and/or other effective teachers at least once per semester. The mentor is responsible for the selection of the effective teachers. Observations will be discussed by the observed teacher, the mentor teacher, and the candidate. The Candidate will use the *Effective Teacher Observation* form as a focus for these observations.

## VIDEOTAPED LESSON

The candidate will videotape one complete lesson each semester. A variety of teaching methods should be chosen for taping. The videotapes will be viewed, analyzed, and discussed by the candidate and mentor and will be submitted to the RESA Coordinator. These videotapes will be included in the portfolio. The Candidate will complete a *Candidate Reflection Form* for each video. Video tapes from Years 1 and 2 must be included in the portfolio. **All lessons should be submitted in VHS/CD/DVD format. See Section 8.**

## FIELD EXPERIENCES

The Candidate will complete at least 5 full days of observations in schools other than the home school. These days may be completed in full days or half days; less than one-half days does not allow time for the experience to be worthwhile. Field experience placements will be determined by the certification area that is being sought.

At least one of the five days must also be in a school that is of different ability levels, ethnic composition, socioeconomic level, and/or special needs from the home school. Arrangements for these field experiences are made by the local school system. **See Section 9.**

**ASSESSMENT**

Candidates are assessed at key transition points, including entry, exit from Phase I and Phase II and program completion.

The members of the CST will apply the *Portfolio Assessment Rubric* to determine the quality of products placed in the portfolio to demonstrate exemplary work related to the twenty-four components of the Danielson framework and a rubric for the portfolio itself. The Candidate must score at the Proficient level to complete the program.

The *Learning Unit Rubric* is used to assess the Learning Units required of the Candidate. The Candidate is given the rubric prior to his/her design of the units. Each of the dimensions and levels of learning are discussed with the Teacher Candidates for clarification and understanding. The Candidate must score at the Proficient level to complete the program.

Program completion will be considered when all members of the CST agree that the candidate has:
- Demonstrated mastery performance on each competency.
- Earned a passing score on all required sections of the Praxis II or GACE.
- Completed all Georgia Certification requirements.
- Completed specific program requirements and any other requirements that are specific to an individual teaching field as shown on the Individual Certification Plan.

All members of the CST will verify the Candidate's successful completion of the ICP, the Exit Competencies, and the internship. All documentation is forwarded to RESA TAPP Coordinator who verifies all documentation and presents it to the HGRESA Executive Director for review. The HGRESA Director recommends the Candidate to PSC for certification; the employing school system applies for certification.

*If requirements are not completed/approved, the Candidate is coached until such time that he has successfully completed and been approved or until the three-year internship has expired or the candidate leaves the program.*

**EVALUATIONS OF PROGRAM**

The HGRESA TAPP will be evaluated through a continuous process of data collection and analysis to include:

- Instructor and candidate surveys at the end of each semester/year
- Monthly feedback from Mentor Teachers, School Administrators, System Administrators, and RESA Coordinators
- Course evaluations
- Candidate portfolios
- Praxis II or GACE scores
- Candidate Disposition Evaluations
- Classrooms Observation Records
- Mentor Teacher, School Administrators, and System Administrators evaluations of Candidates and program
- Surveys of program completers after one year of teaching with clearly renewable certificates

Program evaluation data will be analyzed to make changes in the TAPP as needed.

# Individual Certification Plan
## HGRESA Alternative Preparation

**Candidate Name:**                                      **Date:**

**School:**

**Area of Certification:**

**Degree:**

**GACE Basic Skills or Praxis I:**

**GACE Content Assessment or PRAXIS II:**                          **Area:**

**Team members present:**

**Specific Requirements for Growth/Improvement:**

**Special GA Requirements:**

**Other Requirements:**

**Time Line:**

**Comments:**
**(Including Past Performance)**

# TEACHER CERTIFICATION
## SPECIAL GEORGIA RULES
## ED PREP Rules

Georgia, like many other states, has specific requirements that must be completed for clear renewable certification.  These requirements are incorporated into Georgia's approved teacher preparation programs; educators new to Georgia are given five years to complete the following requirements.  To view the official PSC rule on special Georgia requirements, see rule 505-2-.020

**Special Education** – Course work in the identification and education of children with special education needs is required for all teaching fields, Educational Leadership, Media Specialist, and School Counseling as mandated by Georgia House Bill 671.  This course, an introduction to special education, may be completed for college credit or Georgia professional learning units in the local system or Regional Education Service Agency (RESA).  (*Introduction to Educating Exceptional Children and Youth*)

**Teaching of Reading and Writing-**Course work in the teaching of reading is required for the fields of **Elementary Education, Early Childhood Education, Middle grades, Mental Retardation, Learning Disabilities, Behavior Disorders, Interrelated Special Education, and Interrelated Special Education/Early Childhood**.  This course, a basic course in teaching literacy, may be completed for college credit or Georgia professional learning units in the local system or RESA.

**Nature and Curriculum Needs of the Middle Grades Learner –** The certified **middle school** staff and principal shall have earned the equivalent of three semester hours or five staff development units in the Nature and Curriculum Needs of the Middle Grades Learner.

**Computer Competency –** Educators seeking Clear Renewable certificates with a beginning validity date of 7/1/06 or later must demonstrate satisfactory proficiency on a PSC-approved test of computer skill competency **OR** complete a PSC-approved training/course equivalent **OR** verify completion of an NCATE-approved educator preparation program on or after 7/1/01 **OR** hold a valid National Board for Professional Teaching Standards (NBPTS) certificate.  The PSC-approved courses and test out options for this requirement are listed on the PSC website at http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp

**Certification Assessment** - A content knowledge assessment is required for most certification fields.

**Classroom Teacher of Reading Endorsement-** Early Childhood Education candidates must meet standards for the endorsement. (Nov.15, 2005)

**Domain 1**
**Domain 2**
**Domain 3**
**Domain 4**

_____

| Teacher's Name | | | | System | | School | | | |

| Teacher's System State Code | Teacher's School Code | Last 4 digits Teacher's SSN | Last 4 Digits Observer SSN | Date<br><br>MO DAY YR | Observation Number | Beginning Time:_____<br>Ending Time:_____ | Total Minutes | Lesson Segment (Circle One) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | B M E O |

Focus of Lesson:

_____

____

_____

_____

_____

_____

| | MARK SCORES FOR EACH DIMENSION | | |
|---|---|---|---|
| **TEACHING TASK I: PROVIDES INSTRUCTION**<br>Comments: | A. Instructional Level | NI | S |
| | B. Content Development<br>   1. Teacher Focused | NI | S |
| | And/or<br>   2. Student Focused | NI | S |
| | C. Building for Transfer<br>   1. Initial Focus | NI | S |
| | 2. Content Emphasis or Linking | NI | S |
| | 3. Summaries | NI | S |
| **TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**<br>Comments: | A. Promoting Engagement | NI | S |
| | B. Monitoring Progress | NI | S |
| | C. Responding to Student Performance | | |
| | 1. Responding to Adequate Performances | NI | S |
| | 2. Responding to Inadequate Performances | NI | S |
| | D. Supporting Students | NI | S |
| **TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**<br>Comments | A. Use of Time<br>   1. Non-Instructional Tasks<br>   2. Instructional Tasks | NI<br>NI | S<br>S |
| | B. Physical Setting<br>C. Appropriate Behavior<br>   1. Monitoring Behavior<br>   2. Interviewing | NI<br><br>NI<br>NI | S<br><br>S<br>S |
| (signatures)                              (date signed) | POSITION | | |
| OBSERVER:_____     DATE_____ | Sign and return copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached.<br>_____ | | |
| TEACHER:_____     DATE:_____ | | | |
| TEACHER COMMENTS | | | |

# Record of Observation of and by Candidate Year 1

# Record of Observation of and by Candidate Year 2

# (Section 4)

**The Candidate Support Team**

The Candidate Support Team (CST) is comprised of the Mentor Teacher, the System Coordinator, the School Administrator, and the RESA Coordinator. While these educators constitute the permanent membership, other members of the team could include a content expert from a college, the course instructors, as well as any other team member deemed necessary.

Members of CST:  Roles and Responsibilities

Common Roles and Responsibilities of All Members:

- Participating in the orientation and/or training necessary to fully support the candidate

- Participating in formal and informal observations and conferences and other meetings with the candidate and providing coaching and feedback depending on the specific role of the CST member

- Consulting with other CST members regarding the candidate's progress

- Participating in the initial Candidate Support Team conferences and review meetings

- Keeping, completing, and submitting copies of all records and forms required by the program

- Supporting the candidate, the school, the system, the CST members, and RESA in any way possible to ensure a rich, successful field experience that will culminate in an enthusiastic recommendation of the candidate for initial certification.

- Maintaining a professional, supportive, and confidential relationship in providing the candidate with guidance and support in meting the requirements and stated competencies of the Georgia Teacher Alternative Preparation Program.

# RESPONSIBILITIES OF THE MENTOR TEACHER

The roles and responsibilities of the Mentor Teacher include:

- Participating in an update/training for CST mentor teachers

- Maintaining a professional, supportive, and confidential relationship in providing the candidate with guidance and support in meeting the requirements and stated competencies of the TAPP

- Meeting regularly with the candidate, both formally and informally

- Observing regularly (at least six times a semester) in the candidate's classroom and completing observations, including pre and post conferences and providing feedback

- Keeping records of observations and conferences as required by the TAPP

- Guiding the candidate through the daily operation of the school

- Arranging for the candidate to visit different teachers' classes documented on the Candidate Tracking Form

- Coordinating and participating in classroom visits and conferences with other members of CST as appropriate

- Demonstrating lessons for the candidate

- Being a role model in all aspects of professionalism

- Developing in skills and growing in competence as a mentor as well as a teacher

- Supporting and counseling the candidate and providing perspective when needed

- Consulting frequently with the school administrator and the system TAPP coordinator in assessing the candidate's progress

- Monitoring the candidate's progress in completing requirements of the TAPP on the Candidate Tracking Form

- Participating in and providing input in all ICP meetings

- Keeping, completing, and submitting all records and forms required by TAPP

- Supporting the candidate, the school, the system, the CST members, and RESA in any way possible to ensure a rich, successful field experience that will culminate in an enthusiastic recommendation of the candidate for initial certification

- Modeling support, encouragement, and accessibility

# Mentor Log

Circle One:     First Semester Second Semester          School Year:_____

**Name:**_____**School:**_____

System:_____Area of Internship/Teacher Field: ____TAPP ____OYSP

| Activity | Date Completed | Number of clock hours before/after school | Number of clock hours during school | Verified by |
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| **TOTAL:** |  |  |  |  |

# Responsibility of the Candidate and Mentor

## Sample Pre-Conference Questions for Mentors

1. What will you be teaching in the lesson I will observe?
2. What are the main points you want the students to learn?
3. What do I need to know that happened prior to this lesson?
4. What modifications have you made for your students?
5. Are there any special circumstances of which I should be aware?
6. How will you know that the students are engaged and learning the material?
7. How do you plan to engage the students?
8. What instructional materials/resources will you use?
9. How do you plan to assess student achievement?

## Sample Post-Conference Questions for Mentors

1. What do YOU think about your lesson today?
2. How do you know that the students understood the lesson?
3. How did your students react to your directions?
4. When I observed your classroom, I saw _____ . How did you feel about that?
5. How will you assist those who had difficulty?
6. How will you provide enrichment activities?
7. If you taught this same lesson again, what would you change?
8. Is there anything that surprised you during the delivery of the lesson?

## Pre Conference/Conducted by Mentor

| Observed Teacher: | Mentor Teacher: |
|---|---|

Dates of Pre-Conference:

### LESSON INFORMATION:

1.  What subject will the teacher be teaching when observed?

2.  What is (are) the objectives(s) of the lesson that will be observed?

3.  List your pre-conference question(s), as well as the response for each question. **Bold each question.**

### OBSERVATION:

1.  What is the specific focus of the observation?

2.  How will the observational data be recorded?

| Date the observation will take place: | |
|---|---|
| Location: | Time: |
| Date the post-conference will take place: | Time: |
| Location: | Time: |

# Post Conference/Conducted by Mentor

**1. Conference Objective**

**2. Focused questions to ask, as well as the response for each question. Bold each question.**

**Glow Statements**

3. Strengths to reinforce with specific examples (glows)

**Grow Statements**

4. Needs to address (if any), with specific examples (grows)

5. Plans for follow-up

# ACTION PLAN

# RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The roles and responsibilities of the school administrator include:

- Assigning qualified mentor teacher no later than first day of pre planning, if possible

- Participating in update/training

- Participating in CST meetings

- Introducing the candidate to the faculty at an initial faculty meeting

- Communicating to the entire faculty the importance of the TAPP and setting the positive, supportive tone that will ensure a successful field experience; soliciting the support of the entire faculty

- Participating in the CST ICP review meeting

- Informally observing the candidate frequently and providing appropriate and timely feedback

- In addition to the evaluation observations mandated by Georgia law, formally observing the candidate utilizing the GTOI Extended Observation including pre and post conference at least once a semester

- Arranging for any release time that the candidate may need to meet the field experience activities

- Arranging for any release time needed by other teachers to support the field experience

- Consulting with other members of the CST regarding the candidate's progress

- Providing input concerning the candidate's strengths and deficiencies and making suggestions for remediation

- Keeping, completing, and submitting all records and forms required by TAPP

- Support the candidate, the school, the system, the CST members and RESA in any way possible to ensure a rich successful field experience that will culminate in an enthusiastic recommendation of the candidate for initial certification

# RESPONSIBILITIES OF THE SYSTEM COORDINATOR

The roles and responsibilities of the system coordinator include:

- Ensuring that the candidate is eligible for employment and for provisional certification

- Participating in the CST meetings

- Participating in the CST ICP Review meetings

- Verifying candidates' completeness/success of basic training courses

- Assisting in assigning qualified mentor teacher no later than first day of pre planning, if possible

- Participating in update/training

- Informally observing the candidate frequently and providing appropriate and timely feedback

- Formally observing the candidate, including a pre and a post conference, at least once a semester

- Consulting with other members of the CST regarding the candidate's progress

- Providing input concerning the candidate's strengths and deficiencies and making suggestions for remediation

- Initiating close, continuous contact with the school administrator and with the RESA TAPP coordinator throughout the field experience

- Keeping, completing, and submitting all records and forms required by TAPP

- Support the candidate, the school, the system, the CST members and RESA in any way possible to ensure a rich successful field experience that will culminate in an enthusiastic recommendation of the candidate for initial certification

# RESPONSIBLITIES OF THE RESA COORDINATOR

The roles and responsibilities of the RESA TAPP Coordinator include:

- Conducting a mentor teacher update on an annual basis

- Providing Teacher Support Specialist training for Mentor Teachers (not required for Mentors but strongly suggested)

- Coordinating all TAPP efforts and activities

- Serving as the liaison with the RESA Executive Director

- Ensuring all records and forms are kept, completed, and submitted as required by the TAPP portfolio

- Verifying all records and forms submitted

- Arranging for the initial CST conferences

- Arranging for the CST mentor update

- Serving as chair of the CST meetings (maintaining records of all meetings on each candidates ICP)

- Preparing the ICP with the help of the local school/system

- Participating in the CST ICP Review meetings

- Informally observing the candidate frequently and providing appropriate and timely feedback

- Formally observing the candidate at least once each semester, including a pre and post conference

- Consulting with other members of the CST regarding the candidate's progress

- Providing input concerning the candidate's strengths and deficiencies and making suggestions for remediation

- Providing information about and discussing with the candidate staff development options available through RESA

- Initiating close, continuous contact with all other members of the CST

- Being available to the mentor teacher for consultation

- Supporting the candidate, the school, the system, the CST members and RESA in any way possible to ensure a rich successful field experience that will culminate in an enthusiastic recommendation of the candidate for initial certification

# Heart of Georgia RESA TAPP
## Candidate Support Team Evaluation of Teacher Candidate Dispositions

**Candidate**:

**Candidate Support Team (check one**):

Mentor_____ Administrator_____ RESA Representative_____ Other (please specify)_____

The following standards for dispositions are expected of HGRESA TAPP Candidates. Included with each disposition are examples of behavioral indicators. Please rate the TAPP Candidate on the following behaviors at the end of each semester.

| (1) Never   (2) Occasionally   (3) Often   (4) Always   (NA) Not Applicable | 1 | 2 | 3 | 4 | n/a |
|---|---|---|---|---|---|
| *Responsibility.  Examples of behavior indicators include, but are not limited to:* | | | | | |
| Is present and punctual for school/work. | | | | | |
| Completes assigned work on time. | | | | | |
| Complies with procedures and rules. | | | | | |
| Communicates with instructor and/or mentor prior to absences, tardies, or late assignments. | | | | | |
| Respects the ideas and work of others by "giving credit where credit is due." | | | | | |
| Performs work that reflects high personal standards and best effort. | | | | | |
| *Collaboration. Examples of behavioral indicators include, but are not limited to:* | | | | | |
| Willingly and actively participates in group assignments, projects, or activities. | | | | | |
| Contributes positively and equitably to projects with others. | | | | | |
| Demonstrates effective interpersonal skills. | | | | | |
| *Diversity.  Examples of behavioral indicators include, but are not limited to:* | | | | | |
| Values the varying needs, abilities, and dispositions of others. | | | | | |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | | | | | |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences. | | | | | |
| Shows respect for others by not using profanity and/or making derogatory statements. | | | | | |
| *Professional Behavior.  Examples of behavioral indicators include, but are not limited to:* | | | | | |
| Demonstrates a positive, enthusiastic attitude toward excellence in your work. | | | | | |
| Discusses work issues and personal concerns at appropriate times and places. | | | | | |
| Speaks with clarity, fluency, and few grammatical errors. | | | | | |
| Writes with clarity, fluency, and few grammatical errors. | | | | | |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | | | | | |
| Models appropriate dress and personal hygiene. | | | | | |
| *Personal Well-Being.  Examples of behavioral indicators include, but are not limited to:* | | | | | |
| Surmounts obstacles in positive and constructive ways. | | | | | |

| (1) Never   (2) Occasionally   (3) Often   (4) Always   (NA) Not Applicable | 1 | 2 | 3 | 4 | n/a |
|---|---|---|---|---|---|
| Demonstrates self-control.  Displays predictable and stable emotions in a variety of situations. | | | | | |
| Analyzes and takes responsibility for personal actions. | | | | | |
| Accepts constructive feedback and responds positively. | | | | | |
| Demonstrates ability to learn from both successes and failures. | | | | | |
| Maintains composure in stressful or awkward situations. | | | | | |
| Expresses concerns or dissatisfaction in positive and constructive ways. | | | | | |

**Additional comments:**

I verify that I shared this evaluation with the teacher candidate.

_____                    _____
             CST Member Signature                                         DATE

I verify that my Candidate Support Team shared this evaluation with me.  Areas of concern are expected to be improved, and a meeting with my Team may be scheduled to discuss my progress and the development of an action plan.

_____                    _____
   Teacher Candidate Signature                                            DATE

# (Section 5)

# Organization of Portfolio

- **Use a large three-ring binder**
- **Use tabs as indicated**

# OR

**Using the above criteria for organization, submit an electronic portfolio on a CD or Zip disk.  This e-portfolio must include all of the required evidence that is required of a hardcopy portfolio including the video clips, student work, teacher evaluations, as well as all other evidence of completion of competencies.**

**Completed portfolios become the property of Heart of Georgia RESA.**

# Portfolio Content Requirements
## *Index*

| | |
|---|---|
| Tab 1 | **Three-week Unit Plan for first semester** |
| | **Impact on Student Learning** |
| Tab 2 | **Three-week Unit Plan for second semester** |
| | **Impact on Student Learning** |
| Tab 3 | **Three-week Unit Plan for third semester** |
| | **Impact on Student Learning** |
| Tab 4 | **Three-week Unit Plan for fourth semester** |
| | **Impact on Student Learning** |
| Tab 5 | **First lesson plan packet** |

                                        **Daily lesson plan**
                                        **Pre-conference form**
                                        **Classroom observation form**
                                        **Post-conference form**
                                        **Reflection sheet**
                                        **Artifact sheet**

| | |
|---|---|
| Tab 6 | **Second lesson plan packet** |
| Tab 7 | **Third lesson plan packet** |
| Tab 8 | **Fourth lesson plan packet** |
| Tab 9 | **Fifth lesson plan packet** |
| Tab 10 | **Sixth lesson plan packet** |
| Tab 11 | **Seventh lesson plan packet** |
| Tab 12 | **Eighth lesson plan packet** |
| Tab 13 | **Ninth lesson plan packet** |
| Tab 14 | **Tenth lesson plan packet** |
| Tab 15 | **Eleventh lesson plan packet** |
| Tab 16 | **Twelfth lesson plan packet** |
| Tab 17 | **Thirteenth lesson plan packet** |
| Tab 18 | **Fourteenth lesson plan packet** |
| Tab 19 | **Fifteenth lesson plan packet** |
| Tab 20 | **Sixteenth lesson plan packet** |
| Tab 21 | **Seventeenth lesson plan packet** |
| Tab 22 | **Eighteenth lesson plan packet** |
| Tab 23 | **Nineteenth lesson plan packet** |
| Tab 24 | **Twentieth lesson plan packet** |
| Tab 25 | **End of Year Standardized Test Results if applicable** |
| Tab 26 | **Knowledge of Students form** |
| Tab 27 | **Professional Development Plan and Log** |
| Tab 28 | **School and District Contribution Log** |
| Tab 29 | **Family Contact Log** |
| Tab 30 | **Field Experiences Log/Focus Sheets** |
| Tab 31 | **Mentor Time Log (with at least 20 observations documented); final mentor evaluation** |
| Tab 32 | **Action Plans (one for each of the domains) with necessary documentation** |

**Tab 33**     Examples of Records Kept (grade book pages, duty, other evidence)
**Tab 34**     Record of observations of and by the candidate form: Yr 1 & Yr 2
**Tab 35**     Observation forms from candidate support team members, excluding mentor
**Tab 36**     Focus for Effective Teacher Observation Forms: Yr 1 & Yr 2
**Tab 37**     Disposition Forms: Yr 1 and Yr 2
**Tab 38**     Reflection sheets from video clips; Yr 1 and Yr 2
**Tab 39**     Copies of your discipline plans, classroom floor plan and rationale, and  classroom environment/culture philosophy
**Tab 40**     Student survey reflections with samples of student surveys: Yr 1 and Yr 2
**Tab 41**     Miscellaneous information:  Praxis scores, journal entries, notes from parents and peers
**Tab 42**     Transcripts of courses completed during the internship

**Portfolio tips:**

- **Label in your Unit Plans examples of:**
    - **differentiation strategies**
    - **graphic organizers**
    - **authentic tasks and assessments**
    - **other assessments**
    - **lessons indicating use of technology**
- **Use student initials—not names—for confidentiality**
- **Include daily lesson plan packets for each of the mentor's observations**
- **A lesson plan packet consists of**
    1. **lesson plan**
    2. **pre-conference notes**
    3. **mentor's observation form(s)**
    4. **post-conference notes**
    5. **artifacts sheet**
    6. **reflection sheet**
- **Use the required Unit Plan template for the four unit plans and the required Lesson Plan template for all mentor observations**
- **Include copies of all your videos with your portfolio**

# Portfolio Assessment Rubric
## (3 pages)

**Family Contact Log    Responsibility:  Candidate Use initials only**

This information is to be maintained by the teacher during the 2 years and maintained in the portfolio.

Name _____ Grade/Subject _____ School Year _____

| *Date* | Student Name | Person Contacted | Type of Contact | Reason or Purpose | Notes |
|--------|--------------|------------------|-----------------|-------------------|-------|
|        |              |                  |                 |                   |       |
|        |              |                  |                 |                   |       |
|        |              |                  |                 |                   |       |
|        |              |                  |                 |                   |       |
|        |              |                  |                 |                   |       |
|        |              |                  |                 |                   |       |

This information is to be maintained by the teacher during the year and maintained in the portfolio for review.  **Responsibility:  Candidate On-going**

Name _____ School _____ School Year _____

| *Date* | Event  (Volunteer) <br> **(e.g., committee meeting, open house)** | Contribution |
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**Professional Development Log**

Name _____ School _____ School Year_____

| *Date* | Event/Location<br><br>(e.g., workshop, conference, course) | Benefits<br><br>Derived |
|--------|------------------------------------------------------------|------------------------|
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# Knowledge of Students and Resource Sheet

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

1. What techniques do you use to learn about your students'
   ….background knowledge and skills?




   ….interests outside school?




   ….cultural heritage?




2. What resources are available to enhance your students' experience in this subject?
   (Examples are films, videos, museums, and experts in the community.)




3. What resources are available for students if needed?  (Examples are counseling, medical
   facilities, and clothing contributions.)

# (Section 6)

**A three-week unit plan and Impact on Student Learning is required for each semester each year. Use the Unit Plan template for the four unit plans and the evidence sheet for the Impact on Student Learning.**

| Unit: | |
|---|---|
| **Unit Overview:** | |
| **STANDARDS ADDRESSED IN THIS UNIT** | |
| **Focus Standards:** | |
| Supporting Standards: | |
| **ENDURING UNDERSTANDINGS:** | **ESSENTIAL QUESTIONS:** |
| • | • |
| **STUDENTS WILL KNOW… (KNOWNLEDGE)** | **STUDENTS WILL BE ABLE TO… (SKILLS)** |
| • | • |
| **COMMON MISCONCEPTIONS:** | **PROPER CONCEPTIONS:** |
| • | • |
| GUAGE: | |
| ON HOOK (LAUNCH ACTIVITY): | |
| **EVIDENCE OF LEARNING** | |
| **CULMINATING PERFORMANCE ASSESSMENT: (G.R.A.S.P.)** | |
| **OTHER EVIDENCE (ASSESSMENTS):** | |
| **PLAN OF ACTION**<br>**LEARNING TASKS** | |
| **Tasks:** | |
| **UNIT RESOURCES:** | |
| **Books and Literature:** | |
| **Web Links:** | |
| **Other Resources:** | |

# HGRESA TAPP
## Impact on Student Learning Analysis
## Instructions

This assessment is to give you the opportunity to tie together many pieces of the assessment process to help you:
    a) Determine the effect of instruction on your students' learning
    b) Guide decisions about future instruction and plans to improve upon every student's performance
    c) Communicate performance results to others

**Method:**

- The assessment(s) you choose should be aligned with your objectives. The assessments can be of the authentic/alternative or traditional nature or a combination of both.
- In assessing the impact of your lesson on all students' learning, you will need to interpret the results within the contexts of the setting and student diversity. Contextual factors are important for teachers to know because they often help explain student behaviors and achievements. In your analysis you need to investigate these contextual factors of the class you evaluated:
    - i. Geographic location, community and school population, socio-economic profile and race/ethnicity
    - ii. Physical features of setting, availability of equipment/technology and other resources
    - iii. Student characteristics such as age, gender, race/ethnicity, exceptionalities, achievement/developmental levels, culture, language, interests, learning styles or skill level.
- **Perform the analysis:** Compile the data as a whole group by using simple descriptive techniques. If you have gave a pre-test, compare the pre-test and post-test results
- **Reflect on the data:** Reflect on your performance as a teacher and link your performance to student learning results using the "impact on Student Learning Rubric" as a guide for reflection. Evaluate your performance and identify future action for improved practice and professional growth.
- Consider the individual items on your assessment and their effectiveness in measuring student learning. Upon which items were your students most successful? Least successful? Reflect on reasons for the levels of performance on those items, including student prerequisite knowledge, student motivation, instructional strategies, and item design.
- What instructional strategies did you use? Reflect on relationships between teaching strategies and performance on related objectives.
- What other forms of assessment did you use? (Informal such as questioning, large/small group responses. Etc) Reflect on the appropriateness of the assessments and on the relationships between the feedback you got from those assessments and performance on related objectives.

# Evidence Sheet

# **Impact on Student Learning**

**Candidate** _____ **Subject** _____
**Unit Title**_____ **Unit Dates** _____

**Percentage students scoring 80% or higher:** _____

**Test Description and Criteria for passing:  (Attach a copy of test and a varying range of student work)**

_____
_____
_____
_____
_____
_____
_____

**Part I – Test Data**

| Student first name only<br>Special Circumstances affecting test | Pre-Test-Score | | Post- test Score |
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## Part II – Analysis of Results

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## Part III - Teacher Actions taken to support student achievement (ex.: tutoring, remediation, parent contact, referrals)

_____
_____
_____

# IMPACT ON STUDENT LEARNING ANALYSIS RUBRIC

**Candidate's Name:** _____  **Course:** _____
**Semester:** _____

**Program:** _____
**Evaluator:**_____

*Please indicate the candidate's rating on each proficiency by checking the appropriate box.  A candidate should receive a rating of "3" by the end of the two year program.*
**The  use of the phrase "every student" is inclusive of these attributes of multicultural populations: Age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status.**

| Rating Indicator | 1 Little or No Evidence | 2 Limited Evidence | 3 Clear Evidence | 4 Clear, Consistent, and Convincing Evidence |
|---|---|---|---|---|
| | **SUBJECT MATTER EXPERTS** | | | |
| **Uses content and pedagogical knowledge to assist students in the mastery of subject matter knowledge.** | There is no evidence of knowledge of subject matter; unable to give examples of important principles or concepts. ☐ | There is limited evidence of knowledge of subject matter. Candidate's presentation of content appears to contain numerous inaccuracies. ☐ | There is clear evidence that the candidate knows the subject matter and can explain important principles to every student. | There is clear, consistent, and convincing evidence of critical analysis and synthesis of the subject. Where appropriate, candidate makes connections from the content to other parts of the content and to other content areas. ☐ |
| | **FACILITATORS OF LEARNING** | | | |
| **Uses knowledge of the influences of society, culture, community, and family on schools and learning to create and implement instruction that embodies multiple cultures and a rich, diverse curriculum** <br><br> *NOTE:  Diversity "IN" the curriculum: relates to content.* | The candidate incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information. ☐ | The candidate makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum. ☐ | There is clear evidence that the candidate incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum. ☐ | There is clear, consistent and convincing evidence that the candidate incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum ☐ |
| **Effective use of a variety of methods [that reflect high expectations] for every student** <br><br> *NOTE:  Diversity "OF" the curriculum: relates to how material is presented and how students complete assignments.* | The candidate uses predominantly one form of instruction, does not differentiate instruction, and does not successfully accommodate the learning needs of every student. ☐ | The candidate incorporates a variety of instructional strategies, but there is limited evidence that the candidate effectively differentiates instruction and successfully accommodates the learning needs of every student. | There is clear evidence that the candidate effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student. ☐ | There is clear, consistent and convincing evidence that the candidate effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student. ☐ |
| **Utilizes a variety of assessments [that reflect high expectations] to evaluate learning for all students** | The candidate uses predominantly one form of assessment. ☐ | The candidate uses multiple forms of assessment, but there is limited evidence that the candidate successfully determines the learning needs of every student. ☐ | There is clear evidence that the candidate effectively uses multiple and appropriate forms of assessment to determine the learning needs of every student. ☐ | There is clear, consistent and convincing evidence that the candidate effectively uses multiple and appropriate forms of assessment to determine the learning needs of every student ☐ |

| Rating Indicator | 1<br>Little or No Evidence | 2<br>Limited Evidence | 3<br>Clear Evidence | 4<br>Clear, Consistent, and Convincing Evidence |
|---|---|---|---|---|
| **Impacting the learning of every student** | There is no evidence of impact on the learning of every student. Data is poorly presented, the interpretation is inaccurate, and conclusions are missing or unsupported. ☐ | There is limited or incomplete evidence of the impact on learning of every student in terms of numbers of students who achieved and made progress towards each learning objective. Conclusions are limited, incomplete, and/or not fully supported by data. ☐ | Analysis of student learning includes complete evidence of the impact on learning of every student in terms of the number of students who achieved and made progress towards each learning objective. Interpretation is technically accurate, complete, and consistent. ☐ | Analysis of student learning includes clear, consistent and convincing evidence of the impact on learning of every student in terms of the number of students who achieved and made progress towards each learning objective. Meaningful interpretation and appropriate conclusions are determined based on the data. ☐ |
| **Uses the assessment results to improve the quality of instruction for every student** | In reflecting on his/her analysis of student learning, candidate provides no rationale for why some activities were more successful than others. ☐ | In reflecting on his/her analysis of student learning, candidate provides limited evidence to identify successful and unsuccessful activities and superficially explores reasons for their success or lack thereof. ☐ | In reflecting on his/her analysis of student learning, candidate provides evidence to identify successful and unsuccessful activities and provides plausible reasons for their success or lack thereof. ☐ | In reflecting on his/her analysis of student learning, candidate provides clear, consistent and convincing evidence to identify successful and unsuccessful activities and provides plausible reasons for their success or lack thereof. ☐ |

**COLLABORATIVE PROFESSIONALS**

| Rating Indicator | 1<br>Little or No Evidence | 2<br>Limited Evidence | 3<br>Clear Evidence | 4<br>Clear, Consistent, and Convincing Evidence |
|---|---|---|---|---|
| **Reflects upon and improves professional performance** | There is no evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides no reflection on future professional performance related to insights and experiences. ☐ | There is limited evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides limited reflection on the impact of the candidate's insights and experiences for future professional performance. ☐ | There is clear evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides clear reflection on future professional performance related to insights and experiences. ☐ | There is clear, consistent, and convincing evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. The candidate recognizes improvements for future professional performance related to insights and experiences and identifies ways to improve. ☐ |

# (Section 7)

**A Lesson Plan packet is required for each of the mentor observations.**

**A Lesson Plan Packet includes:**

- ✓ **Daily Lesson plan**
- ✓ **Pre-conference form**
- ✓ **Classroom observation forms**
- ✓ **Post-conference form**
- ✓ **Reflection Sheet**
- ✓ **Artifact Sheet**

# Daily Lesson Plan Template
## (to be used for all scheduled observations)

**Candidate:**_____**School:**_____

**Date:**_____ **Period/Time:** _____**Time Estimate:** _____

**Class Description:**
_____
_____
_____

**Modifications:**
_____
_____
_____

**GPS/QCC Standards:**
_____
_____
_____

**Lesson Essential
Question(s):**_____
_____

**Prerequisite
Knowledge/Skills/Understandings:**_____
_____
_____
_____

**Assessment(s):**_____
_____
_____

**Learning Activities (teacher and student actions):**
_____
_____
_____
_____

**Materials needed:**

_____
_____
_____

**Follow-Up Activity:**

_____
_____
_____

**Potential areas of difficulty and plans to address:**

_____
_____
_____

**How do you plan to use the results of the assessment?**

_____
_____
_____


**\*\*\*\*\* Include copies of handouts, assessments, assignments, etc.  Include the unit assessment.**

# Pre Conference/Conducted by Mentor

| Observed Teacher: | Mentor Teacher: |
|---|---|

Dates of Pre-Conference:

## LESSON INFORMATION:

1. What subject will the teacher be teaching when observed?

2. What is (are) the objectives(s) of the lesson that will be observed?

3. List your pre-conference question(s), as well as the response for each question. **Bold each question.**

## OBSERVATION:

1. What is the specific focus of the observation?

2. How will the observational data be recorded?

| Date the observation will take place: | |
|---|---|
| Location: | Time: |
| Date the post-conference will take place: | Time: |
| Location: | Time: |
| | |

## Post Conference/Conducted by Mentor

**1. Conference Objective**

**2. Focused questions to ask, as well as the response for each question. Bold each question.**

**Glow Statements**

3. Strengths to reinforce with specific examples (glows)

**Grow Statements**

4. Needs to address (if any), with specific examples (grows)

5. Plans for follow-up

**Instructional Artifact Sheet**

*Responsibility:  Candidate:  One for each lesson plan/observation*

Name _____ School _____

Grade Level _____ Subject _____ Date _____

Concept or Topic :_____

Instructional Goal or Goals:_____

---

1.  **Attach directions or an assignment** that engages students in learning about the concept or topic cited above.  Examples are a worksheet, homework or class assignment, project guidelines, or a problem.

2.  **Provide several samples of student work on this assignment.  They should reflect** the full range of student ability in your class and include feedback you provided to the students on their papers.

3.  Write a brief commentary about the assignment, answering the following questions:

    ➢  What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?

    ➢  What do the samples of student work tell you about the students' level of understanding?

    ➢  How does the assignment help students develop their understanding?

    ➢  What do you plan to do next with these students?

# Candidate Observation Reflection Form

Name_____     Date_____

School_____     Subject_____

As I reflect on the lesson, to what extent were students productively engaged? (Component 4a, 1e, 3c)

Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Component 1f and 4a)

Did I change my goals or instructional plan as I taught the lesson? Why? (Component 1e and 3e)

If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)

# (Section 8)

# VIDEOTAPED LESSON

The candidate will videotape one complete lesson each semester. A variety of teaching methods should be chosen for taping. The videotapes will be viewed, analyzed, and discussed by the candidate and mentor and will be submitted to the RESA Coordinator. These videotapes will be included in the portfolio. The Candidate will complete a *Candidate Reflection Form* for each video. Video tapes from Years 1 and 2 must be included in the portfolio. **All lessons should be submitted in VCD/DVD/VHS format.**

# Candidate Observation Reflection Form

Name_____          Date_____

School_____          Subject_____

As I reflect on the lesson, to what extent were students productively engaged? (Component 4a, 1e, 3c)

Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Component 1f and 4a)

Did I change my goals or instructional plan as I taught the lesson? Why? (Component 1e and 3e)

If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)

# STUDENT RELEASE FORM

(To be completed by the legal guardian of minor students involved in this project, or by students who are more than 18 years of age that are involved in this project)

**Dear Parent or Guardian:**
I am a participant this school year in the Teacher Alternative Preparation Program.  This program requires that short videotapes of lessons taught in your child's class be submitted.  Although the videotapes involved both teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class.  In the course of taping, your child may appear on the video.  No student will be identified by name. The form below will be used to document your permission for these activities.

Sincerely,

_____
Candidate's Name

## PERMISSION TO VIDEOTAPE

Student Name _____School

_____

Teacher: _____

**I am the legal guardian of the child named above.  I have received and read you letter regarding a teacher assessment being conducted by the Teacher Alternative Preparation Program (TAPP) and agree to the following:**
**(Please check the appropriate box below)**

   **I DO** give permission to you to include my child's image on videotape as he or she participates in

   a class conducted at _____ by

   _____
|                  **School Name**                  |                **Teacher Name**              |

   **I DO NOT** give permission to videotape my child.

Signature of Legal Guardian _____ Date _____

---

   **I am the student named above and I am more than 18 years of age.  I have read and understand the project description above.  I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.**

   **I DO** give permission to include my image on videotape as I participate in this class.

   **I DO NOT** give permission to videotape me.

Signature of Student: _____Date _____

Date of Birth: ___/___/___
               MM   DAY   YR

# (SECTION 9)

**Field Experiences**

The Candidate will complete at least 5 full days of observations in schools other than the home school.  These days may be completed in full days or half days; less than one-half days does not allow time for the experience to be worthwhile.  Field experience placements will be determined by the certification area that is being sought.  The field experience log and the focus for field experience practicum form should be completed after each visit.

At least one of the five days must also be in a school that is of different ability levels, ethnic composition, socioeconomic level, and/or special needs from the home school.  Arrangements for these field experiences are made by the local school system.

**Observation by candidate of effective teachers**

Candidate will observe mentor teacher and/or other effective teachers if deemed necessary by CST or the Candidate.  The mentor is responsible for the selection of the master teachers.  Observations will be discussed by the observed teacher, the mentor teacher, and the candidate.  The Candidate will use the *Effective Teacher Observation*  form as a focus for these observations.

# Field Experiences Requirements*

| Field of Certification Sought | Field Experience Required | Required Experience | Evidence of Completion | Location of Evidence |
|---|---|---|---|---|
| Early Childhood Education | PK-K<br>1-3<br>4-5 | At least two full days from each of the groups listed outside of TAPP classroom assignment | Observations Logs Candidate Tracking Form | Portfolio Candidate File |
| Middle Grades (4-8) | 4-5<br>6-8 | At least five full days from each of the groups listed outside of TAPP classroom assignment | Observations Logs Candidate Tracking Form | Portfolio Candidate File |
| Secondary (Disciplines) | 6-8<br>9-12 | At least five full days from each of the groups listed outside of TAPP classroom assignment | Observations Logs Candidate Tracking Form | Portfolio Candidate File |
| Art, Health and Physical Education, Music, Foreign Language | PK-K<br>1-3<br>4-5<br>6-8<br>9-12 | At least one full day from each of the groups listed outside of TAPP classroom assignment | Observations Logs Candidate Tracking Form | Portfolio Candidate File |
| Interrelated Special Education | PK-K<br>1-3<br>4-5<br>6-8<br>9-12 | At least one full day from each of the groups listed outside of TAPP classroom assignment to include all exceptionalities | Observations Logs Candidate Tracking Form | Portfolio Candidate File |

* A minimum of five days is required.  Field Experiences must be completed in full days or half days; less than one-half day does not allow time for the experience to be worthwhile.

One day of field experiences must be in a school that is socioeconomically and culturally different from the home school.

# Field Experience Log

This information is to be maintained by the teacher during the year and maintained in the portfolio. **A minimum of five (5) experiences are required. Responsibility: Candidate**

Name _____ School _____ School Year _____

| *Date/ Time* | **Teacher/Location** (Name and School) | **Activity** | **Focus of Observation (ex. Behavior management)** | **Benefits Derived** |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Focus for Field Experience Practicum

Name: _____

Teacher(s) Observed: _____

Academic area/Grade level: _____

School: _____

Based upon your observations, please answer the following questions in narrative form.

1. Identify the teacher's goals for instruction; what is it that she wants the students to learn? How is that goal evidenced?

2. What behaviors (teacher and student) did you witness that you would consider as routine? Examples include calling roll, lining up for recess or bathroom, and distributing papers. How were these routines carried out? Explain how these routines were effective OR ineffective.

3. What teacher strategies did you witness that helped maintain good behavior?

4. If there was a class disruption, how did the teacher respond? Was the method effective?

5. Was there any visible evidence of a behavior management plan? What made that plan effective or ineffective?

6. How can you use what you have learned in your own classroom?

7. Which teaching method(s) did you see—
   | | |
   |---|---|
   | whole group? | teams with competition? |
   | individual work? | small group instruction? |
   | pairs? | lecture? |
   | differentiation? | |

Identify reasons that those methods did or did not work effectively.

8. What about your day surprised you most?

_____          _____
Signature of Teacher Observed                                    Date

# Field Experience
## Practicum in a School Culturally and/or Socio-economically different

In addition to other field experiences recommended by the Candidate Support Team, all candidates will participate in a school that is culturally and socio-economically different from the candidate's home school. In addition to the narratives provided for your 5 days of field experience practicum, please also include this information for the day you spent in a school culturally and/or socio-economically different from your school

A focus for the practicum should be determined in a pre conference with the candidate's mentor teacher and should address the following questions:

What are the similarities?

What are the differences?

How would this impact my lesson planning?

The practicum experience should be followed with a post conference.

All documentation must be included in the candidate's portfolio.


# Other Field Experiences

Other recommended field experiences will be determined on an individual basis by each Candidate Support Team.

# Effective Teacher Observation Form
## (To be used for observations with your school)

Name of Teacher observed: _____

Years of Experience: _____

Content Area: _____

1. Why did you choose to observe this teacher?

2. What did you learn from this teacher that you can use in your classroom?

3. How will you incorporate into your classroom what you learned?

4. What did you observe that would not work in your classroom?  Why?

# (SECTION 10)

**Included in this section you will find various evaluation forms to be used throughout the internship.**

| Criteria | Often 😊 | Sometimes 😐 | Never 🙁 |
|---|---|---|---|
| 1. When my teacher finishes giving directions, I know what I'm supposed to do. | | | |
| 2. My teacher is friendly. | | | |
| 3. My teacher smiles at us and talks to us in a nice voice. | | | |
| 4. Students in this class know the rules about how to behave. | | | |
| 5. My teacher lets me know when I am behaving well. | | | |
| 6. My teacher teaches in ways that help me understand. | | | |
| 7. My teacher knows when I don't understand. | | | |
| 8. During lessons, I have room to work and can easily see. | | | |
| 9. My teacher speaks clearly. | | | |
| 10. My teacher tells us why things we learn are important | | | |
| 11. My teacher knows when I don't understand. | | | |
| 12. My teacher enjoys teaching | | | |

# HGRESA INSTRUCTOR EVALUATION

**Course Name:** _____

**Instructor's Name:** _____

**Dates of Course:** _____

**The following rubric will be used to evaluate your Instructor:**

1. not applicable          4. effective
2. not present             5. exemplary
3. adequate

**The Instructor:**

_____ **Plans instruction and learning activities that address the various learning styles of participants.**

_____ **Is organized and presents information clearly.**

_____ **Clarifies misunderstandings of the learners in the class.**

_____ **Provides opportunities for sharing knowledge, skills and experiences of participants.**

_____ **Includes assessment techniques to measure participant performance.**

_____ **Incorporates appropriate technology such as the use of the Internet, PowerPoint, etc.**

_____ **Demonstrates knowledge and skills related to the course content.**

_____ **Stays current in the latest developments in his field of teaching.**

_____ **Provides opportunities for peer and instructor feedback, group discussions, self-reflections, role-plays, problem solving, etc.**

_____ **Provides participants with feedback as to levels of competency and achievement of intended outcomes.**

_____ Helps me understand the importance of understanding and valuing the diversity of my students.

_____ **Reflects HGRESA's mission and beliefs.**

# HGRESA TAPP
## CANDIDATE EVALUATION OF TAPP
### End of Year One

**A. Please respond to these items about Phase I, "The Essentials of Effective Teaching".**

    1.   **What did you learn last summer in Phase I that helped you most this year of teaching?**

    2.   **What about Phase I was least helpful to you this year?**

**B. Please answer these open-ended questions about the school-based administrator on your Candidate Support Team.**

    1.   **How has the building-level administrator on your CST been most helpful?**

    2.   **What are other ways in the building-level administrator on your CST could have provided assistance to you?**

**C. Please answer these open-ended questions about the *system-level administrator* on you CST.**

    1.   **How has the system-level administrator on your CST been most helpful?  (if applicable)**

2. **What are other ways the system-level administrator could have provided assistance to you?  (if applicable)**

**D. Please answer these open-ended questions about the *RESA representative* on you CST.**

1. **How has the RESA representative on your CST been most helpful?**

2. **What are other ways the RESA representative on your CST could have provided assistance to you?**

**D. Please complete the Mentor Evaluation on the next page.**

# MENTOR TEACHER EVALUATION FORM BY TEACHER CANDIDATE

Teacher Candidate/Protégé: _____  Mentor: _____

Grade/Subject: _____  School: _____

Date:_____  Semester 1___2___  3___  4___
                                                              (check which semester)

Rating Scale:  4 - Always          Directions:  The following instrument is designed to obtain
                     3 - Usually          feedback about the performance and your perception of your
                     2 - Seldom          Mentor Teacher during the teaching internship.
                     1 - Never           Please rate each item using the scale at the left.
                   NC - No Chance to Observe

During my teaching internship experience, my Mentor Teacher:

_____  1.  showed respect for me as a teacher intern.
_____  2.  solicited and accepted my ideas or opinions.
_____  3.  listened to me.
_____  4.  deserved and earned my respect.
_____  5.  was willing to spend extra time with me, as needed.
_____  6.  showed genuine interest in my progress.
_____  7.  attempted to keep personal bias from entering into dealings with me.
_____  8.  had realistic expectations of me.
_____  9.  seemed to enjoy supervising me as a teacher intern.
_____  10.  allowed me sufficient teaching experiences.
_____  11.  collected sufficient information to adequately evaluate my performance.
_____  12.  gave me constructive suggestions.
_____  13.  pointed out strengths, and things I did well.
_____  14.  outlined clear objectives for improvement of my teaching.
_____  15.  was fair and objective in evaluating my performance.
_____  16.  maintained adequate documentation showing my status and progress.
_____  17.  treated all students in a fair manner.
_____  18.  kept information confidential when necessary.
_____  19.  demonstrated appropriate positive classroom management in her/his own classroom.
_____  20.  demonstrated a professional attitude.
_____  21.  communicated with skill and effectiveness.
_____  22.  encouraged me to be self-reflective and evaluative.
_____  23.  provided relevant experiences for me that included observations, classroom activities, teacher  responsibilities, parent/teacher conferences, and professional development activities.
_____  24.  observed and critiqued my performance on a frequent and continual basis and provided targeted
          feedback.
_____  25.  modeled reflective teaching practices.
_____  26.  assisted me in meeting my ICP.

27.  What were your mentor teacher's major strengths?

28.  How could your mentor teacher improve?

29.  Would you recommend your teacher to future teacher interns?   Yes____ or  No____.  Why or why not?

Additional Comments:

**A. Please answer these open-ended questions about the** *school-based administrator* **on your Candidate Support Team**

    **3. How was the administrator on your CST been most helpful?**

    **4. What are other ways the administrator on your CST could have provided assistance to you?**

**B. Please answer these open-ended questions about the system-level administrator on your CST.**

    **3. How has the system-level administrator on your CST been most helpful?**

    **4. What are other ways in the system-level administrator on your CST could have provided assistance to you?**

**C. Please answer these open-ended questions about the** *RESA representative* **on you CST.**

    **3. How has the** *RESA representative* **on your CST been most helpful?**

4. **What are other ways the *RESA representative* could have provided assistance to you?**

**D. Please complete the Mentor Evaluation on the next page.**

# MENTOR TEACHER EVALUATION FORM BY TAPP COORDINATOR

Mentor: _____ School: _____

TAPP Coordinator:
_____Date:_____

Semester 1___2___ 3___
4___

Rating Scale:  4 - Always
                 3 - Usually
                 2 - Seldom
                 1 - Never
           NC - No Chance to Observe

(check which semester)

During the internship phase, the Mentor Teacher:

____　1.　showed respect for the candidate.
____　2.　was willing to spend extra time with the candidate.
____　3.　showed genuine interest in the candidate's progress.
____　4.　attempted to keep personal bias from entering into dealings with the candidate.
____　5.　had realistic expectations of the candidate.
____　6.　seemed to enjoy supervising the candidate as a teacher intern.
____　7.　collected sufficient information to adequately evaluate the candidate's performance.
____　8.　gave the candidate constructive suggestions.
____　9.　was fair and objective in evaluating the candidate's performance.
____ 10.　maintained adequate documentation showing the candidate's status and progress.
____ 11.　treated all students in a fair manner.
____ 12.　kept information confidential when necessary.
____ 13.　demonstrated appropriate positive classroom management in her/his own classroom.
____ 14.　demonstrated a professional attitude.
____ 15.　communicated with skill and effectiveness.
       ____ 16.　provided relevant experiences for the candidate that included observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional development activities.
____ 17.　observed and critiqued the candidate's performance on a frequent and continual basis and provided targeted feedback.
____ 18.　modeled reflective teaching practices.
____ 19.　was supportive of teacher alternative preparation.
____ 20.　helpful in developing the ICP.
____ 21.　was knowledgeable as an infield CST member.

**HGRESA TAPP**

Evaluation of College/University Coursework
Summative Evaluation
(to be completed at the end of each school year)

Please provide us with feedback regarding your education preparation provided by area colleges and universities during this past school year.  Your responses will be kept confidential and will be combined to produce group perception scores on each of the individual questions.

Name: _____

Certification Area: _____

Date: _____

1.

College/University: _____

Name of Instructor: _____

Name of Course: _____

Dates of Course: _____

For the items in this section, please answer with one of the following choices:
  4.    always
  3.    most of the time
  2.    occasionally
  1.    never

_____ The professor was well-prepared for the class.
_____ The instructor demonstrated knowledge and skills related to the course content.
_____ Doing the course assignments contributed to my learning.
_____ For students who made an appropriate effort in the course, the stated objectives were usually met.
_____ As a result of this course, I feel more knowledgeable in this field.

Answer the following open-ended questions:
  1.  What specific aspects of this course did you find to be most helpful?

  2.  What specific aspects of this course did you find to be least helpful?

3. Would you recommend this course to others?  Why or why not?

•••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••

## 2.

College/University:       _____
Name of Instructor:       _____
Name of Course:       _____
Dates of Course:       _____

For the items in this section, please answer with one of the following choices:
     4.     always
     3.     most of the time
     2.     occasionally
     1.     never

\_\_\_\_\_ The professor was well-prepared for the class.
\_\_\_\_\_ The instructor demonstrated knowledge and skills related to the course content.
\_\_\_\_\_ Doing the course assignments contributed to my learning.
\_\_\_\_\_ For students who made an appropriate effort in the course, the stated objectives were usually met.
\_\_\_\_\_ As a result of this course, I feel more knowledgeable in this field.

Answer the following open-ended questions:
     1. What specific aspects of this course did you find to be most helpful?

     2. What specific aspects of this course did you find to be least helpful?

3.  Would you recommend this course to others?  Why or why not?

•••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••

# 3.

College/University:     _____
Name of Instructor:     _____
Name of Course:        _____
Dates of Course:       _____

For the items in this section, please answer with one of the following choices:
    4.  always
    3.  most of the time
    2.  occasionally
    1.  never

_____ The professor was well-prepared for the class.
_____ The instructor demonstrated knowledge and skills related to the course content.
_____ Doing the course assignments contributed to my learning.
_____ For students who made an appropriate effort in the course, the stated objectives were usually met.
_____ As a result of this course, I feel more knowledgeable in this field.

Answer the following open-ended questions:
    1.  What specific aspects of this course did you find to be most helpful?

    2.  What specific aspects of this course did you find to be least helpful?

    3.  Would you recommend this course to others?  Why or why not?

●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●

# 4.

College/University:      _____

Name of Instructor:      _____

Name of Course:      _____

Dates of Course:      _____

For the items in this section, please answer with one of the following choices:

    4.  always

    3.  most of the time

    2.  occasionally

    1.  never

\_\_\_\_\_ The professor was well-prepared for the class.

\_\_\_\_\_ The instructor demonstrated knowledge and skills related to the course content.

\_\_\_\_\_ Doing the course assignments contributed to my learning.

\_\_\_\_\_ For students who made an appropriate effort in the course, the stated objectives were usually met.

\_\_\_\_\_ As a result of this course, I feel more knowledgeable in this field.

Answer the following open-ended questions:

    1.  What specific aspects of this course did you find to be most helpful?

    2.  What specific aspects of this course did you find to be least helpful?

    3.  Would you recommend this course to others?  Why or why not?

**HGRESA Alternative Preparation Program
Evaluation of RESA Coordinator/Consultant and
Alternative Prep Process
By the CST, the Candidate, and the Advisory Board**

**Year One**                                                      **Year Two**

**Please check your role in the process.**
_____Building Administrator _____System Administrator _____Mentor _____Advisory Board

Please answer these open-ended questions about the RESA Alternative Preparation Coordinator/Consultant who served on the Candidate Support Team of your candidate.

5. **How has the coordinator/consultant been most helpful?**

6. **What are other ways in which the coordinator/consultant could have provided assistance to you or to your candidate?**

_____

**Name of RESA Alternative Prep Coordinator**          **Date**
        **Or Consultant**

**Based upon your experience this year with the Alternative Preparation process, please answer these questions.**

1. **What would you change about the process?**

2. **Why?**

**Year 1**                                                                                           **Year 2**

Please answer these open-ended questions about the Candidate Support Team members.

1.  **How has the building-level administrator on the CST been most helpful?**

2.  **What other ways could the building-level administrator have provided assistance to the Candidate, the CST, or the TAPP process?**

_____
**Name of Building-Level Administrator                    Date**

3.  **How has the system-level administrator on the CST been most helpful?  (if applicable)**

4.  **What are other ways the system-level administrator on the CST could have provided assistance to the Candidate, the CST, or the TAPP process?  (if applicable)**

_____
**Name of System-Level Administrator                    Date**

5.      **How has the mentor teacher on the CST been most helpful?**

6. **What are other ways the mentor teacher could have provided assistance to the Candidate, the CST, or the TAPP process?**

_____

**Name of Mentor Teacher**           **Date**

**Shown below are the 24 exit Competencies your Candidate Support Team verified last year when you completed the requirements of TAPP.  Now that you are nearing the end of one full year of teaching since obtaining a renewable certification, please tell us how YOU think the TAPP process prepared you for this first year.**

**Use of scale:  1.  Not Prepared    2.  Somewhat Prepared   3.  Fully Prepared**

I.  **Planning and Preparation**
   a.  \_\_\_\_The teacher demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.
   b.  \_\_\_\_The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels, and of students' interests and cultural heritage.
   c.  \_\_\_\_The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity.
   d.  \_\_\_\_The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.
   e.  \_\_\_\_The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.
   f.  \_\_\_\_The teacher's instructional plans are coherent and structured in that learning activities, resources, groupings, and time allocations are varied and suitable to the students and to the instructional goals.
   g.  \_\_\_\_The teacher utilizes varied assessment methods, including those through
       technology, that are congruent with the goals for learning, students understand
       the  criteria and standards, and the teacher utilizes assessment results to plan
       for and differentiate instruction**.**

II.  **The Classroom Environment**
   a)  \_\_\_\_Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.
   b)  \_\_\_\_The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teachers' high expectations, and take pride in the quality work and conduct.
   c)  \_\_\_\_The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.
   d)  \_\_\_\_The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.
   e)  \_\_\_\_The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.

**III. Instruction**

a) \_\_\_\_The teacher's directions, procedures, and oral and written language are communicated clearly and accurately.

b) \_\_\_\_The teacher's questions and discussion techniques are of high quality and engage all students.

c) \_\_\_\_The teacher utilizes engaging and carried representations of content, instructional strategies, assessment techniques, activities, assignments, technology,
 grouping, configurations, materials and resources, structure and pacing.

d) \_\_\_\_The teacher's feedback to students is consistently high quality and in a
 timely manner.

e) \_\_\_\_The teacher demonstrates flexibility and responsiveness by adjusting lessons,
 Responding to students, and being persistent.

f) \_\_\_\_The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

**IV. Professional Responsibilities**

a) \_\_\_\_The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.

b) \_\_\_\_The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.

c) \_\_\_\_The teacher is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.

d) \_\_\_\_The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.

e) \_\_\_\_The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.

f) \_\_\_\_The teacher understands and actively participates in the school's School Improvement process.

Please answer these open-ended questions about the process:

1. If you could design the program, what about TAPP would you change?

2. What about TAPP should remain the same?

Please give the *First Year Survey of Candidate by Administrator* form to your administrator and ask that he/she complete it for you. Send both completed surveys to HGRESA TAPP. Thank you for your feedback. It will be used to make a stronger program.

# First Year Survey of Candidate by Administrator

**Shown below are the 24 exit Competencies your Teacher's Candidate Support Team verified last year when he/she completed the requirements of TAPP. Now that they are nearing the end of one full year of teaching since obtaining a renewable certification, please tell us how YOU think the TAPP process prepared your teacher for this first year.**

**Use of scale: 1. Not Prepared   2. Somewhat Prepared   3. Fully Prepared**

### V.      Planning and Preparation
   h.   ____The teacher demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.
   i.    ____The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels, and of students' interests and cultural heritage.
   j.    ____The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity.
   k.   ____The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.
   l.    ____The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.
   m.  ____The teacher's instructional plans are coherent and structured in that learning activities, resources, groupings, and time allocations are varied and suitable to the students and to the instructional goals.
   n.   ____The teacher utilizes varied assessment methods, including those through
       technology, that are congruent with the goals for learning, students understand
       the  criteria and standards, and the teacher utilizes assessment results to plan
       for and differentiate instruction**.**

### VI.     The Classroom Environment
   f)   ____Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.
   g)   ____The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teachers' high expectations, and take pride in the quality work and conduct.
   h)   ____The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.
   i)    ____The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.
   j)    ____The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.

**VII. Instruction**

    g) ____The teacher's directions, procedures, and oral and written language are communicated clearly and accurately.

    h) ____The teacher's questions and discussion techniques are of high quality and engage all students.

    i) ____The teacher utilizes engaging and carried representations of content, instructional strategies, assessment techniques, activities, assignments, technology,
    grouping, configurations, materials and resources, structure and pacing.

    j) ____The teacher's feedback to students is consistently high quality and in a
      timely manner.

    k) ____The teacher demonstrates flexibility and responsiveness by adjusting lessons,
    Responding to students, and being persistent.

    l) ____The teacher accurately assesses lessons' effectiveness and demonstrates an
    understanding of how to modify subsequent lessons.

**VIII. Professional Responsibilities**

    g) ____The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.

    h) ____The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.

    i) ____The teacher is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.

    j) ____The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.

    k) ____The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.

    l) ____The teacher understands and actively participates in the school's School Improvement process.

Please answer these open-ended questions about the process:

3. If you could design the program, what about TAPP would you change?

4. What about TAPP should remain the same?

Please give the *First Year Survey of Candidate by Administrator* form to your administrator and ask that he/she complete it for you. Send both completed surveys to HGRESA TAPP. Thank you for your feedback. It will be used to make a stronger program.

**HGRESA TAPP**
**Candidate's Evaluation of Phase I**

Please respond to each item in the space below. Names are unnecessary.

5.What were your expectations or goals concerning this Phase I of the TAPP? Were they met?

6.What was <u>most helpful</u> in preparing you for the first few weeks of school?

7.What was <u>less helpful</u> in preparing you for the first few weeks of school?

8.What was not addressed that you feel should have been addressed?

9.What was a concern of yours about TAPP that <u>was clarified</u> for you during Phase I?

10.     What concern about TAPP was not clarified for you during Phase I?

11.     I feel prepared for the first few weeks of school. _____yes  _____no  Why or why not?

# (SECTION 11)

**At the end of the internship and when all TAPP requirements for certification have been met, each of your CST members will be asked to complete a:**

- **Candidate Competency Completion Form**

- **Certificate of Completion**

# Candidate Competency Completion Form

**Candidate:**_____ **System:**_____

**Evaluator:**_____

**The Georgia Teacher Alternative Preparation candidate, to receive certification recommendation by Heart of Georgia RESA, must meet the following competencies. The candidate has completed the competencies marked with X. An explanation of incomplete competencies is included in the attached document.**

## I. Planning and Preparation
**a** ____The teacher demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.
**b.** ____The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels, and of students' interests and cultural heritage.
**c** ____The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity.
**d** ____The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.
**e** ____The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.
**f** ____The teacher's instructional plans are coherent and structured in that learning activities, resources, groupings, and time allocations are varied and suitable to the students and to the instructional goals.
**g**____The teacher utilizes varied assessment methods, including those through technology, that are congruent with the goals for learning, students understand the criteria and standards, and the teacher utilizes assessment results to plan for and differentiate instruction**.**

## II. The Classroom Environment
**a**____Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.
**b**____The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teachers' high expectations, and take pride in the quality work and conduct.
**c**____The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.
**d**____The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.
**e**____The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.

### III. Instruction

**a**_____The teacher's directions, procedures, and oral and written language are communicated clearly and accurately.

**b**_____The teacher's questions and discussion techniques are of high quality and engage all students.

**c** _____The teacher utilizes engaging and carried representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping, configurations, materials and resources, structure and pacing.

**d** _____ The teacher's feedback to students is consistently high quality and in a timely manner.

**e**_____The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.

**f**_____The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

### IV. Professional Responsibilities

**a**_____The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.

**b**_____The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.

**c**_____The teacher is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.

**d**_____The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.

**e**_____The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.

**f**_____The teacher understands and actively participates in the school's School Improvement process.

\*These Competencies will be important in determining a focus for the Observation of the Candidate process for the Mentor, the School Administrator, the System Coordinator, the RESA Coordinator, and all other Candidate Support Team Members.

# CERTIFICATE OF COMPLETION
# TEACHER ALTERNATIVE PREPARATION PROGRAM
# HEART OF GEORGIA RESA

I hereby certify that _____ has satisfactorily completed all requirements of the Heart of Georgia RESA Teacher Alternative Preparation Program.

Date of Completion: _____

Certification Field: _____

Signature of Teacher: _____

Signature of Principal: _____

Signature of Mentor: _____

Signature of System Coordinator: _____

Signature of Superintendent: _____

School System: _____

*This form along with the completed Individual Certification Plan and all other required documents must be returned to:*

*HGRESA TAPP Coordinator*          OR          *CFRESA TAPP Coordinator*
*1141 Cochran Highway*                          *203 East College Street*
*Eastman, GA  31023*                             *Ellaville, GA  31806*

Signature of RESA TAPP Coordinator: _____

Date: _____