

## **CERTIFICATION AREAS**

The certification areas offered through HGRESA TAPP are Early Childhood, Middle Grades, Secondary Language Arts, Secondary Math, Secondary Social Studies, Secondary Science, Interrelated Special Education, Business Education, Art, and Health and Physical Education.

## **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 shadowing for one day of a teacher in a summer school assignment prior to the beginning of “Essentials of Effective Teaching”
- 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 an 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 consists 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 scores, the internship, observations made by the Candidate Support Team, and the candidate himself.

The appropriate Praxis II 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 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 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—the 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 data 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*. 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 will conference with the candidate within two days of any observation. If the candidate is not making satisfactory progress, as determined by the mentor teaching during an observation, the mentor and candidate will devise written plans for improvement. These 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 three ICP Review meetings throughout the year at the discretion of the Candidate Support Team made at the ICP Review meeting.

## **B. Observations 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. Observations by candidate of master teachers**

Candidate will observe mentor teacher and/or other master teachers if deemed necessary by the 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 *Observations by Candidate* form as a focus for these observations.

## **VIDEOTAPED LESSONS**

The candidate will videotape one complete lesson and several lesson segments throughout the year. 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. A sample of these videotapes will be included in the portfolio. The Candidate will complete a *Candidate Reflection Form* for each video/segment.

## **FIELD EXPERIENCES**

The Candidate will complete at least 3 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 day 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 these three 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.

## ASSESSMENT

Candidates are assessed at key transition points, including entry, exit from Phase I and Phase II and program completion. The *Candidate Assessment Matrix* indicates the assessments in place for each transition point/stage of the program.

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;
- 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 scores
- Candidate Disposition Evaluations
- Classroom 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.