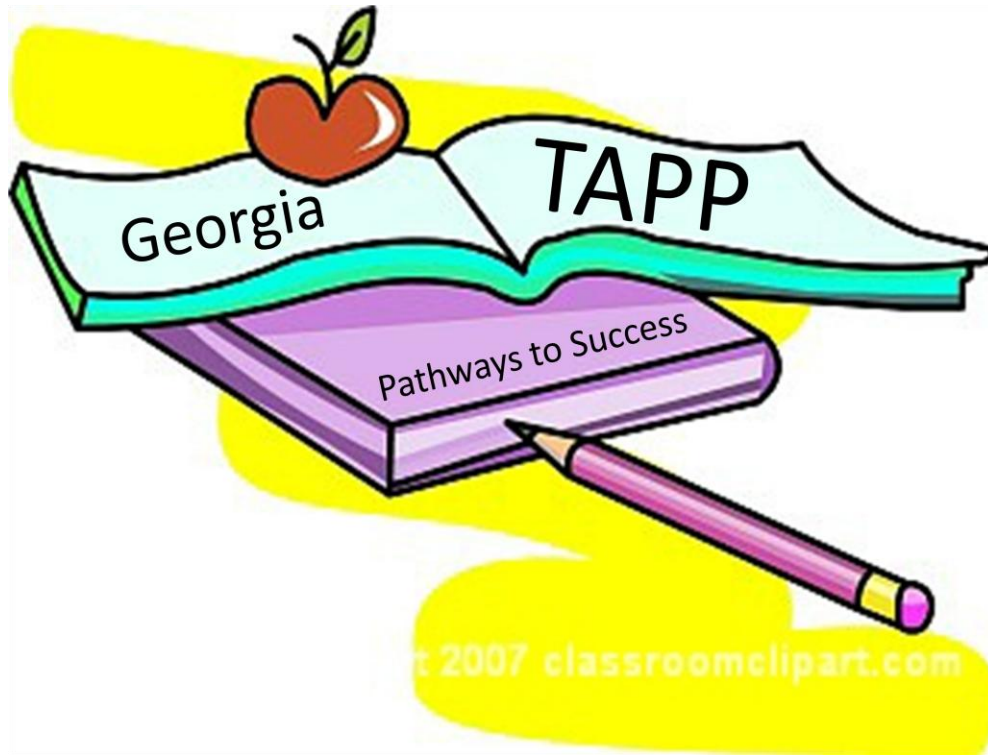# Georgia Teacher Academy for Preparation and Pedagogy
Pathways to Certification

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Georgia's Teacher Academy Preparation and Pedagogy Handbook

Table of Contents

West Georgia RESA Conceptual Framework

The conceptual framework for West Georgia RESA 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 an appreciation of diversity, a commitment to research and its implications for the practitioner, 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 West Georgia RESA. The Teacher Alternative Preparation Program is based upon content and pedagogical standards set forth by the Georgia Professional Standards Commission.

The Teacher Alternative Preparation Program is based on the West Georgia RESA conceptual framework that is knowledge-based, articulated, coherent, consistent with the RESA's mission, and is continuously evaluated.

All programs and support provided by West Georgia RESA in service to regional schools manifest the foundational principles of the agency's conceptual framework and beliefs. The West Georgia RESA Teacher Alternative Preparation Program further exemplifies the spirit of that framework. Addressing the impact of a decreasing supply of certified teachers and an increasing student population, the program provides an innovative process for developing the human resource to surmount one of the most dynamic challenges facing educators today.

In addition the program promotes a collaborative culture of professional scholarship that arises from the collective vision of regional teacher preparation stakeholders. The development al model of the West Georgia RESA Teacher Alternative Preparation Program is based on the study and research of proven exemplars, is designed to reflect the application of all INTASC and/or CEC standards, and is planned for expedient implementation. Moreover, the program is designed to accommodate the aspirations and needs of people of diverse experiences and backgrounds.

Founded upon the INTASC and/or CEC standards, the Teacher Alternative Preparation Program upholds the conceptual framework of West Georgia RESA, the administrative unit for the TAPP program.

West Georgia RESA's Mission Statement

The West Georgia RESA Team is committed to promoting student achievement through collaboration, innovation, service and leadership.

Program Entrance Requirements

- A bachelor's degree or higher from an accredited college or university
- GPA of 2.5 or higher in all college work
- Have not completed a teacher education program or held any type of teaching certificate in Georgia
- Transcripts from all colleges or universities
- Pass the GACE Basic Skills Assessment (or qualify for exemption with a passing score on the SAT, GRE, or ACT, or acceptance to a Masters program). It is also possible to exempt the GACE Basic Skills Assessment if you passed the Praxis I test prior to September 1, 2006.
    o Requirements for the SAT exemption: Combine 1000
    o Requirements for the GRE exemption: Combined 1030
    o Requirements for ACT exemption: Combined 43
- Pass GACE Content Assessment. Certain pathways do not require that the Candidate take and pass the GACE Content Assessment before being admitted into the program, but the Candidate must pass this assessment before exit.
- Secure a job offer as a teacher with a local school system
- Complete a Georgia TAPP application and submit to the school system Human Resource Director's office that will in turn complete appropriate sections and submit to West Georgia RESA's GaTAPP Administrative Assistant.
- All fees are the responsibility of the Candidate.

Procedures for a System to Enroll an Applicant in the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)

The Georgia Professional Standards Commission's rules allow multiple pathways for individuals to complete teacher preparation and achieve professional certification. The procedures for all paths are as follows:

1. System contacts RESA to recommend a Candidate who has been hired as a teacher in a local school for a GaTAPP pathway.

2. West Georgia RESA, with the System's input, determines the appropriate pathway for the Candidate.

3. The West Georgia RESA will notify the Candidate and System of the recommended pathway option and send the appropriate pathway requirements.

4. The System completes the Application Packet which includes a recommendation form, applies for an Intern teaching certificate from the PSC and commits support for the Candidate and the program. The expiration of the temporary intern teaching certificate typically occurs within three years or less.

5. The System GaTAPP Coordinator is invited to attend Candidate Support Team (CST) meetings.

6. The Candidate, working with the Human Resource Department of the school system, must determine the method of payment and notify West Georgia RESA.

GA TAPP

Procedures for

Meeting Program

Requirements

Role of the WGRESA Supervisor (1 of 2)

Mentoring: The program shall provide mentoring by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished teaching.

Standard I – The program shall demonstrate competencies in the use of questioning and mentoring. **Standard II** – The program shall demonstrate competencies in observation and feedback techniques, evaluation techniques and instruments, and student-teaching conferencing skills.
Guideline 1: A trained **RESA Supervisor** from the GA TAPP provider shall be assigned to fulfill the following responsibilities in supporting the professional development of the Candidate.

Serves on the Candidate Support Team, meeting at least three times during the school year.
 	
    a. Beginning of the school year to discuss expectations.
 	
    b. Mid-year to discuss progress and recommend further actions to support professional growth.
 	
    c. End of the school year to discuss progress, portfolio development, and recommend further actions to support professional growth.
 	
If more guidance is necessary, the Candidate Support Team should meet additional times implementing the Individual Induction/Remediation Plan (Appendix 8).
	Candidate Support TEAM Meeting (CST) (Appendix 2): Documents CST orientation, revisits roles/ responsibilities of each team member and forms required in the program.
	
	Used to assess and document Candidate's progress.
	
	Used at each CST meeting to determine candidate's progression in meeting program pathway requirements.
	
	Advisement Form (Appendix 1 a – 1f) Used at each CST meeting to determine candidate's progression in meeting program pathway requirements.
	
	Candidate Disposition Rubric (Appendix 3) Used at mid-year and end of the year CST meeting. Scored by each member of the CST. During the CST meeting, a cumulative collaborative score is determined by consensus.
	
	Field Experience(s) (Appendix 15 or 16): Candidate shares at mid-year and end of the year CST meeting.
	
	Individual Induction/Remediation Plan (Appendix 8) Used to document professional growth.

Conducts observations of the Candidate based on the Danielson Framework. Two consecutive "Proficient" observations are required to complete the program. • The number of observations is determined by GA TAPP Pathway. (Additional observations may be necessary if indicated by a remediation plan)	***Classroom Observation Record Forms (Appendix 4 & 5)*** are completed for each observation. • Copy is provided to the Candidate and kept by the WGRESA supervisor. • Used to assess Candidate's progress. • Shared in the CST meeting.

For each observation, conducts a <u>pre-observation</u> conference to provide a focus for the observation. The Supervisor and the Candidate should agree on the time, the purpose, and outcomes for the conference. (can be conducted face to face or via phone)	***RESA Supervisor or Mentor Pre/Post Conference Form (Appendix 6)*** is used to document the pre-observation conference notes and the focus for the observation. • Maintained by the RESA Supervisor and used as evidence in the Candidate's CST Meeting to guide recommendations.
For each observation, conducts a <u>post-observation</u> conference to facilitate the Candidate in gaining a perspective on teaching through dialogue and joint reflection.	***RESA Supervisor or Mentor Pre/Post Conference Form (Appendix 6)*** is used to document the post-observation conference notes and the candidate's observed strengths and weaknesses as well as recommendations. • Maintained by the RESA Supervisor and used as evidence in the Candidate's CST Meeting to guide recommendations.
Provides feedback for each required unit plan.	***Unit Plan Feedback Form (Appendix 18)*** Used to provide guidelines for the Unit Plan approval process. ***Unit Plan Rubric (Appendix 19)*** Used to score Unit Plan. All criteria must be scored in Meets or Mastery in order to be approved.
Reviews and approves the electronic portfolio prior to final CST meeting.	***Electronic Portfolio Content Requirements (Appendix 21)*** Used by candidate to determine evidence to be placed in the electronic portfolio. Used by supervisor to approve the electronic portfolio.

Role of the Administrator

Guideline 2: A **building administrator** shall be assigned to fulfill the following responsibilities in supporting the professional development of the Candidate:	
Assigns a school-based mentor in the <u>same</u> field as the candidate.	*PSC Data Form Filed at WGRESA*
Assists the mentor in arranging conference and observation times, managing issues, and supporting the efforts of the mentor and the activities of the candidate.	*Mentor Log (Appendix 7)*
Provides release time for the mentor to fulfill the mentor responsibilities.	*Mentor Log (Appendix 7)*
Observes the Candidate per system requirements.	Uses local system observation instrument for observations. Results are included in the electronic portfolio.
Provides release time to complete Field Experience and Metro RESA course/seminar requirements.	*Field Experience Forms (Appendix 15 or 16)* *Advisement Form (Appendix 1 a-f)*
Serves on the Candidate Support Team, meeting at least three times during the school year. a. Beginning of the school year to discuss expectations and program requirements. b. Mid-year to discuss progress and recommend further actions to support professional growth. c. Monitors Candidate's progress of electronic portfolio development. d. End of the school year to discuss progress and recommend further actions to support professional growth. If more guidance is necessary, the Candidate/Candidate Support Team should meet additional times implementing Individual Induction/Remediation Plan (Appendix 8.)	*Candidate Support Team Meeting (Appendix 2)*: Documents CST orientation, revisits roles/ responsibilities of each team member and forms required in the program. Used to assess and document Candidate's progress. Used at each CST meeting to determine candidate's progression in meeting program pathway requirements. *Advisement Form (Appendix 1 a – f)*: Used at each CST meeting to determine candidate's progression in meeting program pathway requirements.

Role of the School Based Mentor (1 of 2)

Guideline 3: A **school-based mentor**, preferably Teacher Support Specialist/Coaching endorsed, shall be assigned to fulfill the following responsibilities in support of the professional development of the Candidate:	
Attends WGRESA training to become familiar with GA TAPP Mentor responsibilities and GA TAPP pathway requirements.	***GA TAPP Handbook/Handouts***
Creates a supportive and reflective environment for addressing issues facing the candidate.	***Program Evaluation (Appendix 22)***
Observes the candidate as required by program pathway.	***Mentor Log (Appendix 7)*** ***Classroom Observation Record – Domain 2 (Appendix 4)*** ***Classroom Observation Record - Domain 3 (Appendix 5)***
Conducts a **pre-observation conference** to provide a focus for the observation. The mentor and the Candidate should agree on the time for observation and the purpose of the observation.	***RESA Supervisor or Mentor Pre/Post Conference Form (Appendix 6)*** is used to document the pre-observation conference notes and the focus for the observation. • Used as evidence in the Candidate's CST Meeting to guide recommendations. • Copy to Candidate
Conducts a **post-observation conference** to facilitate the Candidate in gaining a perspective on teaching through dialogue and joint reflection.	***RESA Supervisor or Mentor Pre/Post Conference Form (Appendix 6)*** is used to document the post-observation conference notes and the candidate's observed strengths and weaknesses as well as recommendations. • Used as evidence in the Candidate's CST Meeting to determine recommendations. • Copy to Candidate
Collaborates with the Candidate for the total number of hours required by the assigned GA TAPP Pathway.	***Mentor Log (Appendix 7)***
Coaches the Candidate in the Analysis of Student Work.	***Mentor's/Candidate's Guides to Examining Student Work (Appendix 9)***
Uses effective instructional coaching to assist the candidate in planning, implementing, and assessing classroom instruction.	***Program Evaluation (Appendix 22)*** ***Candidate Reflection Form (Appendix 11)***

Role of the School Based Mentor (2 of 2)

Collaborates with the Candidate in the development and implementation of an **Individual Induction/Remediation Plan (IIRP)** that supports the professional growth of the teacher.	***Individual Induction/Remediation Plan (Appendix 8)*** • Classroom environment (Domain Two: Danielson Framework) • Instructional planning and delivery (Domain One & Three: Danielson Framework), and • Evidence of student learning (Domain One, Three, and Four: Danielson Framework)
Collaborates with the Candidate during the Field Experience reflection.	***Field Experience (Appendix 15 or 16):*** Candidate shares at mid-year and end of the year CST meeting.
Supports the Candidate in the assembling of an electronic portfolio that demonstrates professional growth in standards-based practices. Reviews the portfolio prior to submitting the portfolio.	***Electronic Portfolio Content Requirements (Appendix 21)***

Role of the Candidate Support Team

Guideline 4: A **Candidate Support Team** shall be assigned to the Candidate composed of the supervisor, the school-based mentor, and a building administrator to fulfill the following responsibilities:	
Meets at least three times during the school year. a. Beginning of the school year to discuss expectations and program requirements. b. Mid-year to discuss progress and recommend further actions to support professional growth indicated in the Individual Induction/Remediation Plan (IIRP). c. Monitors Candidate's progress of his/her electronic portfolio development. d. End of the school year to discuss progress and recommend further actions to support professional growth. If more guidance is necessary, the Candidate/Candidate Support Team should meet additional times implementing **Individual Induction/Remediation Plan (Appendix 8)** to document additional interventions.	***Candidate Support Team Meeting (CST) (Appendix 2):*** Documents CST orientation or revisits roles and responsibilities, the forms required, the process for the program, collaboratively scores the Disposition Rubric, the review and/or assessment of the Candidate's status, and the recommendations for the **Individual Induction/Remediation Plan (Appendix 8)**. *The Individual Induction/Remediation Plan is completed by the Mentor and the Candidate prior to the CST meeting.* • Copy to each member of CST • Used to assess and document the Candidate's progress. ***Advisement Sheet (Appendix 1 a – f)***: Used at each CST meeting to determine candidate's progression in meeting program pathway requirements. ***Candidate Disposition Rubric (Appendix 3):*** Used at mid-year and end of the year CST meeting. Collaboratively scored by each member of the CST. ***Field Experience (Appendix 15 or 16):*** Candidate shares at mid-year and end of the year CST meeting. ***Competencies to be Completed for Recommendation for Certification (Appendix 20)***: Documents the evidence of meeting program competencies.
Evaluates progress of the Candidate and areas that need to be addressed. CST may recommend additional resources or coursework if additional support is necessary. The **Individual Induction/Remediation Plan (Appendix 8)** should be implemented to document additional interventions.	***Candidate Support Team Meeting (CST) (Appendix 2)***: Documents CST orientation or revisits roles and responsibilities, the forms required, the process for the program, the review and/or assessment of the Candidate's status, and the recommendations for the ***Individual Induction/Remediation Plan (Appendix 8) and/or Disposition Rubric (Appendix 3).*** • Copy to each member of CST • Used to assess and document Candidate's progress. • Candidate's Observation Records

Role and Responsibilities of the Candidate (1 of 2)

Demonstration of Knowledge, Skills, and Dispositions: The program shall require the

demonstration of competencies in the knowledge, skills, and dispositions required for accomplished teaching.

Guideline 5: The **Candidate** shall develop an electronic portfolio in required electronic format to demonstrate professional competencies aligned with Danielson's Framework including the following:	
Meets seminar and course requirements for program pathway. Submits required lesson plans for each announced observation (including pre-observation plan and reflection).	*Seminar /Course transcripts* *Advisement Sheet (Appendix 1 a – f)* *Pre-Observation Planning Form (Appendix 10)* *Candidate Reflection Form (Appendix 11)* *GA TAPP/OYPP Unit Plan Guide (Appendix 17) (Either Acquisition Lesson Plan or Ext/Refining Lesson Plan)*
Submits Unit Plan(s) for evidence in organizing the curriculum and planning instruction that engages students and promotes student achievement.	*GA TAPP/OYPP Unit Plan Guide (Appendix 17)*: Unit(s) will include a minimum of 5 daily lesson plans. *For Comprehensive GA TAPP candidates:* Unit Plans are due Spring Semester Year 1 and Fall Semester Year 2. *For all OYPP Programs:* the Unit Plan is due the first semester of enrollment.
Submits artifacts for evidence in the four domains of the Danielson Framework.	*Mentor's/Candidate's Guide to Examining Student Work (Appendix 9)* *Family Contact Log (Appendix 12)* *School/District Contribution Log and Professional Learning Log (Appendix 13)* *GA TAPP/OYPP Unit Plan Guide (Appendix 17)* *Electronic Portfolio Content Requirements (Appendix 21)* *Knowledge of Students and Resources (Appendix 14)*
Uses student work to evaluate and inform practice.	*Mentor's/Candidate's Guides to Examining Student Work (Appendix 9)*

Role and Responsibilities of the Candidate (2 of 2)

Guideline 6: The **Candidate**, in conjunction with the mentor teacher, shall develop and implement an Individual Induction/Remediation Plan to guide the professional growth of the teacher addressing the following:	
Classroom environment (Domain Two: Danielson Framework)	*Individual Induction/Remediation Plan (Appendix 8)*
Instructional planning and delivery (Domains One or Three: Danielson Framework.)	*Individual Induction/Remediation Plan (Appendix 8)*
Evidence of student learning (Domain One, Three, or Four: Danielson Framework)	*Individual Induction/Remediation Plan (Appendix 8)*
Guideline 7: The **Candidate** shall observe highly effective classroom teachers as required by program pathway.	
Completes a Field Experience as required by program pathway.	*GA TAPP Traditional Field Experience Forms (Appendix 15)* *One Year Pathway Field Experience Forms(Appendix 16)*
Guideline 8: The **Candidate** shall analyze and evaluate the program, including supervised experience in working with students, parents, and working with interdisciplinary teams of professionals.	
Reflects on program experiences	*Program Evaluation (Appendix 22)*
Guideline 9: The **Candidate** shall maintain satisfactory progress in fulfilling classroom responsibilities.	
Maintains appropriate progress.	*Classroom Observation Forms (Appendix 4 and Appendix 5)* Candidate must receive two <u>consecutive</u> proficient observations scored by the WGRESA Supervisor. *Disposition Rubric (Appendix 3)* Final CST must score proficient in all areas on a collaboratively scored disposition rubric.
Guideline 10: The **Program** shall require the **Candidate** to meet the requirements as specified in rule 505-2-.08, **Special Georgia Requirements.**	
Fulfills Special Georgia Requirements.	*Advisement Sheet (Appendix 1 a-f)*

APPENDICES

Appendices Summary (1 of 2)

Requirement?	Who? What do I need?
Candidate Support Team Meeting (minimum of 3)	<u>Candidate</u>*: Advisement Form (Appendix 1a – 1 f)* <u>*Supervisor:*</u> *CST Meeting Form (Appendix 2)* *Disposition Rubric (Appendix 3)*
Formal Observation by Mentor (minimum of 3 each semester) and Supervisor (minimum of 2 each semester)	<u>Mentor/Supervisor</u>: *Classroom Observation Record Domain 2 (Appendix 4)* *Classroom Observation Record Domain3 (Appendix 5)* *Pre/Post Observation Conference Form (Appendix 6)* <u>Candidate</u>*:* *Pre-observation Planning Form (Appendix 10) (copies given to mentor/supervisor)* *Lesson Plan Form (Appendix 17) (copies given to mentor/supervisor)* *Candidate Reflection Form (Appendix 11)* *Mentor's /Candidate's Guide to Examining Student Work (Appendix 9)*
Unit Plan: Comprehensive GA TAPP Candidate (two unit plans) OYPP Candidate (one unit plan)	<u>Candidate</u>: *Unit Plan Guide (Appendix 17)* <u>Supervisor</u>: *Unit Plan Feedback Form (Appendix 18)* *Unit Plan Rubric (Appendix 19)*
Individual Induction/Remediation Plan (developed between mentor and candidate) This document can also be implemented by Supervisor to document additional interventions if there are areas that need to be addressed.	<u>Mentor and Candidate:</u> *Individual Induction/Remediation Plan (Appendix 8)* *Mentor's/ Candidate's Guide to Examining Student Work (Appendix 9)*
Electronic Portfolio (discussed with Mentor and approved by WGRESA Supervisor)	<u>Candidate:</u> *Electronic Portfolio Content Requirements (Appendix 21)*

Appendices Summary (2 of 2)

Requirements?	Who? What do I need?
Field Experience GA TAPP (discussed with mentor and shared during CST meetings)	<u>Candidate:</u> *GA TAPP Traditional Field Experience Form (Appendix 15)*
Field Experience OYPP (discussed with mentor and shared during CST meetings)	<u>Candidate:</u> *One Year Pathway Field Experience Form (Appendix 16)*
Mentor Log	<u>Mentor:</u> *Mentor Log (Appendix 7) signed by Mentor, Candidate and Administrator*
Family Contact Log **School and District Contribution Log** **Knowledge of Students and Resources Sheet**	<u>Candidate:</u> *Family Contact Log (Appendix 12)* *School/District Contribution Log and Professional Learning Log (Appendix 13)* *Knowledge of Students and Resources Sheet (Appendix 14)*
Final CST Meeting	<u>Supervisor:</u> *CST Form (Appendix 2) for signatures* *Competencies to be completed for recommendation for Certification (Appendix 20) for signatures* *Candidate Disposition Rubric (Appendix 3) for scoring and signatures* *Blank Hardcopy of Electronic Portfolio Content Requirements for signatures (Appendix 21)* <u>Candidate:</u> *Electronic Portfolio* *Program Evaluation Print Out – Thank You page (Appendix 22)*

Appendix 1A (1 of 2)
Georgia Teacher Academy for Preparation and Pedagogy
Year One <u>Comprehensive GATAPP</u> Advisement Sheet*

Candidate Name _____ School/System_____

Year One Fall Semester	Timeframe	Date Completed
Program Requirements Seminar	Aug 22	
Fall CST Meeting	Aug-Sept	
Unit Plan Submitted and Approved	Sept- Oct	
Supervisor Observation #1	Aug-Sept	
Supervisor Observation #2	Oct-Dec	
Mentor Observation #1	Aug-Sept	
Mentor Observation #2	Oct	
Mentor Observation #3	Nov-Dec	
IIRP written and completed with mentor (Domain: _____)	Sept- Dec	
August Seminar (Topic: _____)	Aug	
September Seminar (Topic: _____)	Sept	
October Seminar (Topic: _____)	Oct	
November Seminar (Topic: _____)	Nov	
Field Experience 1 /2 (6 hours for 1 day each)	Sept - Dec	
Mentor Log (50 hours)	Aug- Dec	
Mid-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	

Year One Spring Semester	Timeframe	Date Completed
Supervisor Observation #3	Jan - Feb	
Supervisor Observation #4	Mar- Apr	
Mentor Observation #4	Jan	
Mentor Observation #5	Feb- Mar	
Mentor Observation #6	Apr	
IIRP written and completed with mentor (Domain: _____)	Jan- Apr	
Unit Plan Submitted and Approved	Mar- Apr	
January Seminar (Electronic Portfolio)	Jan	
January Seminar (Topic: _____)	Jan	
February Seminar (Topic: _____)	Feb	
March Seminar (Topic: _____)	Mar	
Field Experience 2 – (6 hours or 1 day)	Jan- Feb	
Field Experience 3 – (6 hours or 1 day)	Mar- Apr	
Mentor Log (50 hours) 100 Total	Jan- May	
End-of-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Apr- May	

*Required Courses are listed on Page 2 of the Advisement handout

Appendix 1A (2 of 2)
Georgia Teacher Academy for Preparation and Pedagogy
Year Two Comprehensive GATAPP Advisement Sheet

Candidate Name _____

School _____   System _____

Year Two Fall Semester	Timeframe	Date Completed
Fall CST Meeting (Year 2 Overview and Candidate Progress and Goals)	Aug- Sept	
Supervisor Observation #5	Sept- Oct	
Mentor Observation #7	Sept- Nov	
*IIRP written and completed with mentor (Domain: _____)	Sept-Dec	
Unit Plan submitted to Supervisor and Approved	Sept- Nov	
*Field Experience 4 (6 hours or 1 day)	Sept - Nov	
Mentor Log (50 hours)	Aug- Dec	
Mid-year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	
Year Two Spring Semester	**Timeframe**	**Date Completed**
Supervisor Observation #6	Jan- Mar	
Mentor Observation #8	Jan- Mar	
*Field Experience 5 (6 hours or 1 day)	Jan - Mar	
Mentor Log (25 hours total)	Jan - May	
*Electronic Portfolio reviewed and approved by Supervisor	Apr- May	
End-of-year CST Meeting (Electronic Portfolio Presented/Approved and Teacher Disposition Rubric scored collaboratively)	Apr- May	
GA TAPP Requirement		
***Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)**	WGRESA	
Special GA Requirement		
***HB 671 Exceptional Child Course (All Candidates)**	System or WGRESA	

*For candidates submitting a petition for "One Year Completion" of the GA TAPP program, each (*) item must also be completed in addition to the requirements for Year One Comprehensive GA TAPP Advisement Sheet.

Appendix 1B (1 of 2)
Georgia Teacher Academy for Preparation and Pedagogy
Year One Comprehensive GATAPP

<u>Special Education</u> Advisement Sheet*

Candidate Name _____

School _____   System _____

Year One Fall Semester	Timeframe	Date Completed
Program Requirements Seminar	Aug	
Fall CST Meeting	Aug-Sept	
Supervisor Observation #1	Aug- Sept	
Supervisor Observation #2	Oct- Dec	
Mentor Observation #1	Aug- Sept	
Mentor Observation #2	Oct	
Mentor Observation #3	Nov- Dec	
Unit Plan Submitted and Approved	Sept-Oct	
IIRP written and completed with mentor (Domain: _____)	Sept- Dec	
Field Experience 1 (6 hours or 1 day)	Sept- Nov	
Mentor Log (50 hours)	Aug- Dec	
Mid-year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric scored)	Dec- Jan	

Year One Spring Semester	Timeframe	Date Completed
January Seminar (Portfolio)	Jan	
January Seminar (Unit Planning)	Jan	
February Seminar (Diversity)	Feb	
Supervisor Observation #3	Jan- Feb	
Supervisor Observation #4	Mar - Apr	
Mentor Observation #4	Jan	
Mentor Observation #5	Feb- Mar	
Mentor Observation #6	Apr	
IIRP written and completed with mentor (Domain: _____)	Jan- Apr	
Unit Plan #1 Submitted and Approved	Mar- Apr	
Field Experience 2 – (6 hours or 1 day)	Jan- Feb	
Field Experience 3 – (6 hours or 1 day)	Mar- Apr	
Mentor Log (50 hours) 100 Total	Jan- May	
End-of-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric scored)	Apr- May	

*Required Courses are listed on page 2 of Advisement form.

Appendix 1B (2 of 2)
Georgia Teacher Academy for Preparation and Pedagogy
Year Two Comprehensive GATAPP

Special Education Advisement Sheet

Candidate Name _____

School _____ System _____

Year Two Fall Semester	Timeframe	Date Completed
Fall CST Meeting (Year 2 Overview and Candidate Progress and Goals)	Aug- Sept	
Supervisor Observation #5	Sept- Oct	
Mentor Observation #7	Sept- Nov	
Unit Plan #2 submitted to Supervisor and Approved	Sept- Nov	
*IIRP written and completed with mentor (Domain: _____)	Sept- Dec	
*Field Experience 4 (6 hours or 1 day)	Sept – Nov	
Mentor Log (50 hours total)	Aug- Dec	
Mid-year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric scored)	Dec- Jan	
Year Two Spring Semester	**Timeframe**	**Date Completed**
Supervisor Observation #6	Jan- Mar	
Mentor Observation #8	Jan- Mar	
*Field Experience 5 (6 hours or 1 day)	Jan- Mar	
Mentor Log (25 hour) 75 hours total	Jan - May	
*Electronic Portfolio reviewed and approved by Supervisor	Apr-May	
End-of-year CST Meeting (Electronic Portfolio presented/approved and Teacher Disposition Rubric scored collaboratively)	Apr-May	
Special GA Requirement		
*HB 671 Exceptional Child Course (All Candidates)	System or WGRESA	
Required WGRESA Courses for SPED (to be completed during 2012-2014)		
*Behavior Management- Love & Logic Online	WGRESA	
*Independent Study	WGRESA	
*Independent Study	WGRESA	
*Co-Teaching Online	WGRESA	
*Evaluation of SPED Students (satisfied through local system training or online option) HB671 Online	WGRESA	
*Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)	WGRESA	

*For candidates submitting a petition for "One Year Completion" of the GA TAPP program, each (*) item must also be completed in addition to the requirements for Year One Comprehensive GA TAPP Advisement Sheet.

Appendix 1C

Georgia Teacher Academy for Preparation and Pedagogy
<u>**One Year Supervised Practicum**</u> **Advisement Sheet**

Candidate Name _____

School _____   System _____

Program Requirements for Semester 1	Fall OYPP	Spring OYPP	Date Completed
Program Information Seminar	Aug	Dec	
Semester 1 CST Meeting	Aug-Sept	Jan	
Unit Planning Seminar	Sept	Jan	
Supervisor Observation #1	Aug-Sept	Jan-Feb	
Supervisor Observation #2	Oct- Nov	Mar-Apr	
Mentor Observation #1	Aug-Sept	Jan-Feb	
Mentor Observation #2	Oct	Mar	
Mentor Observation #3	Nov-Dec	Apr-May	
IIRP written and completed with mentor (Domain: _____)	Sept-Oct	Feb-Mar	
IIRP written and completed with mentor (Domain: _____)	Nov-Dec	Apr-May	
Unit Plan submitted to Supervisor and Approved	Oct-Nov	Mar- Apr	
Field Experience 1 – Full Period Observation	Sept-Oct	Jan-Feb	
Field Experience 2 – Full Period Observation	Nov-Dec	Mar-Apr	
Mentor Log (50 hours)	Aug- Dec	Jan- May	
Mid-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	Apr-May	

Program Requirements for Semester 2	Fall OYPP	Spring OYPP	Date Completed
Supervisor Observation #3	Jan- Feb	Aug-Sept	
Supervisor Observation #4	Mar- Apr	Oct- Nov	
Mentor Observation #4	Jan- Feb	Aug- Sept	
Mentor Observation #5	Mar	Oct	
Mentor Observation #6	Apr-May	Nov-Dec	
IIRP written and completed with mentor (Domain: _____)	Jan- Mar	Aug- Nov	
Field Experience 3 – (Full Period Observation)	Jan- Feb	Sept- Oct	
Field Experience 4 – (Full Period Observation)	Mar- Apr	Nov- Dec	
Portfolio Seminar	Sept or Jan	Jan or Sept	
Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)	WGRESA	WGRESA	
(All Candidates) **Special GA Requirement:** HB671 Exceptional Child Course	System or WGRESA	System or WGRESA	
Mentor Log (25 hours)	Jan- May	Aug- Dec	
Electronic Portfolio Reviewed and Approved by Supervisor	Apr- May	Nov- Dec	
End-of-Year CST Meeting (Electronic Portfolio presented/approved and Teacher Disposition Rubric scored collaboratively)	Apr-May	Nov- Dec	

Appendix 1D
Georgia Teacher Academy for Preparation and Pedagogy
Clinical Practice Advisement Sheet

Candidate Name _____

School _____   System _____

Program Requirements for Semester 1	Fall OYPP	Spring OYPP	Date Completed
Program Information Seminar	Aug	Dec	
Semester 1 CST Meeting	Aug-Sept	Jan	
Unit Planning Seminar	Sept	Jan	
Supervisor Observation #1	Aug-Sept	Jan-Feb	
Supervisor Observation #2	Oct- Nov	Mar-Apr	
Mentor Observation #1	Aug-Sept	Jan-Feb	
Mentor Observation #2	Oct	Mar	
Mentor Observation #3	Nov-Dec	Apr-May	
IIRP written and completed with mentor (Domain: _____)	Sept-Oct	Feb-Mar	
IIRP written and completed with mentor (Domain: _____)	Nov-Dec	Apr-May	
Unit Plan submitted to Supervisor and Approved	Oct-Nov	Mar- Apr	
Field Experience 1 – Full Period Observation	Sept-Oct	Jan-Feb	
Field Experience 2 – Full Period Observation	Nov-Dec	Mar-Apr	
Mentor Log (50 hours)	Aug- Dec	Jan- May	
Mid-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	Apr-May	

Program Requirements for Semester 2	Fall OYPP	Spring OYPP	Date Completed
Supervisor Observation #3	Jan- Feb	Aug-Sept	
Supervisor Observation #4	Mar- Apr	Oct- Nov	
Mentor Observation #4	Jan- Feb	Aug- Sept	
Mentor Observation #5	Mar	Oct	
Mentor Observation #6	Apr-May	Nov-Dec	
IIRP written and completed with mentor (Domain: _____)	Jan- Mar	Aug- Nov	
Field Experience 3 – (Full Period Observation)	Jan- Feb	Sept- Oct	
Field Experience 4 – (Full Period Observation)	Mar- Apr	Nov- Dec	
Portfolio Seminar	Sept or Jan	Jan or Sept	
Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)	WGRESA	WGRESA	
(All Candidates) **Special GA Requirement:** HB671 Exceptional Child Course	System or WGRESA	System or WGRESA	
Mentor Log (25 hours)	Jan- May	Aug- Dec	
Electronic Portfolio Reviewed and Approved by Supervisor	Apr- May	Nov- Dec	
End-of-Year CST Meeting (Electronic Portfolio presented/approved and Teacher Disposition Rubric scored collaboratively)	Apr-May	Nov- Dec	

Appendix 1E
Georgia Teacher Academy for Preparation and Pedagogy
<u>Advanced Degree (ADAC)</u> Advisement Sheet

Candidate Name _____

School _____ System _____

Program Requirements for Semester 1	Fall OYPP	Spring OYPP	Date Completed
Program Information Seminar	Aug	Dec	
Semester 1 CST Meeting	Aug-Sept	Jan	
Unit Planning Seminar	Sept	Jan	
Supervisor Observation #1	Aug-Sept	Jan-Feb	
Supervisor Observation #2	Oct- Nov	Mar-Apr	
Mentor Observation #1	Aug-Sept	Jan-Feb	
Mentor Observation #2	Oct	Mar	
Mentor Observation #3	Nov-Dec	Apr-May	
IIRP written and completed with mentor (Domain: _____)	Sept-Oct	Feb-Mar	
IIRP written and completed with mentor (Domain: _____)	Nov-Dec	Apr-May	
Unit Plan submitted to Supervisor and Approved	Oct-Nov	Mar- Apr	
Field Experience 1 – Full Period Observation	Sept-Oct	Jan-Feb	
Field Experience 2 – Full Period Observation	Nov-Dec	Mar-Apr	
GACE Professional Pedagogy Passed	Semester 1	Semester 1	
GACE Content Assessment Passed	Semester 1	Semester 1	
Mentor Log (50 hours)	Aug- Dec	Jan- May	
Mid-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	Apr-May	
Program Requirements for Semester 2	**Fall OYPP**	**Spring OYPP**	**Date Completed**
Supervisor Observation #3	Jan- Feb	Aug-Sept	
Supervisor Observation #4	Mar- Apr	Oct- Nov	
Mentor Observation #4	Jan- Feb	Aug- Sept	
Mentor Observation #5	Mar	Oct	
Mentor Observation #6	Apr-May	Nov-Dec	
IIRP written and completed with mentor (Domain: _____)	Jan- Mar	Aug- Nov	
Field Experience 3 – (Full Period Observation)	Jan- Feb	Sept- Oct	
Field Experience 4 – (Full Period Observation)	Mar- Apr	Nov- Dec	
Portfolio Seminar	Sept or Jan	Jan or Sept	
Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)	WGRESA	WGRESA	
(All Candidates) **Special GA Requirement:** HB671 Exceptional Child Course	System or WGRESA	System or WGRESA	
Mentor Log (25 hours)	Jan- May	Aug- Dec	
Electronic Portfolio Reviewed and Approved by Supervisor	Apr- May	Nov- Dec	
End-of-Year CST Meeting (Electronic Portfolio presented/approved and Teacher Disposition Rubric scored	Apr-May	Nov- Dec	

Appendix 1F
Georgia Teacher Academy for Preparation and Pedagogy
<u>Core Academic Pathway</u> **Advisement Sheet**

Candidate Name _____

School _____   System _____

Program Requirements for Semester 1	Fall OYPP	Spring OYPP	Date Completed
Program Information Seminar	Aug	Dec	
Semester 1 CST Meeting	Aug-Sept	Jan	
Unit Planning Seminar	Sept	Jan	
Supervisor Observation #1	Aug-Sept	Jan-Feb	
Supervisor Observation #2	Oct- Nov	Mar-Apr	
Mentor Observation #1	Aug-Sept	Jan-Feb	
Mentor Observation #2	Oct	Mar	
Mentor Observation #3	Nov-Dec	Apr-May	
IIRP written and completed with mentor (Domain: _____)	Sept-Oct	Feb-Mar	
IIRP written and completed with mentor (Domain: _____)	Nov-Dec	Apr-May	
Unit Plan submitted to Supervisor and Approved	Oct-Nov	Mar- Apr	
Field Experience 1 – Full Period Observation	Sept-Oct	Jan-Feb	
Field Experience 2 – Full Period Observation	Nov-Dec	Mar-Apr	
GACE Professional Pedagogy Passed	Semester 1	Semester 1	
Mentor Log (50 hours)	Aug- Dec	Jan- May	
Mid-Year CST Meeting (Advisement, Field Experience, and IIRP results discussed and Teacher Disposition Rubric collaboratively scored)	Dec- Jan	Apr-May	
Program Requirements for Semester 2	**Fall OYPP**	**Spring OYPP**	**Date Completed**
Supervisor Observation #3	Jan- Feb	Aug-Sept	
Supervisor Observation #4	Mar- Apr	Oct- Nov	
Mentor Observation #4	Jan- Feb	Aug- Sept	
Mentor Observation #5	Mar	Oct	
Mentor Observation #6	Apr-May	Nov-Dec	
IIRP written and completed with mentor (Domain: _____)	Jan- Mar	Aug- Nov	
Field Experience 3 – (Full Period Observation)	Jan- Feb	Sept- Oct	
Field Experience 4 – (Full Period Observation)	Mar- Apr	Nov- Dec	
Portfolio Seminar	Sept or Jan	Jan or Sept	
Teaching of Reading and Writing Course (if seeking 4-8 Certification or SPED Certification)	WGRESA	WGRESA	
(All Candidates) **Special GA Requirement:** HB671 Exceptional Child Course	System or WGRESA	System or WGRESA	
Mentor Log (25 hours)	Jan- May	Aug- Dec	
Electronic Portfolio Reviewed and Approved by Supervisor	Apr- May	Nov- Dec	
End-of-Year CST Meeting (Electronic Portfolio presented/approved and Teacher Disposition Rubric scored	Apr-May	Nov- Dec	

Appendix 2 (1 of 2)
Candidate Support Team Meeting

_____   _____

Candidate Signature   School-Based Administrator Signature

_____   _____

Mentor Signature   WGRESA Supervisor Signature

Date: _____

Please circle appropriate meeting:

Fall CST/ #1   Mid-Year CST/ #2   End-of-year CST/ #3

Assessment of Progress-Comments

Approvals: *(What did the Candidate do to demonstrate meeting competencies?)*	Evidence:

Appendix 2 (2 of 2)
Candidate Support Team

Competencies Below Proficient Level:	Evidence:

Attach:

- Notes and/or additional comments

- Professional Development/Individual Induction/Remediation Plan (PDP/IIRP)

- Advisement Sheet

- Disposition Rubric

- Additional Evidence

Candidate Disposition Rubric

Candidate's Name _____ System _____ School _____

Candidate Support Team Signatures: Candidate _____ Mentor _____

Administrator _____ RESA Supervisor _____

Date Reviewed: _____

Note: Disposition Rubric should be collaboratively scored at the Mid-Year CST and Final CST. Metro RESA Supervisor should maintain signed copies. When completing the program, the Final Disposition Rubric should be included in the paperwork turned in to Metro RESA. In order to successfully complete the program, candidate **must score at the proficient/distinguished levels in all areas**. If remediation is needed, the Individual Induction/Remediation Plan should be used for documentation.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Score
	1	2	3	4	
Appreciation of Diversity	The teacher demonstrates no knowledge of the diversity of the students, the staff, and the community and does not capitalize on the richness of the diversity.	The teacher demonstrates some knowledge of the diversity of the students, the staff, and the community, and the community and capitalizes on the richness of the diversity, but does not incorporate such knowledge into their classroom practice.	The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of the diversity in many aspects of their classroom practice.	The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community, and capitalizes on the richness of that diversity in all aspects of their classroom practice.	
Teacher/student interactions	The teacher/student interactions and student/student interactions are not friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.	The teacher/student interactions and student/student interactions are occasionally friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.	The teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate in most of their classroom practices.	The teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate in all of their classroom practices.	
Culture of Learning	The teacher does not establish a culture of learning where students are committed to the value of the subject, accept the teacher's high expectations, and take pride in quality work and conduct.	The teacher strives to establish a culture of learning where students are committed to the value of the subject, though students seldom accept the teacher's high expectations, and take pride in quality work and conduct.	The teacher establishes a culture of learning where students are committed to the value of the subject, usually accepting the teacher's high expectations, and taking pride in quality work and conduct.	The teacher establishes a culture of learning where students are committed to the value of the subject to the extent they accept the teacher's high expectations, and demonstrate pride in quality work and exemplary conduct.	

Appendix 3 (2 of 3)

Candidate Disposition Rubric

Element	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	Score
Student Behavior	The teacher does not respond appropriately, respectfully, and successfully to student behavior.	The teacher sporadically responds appropriately, respectfully, and successfully to student behavior.	The teacher often responds appropriately, respectfully, and successfully to student behavior.	The teacher always responds appropriately, respectfully, and successfully to student behavior.	
Teacher Procedures	The teacher's directions, procedures, and oral and written language are not communicated clearly and accurately.	The teacher's directions, procedures, and oral and written language are sporadically communicated clearly and accurately.	The teacher's directions, procedures, and oral and written language are usually communicated clearly and accurately.	The teacher's directions, procedures, and oral and written language are always communicated clearly and accurately.	
Adjustment of Lessons	The teacher does not demonstrate flexibility or responsiveness by adjusting lessons, responding to students, or being persistent.	The teacher sporadically demonstrates flexibility or responsiveness by adjusting lessons, responding to students, or being persistent.	The teacher usually demonstrates flexibility or responsiveness by adjusting lessons, responding to students, or being persistent.	The teacher always demonstrates flexibility or responsiveness by adjusting lessons, responding to students, or being persistent.	
Teacher Records	The teacher does not maintain accurate, complete records of student assignments and learning, and of non-instructional activities.	The teacher sporadically maintains accurate, complete records of student assignments and learning, and of non-instructional activities.	The teacher usually maintains accurate, complete records of student assignments and learning, and of non-instructional activities.	The teacher always maintains accurate, complete records of student assignments and learning, and of non-instructional activities.	
Student Information	The teacher does not provide instructional information or student progress information to parents nor does he/she engage families in the school program.	The teacher sporadically provides instructional information and student progress information to parents and engages families in the school program.	The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.	The teacher always provides instructional information and student progress information to parents and successfully engages families in the school program.	

Appendix 3 (3 of 3)

Candidate Disposition Rubric

Element	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	Score
Teacher Collegiality	The teacher is not supportive of, or cooperative with, colleagues and volunteers and does not make contributions to school and district projects.	The teacher is occasionally supportive of, and cooperative with, colleagues and volunteers and sporadically makes contributions to school and district projects.	The teacher is usually supportive of, and cooperative with, colleagues and volunteers and makes contributions to school and district projects.	The teacher is supportive of, and cooperative with, colleagues and volunteers and makes substantial contributions to school and district projects.	
Professional Development	The teacher does not seek professional development to enhance content and pedagogical skills and does not assist other educators.	The teacher seldom seeks professional development to enhance content and pedagogical skills and seldom assists other educators.	The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.	The teacher actively seeks professional development to enhance content and pedagogical skills and acts as a teacher leader to other educators.	
Teacher Mind-set	The teacher does not address the needs of all students, is unresponsive to negative attitudes, and does not support leadership roles in high-quality decision making.	The teacher sporadically addresses the needs of most students, occasionally addresses negative attitudes, and sometimes takes a leadership role in high-quality decision making.	The teacher often addresses the needs of all students, usually addresses negative attitudes, and regularly takes a leadership role in high-quality decision making.	The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high-quality decision making.	
School Improvement Process	The teacher does not understand and does not participate in the school's school improvement process.	The teacher is knowledgeable of and sporadically participates in the school's School Improvement process.	The teacher understands and participates in the school's School Improvement process.	The teacher understands and actively participates in the school's School Improvement process.	
Professional disposition with CST and Metro RESA (interactions, communication, deadlines)	*Teacher's interactions with CST and Metro RESA are often inappropriate and/or communication is difficult. Deadlines are consistently not met. *Documentation required (Non-compliance form(s).	*Teacher's interactions and/or communication with CST and Metro RESA are inconsistent. Deadlines are often not met. *Documentation required (Non-compliance form(s).	Teacher's interactions and communication with CST and Metro RESA are appropriate. Communication is timely and deadlines are consistently met.	Teacher's interactions are polite and respectful. Communication is timely and can be proactive at times. All deadlines are consistently met.	

Appendix 4
Classroom Observation Record
Domain 2: The Classroom Environment

Teacher: _____   RESA Supervisor/*Mentor: _____

Subject: _____   Date: _____

2a: Respect and Rapport	Levels of Performance	U	B	P	D
	Teacher Interaction w/students: Interactions are friendly, demonstrate warmth, caring and respect. Students exhibit respect for teacher.				
	Student Interaction: Student interactions are polite and respectful.				
2b: Culture for Learning	Levels of Performance	U	B	P	D
	Importance of Content: Teacher conveys genuine enthusiasm for subject, and students demonstrate consistent commitment to content.				
	Expectations for Learning and Achievement: Instructional goals, activities, interactions, and classroom environment convey high expectation for student achievement.				
	Student Pride in Work: Students accept teacher's insistence on high quality work and pride in work.				
2c: Classroom Procedures	Levels of Performance	U	B	P	D
	Management of Instructional Groups: Tasks for groups are organized, and groups are managed so most students are engaged.				
	Management of Transitions: Transitions are smooth, and little time is wasted.				
	Management of materials and supplies: Materials are handled routinely and smoothly, and little time is lost.				
	Performance of non-instructional duties: Non-instructional duties are efficient with little waste of time.				
	Supervision of volunteers and parapros: Volunteers/parapros are productively and independently engaged during the entire class time.				
2d: Student Behavior	Levels of Performance	U	B	P	D
	Expectations: Standards of conduct are clear to all students.				
	Monitoring: Teacher is alert to student behavior at all times.				
	Response to Misbehavior: Teacher response to misbehavior is appropriate and successful; respects student's dignity.				
2e: Organizing Physical Space	Levels of Performance	U	B	P	D
	Safety and Accessibility: The class is safe and all learning is equally accessible to all students.				
	Arrangement of Furniture and Use of Physical Resources: Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.				

*Note for Mentors: Mentors are required to share written feedback/evidence for each component.   Scores on the right should be done collaboratively using Danielson's' rubrics in the Resource section of the handbook.

Appendix 5
Classroom Observation Record
Domain 3: Instruction

Teacher: _____   RESA Supervisor/*Mentor: _____

Subject: _____   Date: _____

3a: Communicating Clearly and Accurately with Students	Levels of Performance	U	B	P	D
	Expectations for Learning: Teacher's purpose for the lesson is clear, including how it links to broader learning.				
	Directions and Procedures: Teacher's directions and procedures are clear.				
	Explanations of Content: Teacher's explanation of content is appropriate and connects with students' knowledge and experience.				
	Oral and Written Language: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for student's age/ interests.				
3b: Using Questioning & Discussion Techniques	Levels of Performance	U	B	P	D
	Quality of questions: Teacher's questions are high quality. Teacher uses appropriate wait time.				
	Discussion Techniques: Class interactions represent true discussion with appropriate teacher interaction.				
	Student Participation: Teacher engages all students in discussion.				
3c: Engaging Students in Learning	Level of Performance	U	B	P	D
	Activities/Assignments: Activities and assignments are appropriate. Almost all students are cognitively engaged.				
	Grouping of Students: Instructional groups are productive and appropriate to students and/ or to instructional goals.				
	Instructional Materials and Resources: Instructional materials and resources are suitable to the instructional purposes and engage students mentally.				
	Structure and Pacing: Lesson is clearly defined and aligned with activities. Pacing is appropriate.				
3d: Using Assessment in Instruction	Level of Performance	U	B	P	D
	Assessment Criteria: Students are fully aware of the criteria and performance standards by which their work will be evaluated.				
	Monitoring of Student Learning: Teacher monitors progress of individual students and groups using diagnostic prompts to elicit information.				
	Feedback to Students: Feedback is timely and of consistently high quality.				
	Student self assessment and monitoring of progress: Students assess and monitor the quality of their own work based on assessment criteria and performance standards.				
3e: Demonstrating Flexibility and Responsiveness	Level of Performance	U	B	P	D
	Lesson Adjustment: Teacher makes a minor adjustment so that the lesson occurs smoothly.				
	Response to Students: Teacher accommodates students' questions and/or interests.				
	Persistence: Teacher seeks approaches for students who are having difficulty learning, possessing a repertoire of strategies.				

*<u>Note for Mentors:</u> Mentors are required to share written feedback/evidence for each component. Scores on the right should be done collaboratively using Danielson's' rubrics in the Resource section of the handbook.

Appendix 6
Metro RESA Supervisor or Mentor
Pre/Post Conference Form

_____   _____
Candidate   School System

_____   _____
WGRESA Supervisor or Mentor   Date

PRE-OBSERVATION CONFERENCE	POST- OBSERVATION CONFERENCE
Date _____ Time _____	Date _____ Time _____
Lesson Notes:	Results:
(Note specific focuses as requested by the candidate)	(Including strengths and weaknesses)
Recommendations:	Recommendations:

Signatures: Supervisor or Mentor _____   Candidate:_____

Appendix 7 (1 of 2)
Mentor Log

Candidate _____

Mentor _____

WGRESA Supervisor _____

This log is used to record all time spent working with a candidate. **Mentor Logs should be signed by mentor, candidate, and administrator before scanning the log into the electronic portfolio.**
 If applicable, the log must be submitted to your system representative in order for Mentors to receive stipend pay.

*Year One = 100 hours total (50 hours per semester)

Codes for Mentoring Activity

A = Pre-0bservation Conference
B= Formal Observation
C = Informal Observation
D = Post-observation Conference
E = General Mentoring

Date	Activity Code	Length of Time for Activity (minutes)	Mentor Signature	Candidate Signature	Administrator Signature

Appendix 7 (2 of 2)
Mentor Log

Date	Activity Code	Length of Time for Activity (minutes)	Mentor Signature	Candidate Signature	Administrator Signature
					Total:

Appendix 8 (1 of 2)
Steps for Completing the Individual Induction/Remediation* Plan

Step 1:   The Mentor and Candidate discuss Domains I, II, III, and IV and the Danielson rubrics (_Enhancing Professional Practice: A Framework for Teaching)_ that accompany them.

Step 2:   The Mentor and Candidate determine which of the effective practices the candidate would most like to improve. **ONE IIRP must be completed for EACH of the three areas of focus as follows: Areas of Focus are:**
- Classroom Environment (from Domain Two)
- Instructional planning and delivery (from Domains One <u>or</u> Three)
- Evidence of Student Learning (from Domains One, Three, <u>or</u> Four)

Step 3:   They prioritize the list of practices selecting the three or four most important and set those improvement practices as goals.

Step 4:   Together the pair **completes one IIRP form per goal** as follows:

- Use the IIRP form and circle the appropriate Domain containing the practice.
- Write down the Improvement goal(s) for that practice.
- Begin with the end in mind: Answer the two questions with specific teacher or student behaviors that would indicate that the goal had been achieved. _What products or performance would be evidence of achievement?_
- Write down the methods and strategies that candidate will do to accomplish the goal—_what strategy, i.e., a professional learning course, observing a master teacher in that goal, a case study …_
- Time Line: _When does the candidate need to participate in the strategies and have all recommended strategies or methods completed?_ **Candidate needs to note the completion date on his/her Advisement form.**
- Resources and Support: _Who supplies the strategy and method or arranges it for the candidate?_ For example, the mentor may need to set up an observation, a principal may need to arrange release time, and the candidate may need to register for a Professional Learning class…
- Indicators of Progress: This is a working tool that the Mentor and the Candidate visit often. _What is evident in the candidate's practice that indicates that improvement is taking place OR not?_

Step 5:   **Three** IIRPs must be submitted in the electronic portfolio as evidence of completion of Competency 22 and **date of completion documented on the Advisement Form .**

Note: This form should be used for documenting a remediation plan requested by any member of the CST.

Appendix 8 (2 of 2)

Individual Induction/Remediation Plan

Candidate _____   System _____

Mentor _____   Date _____

Supervisor (if applicable) _____

Component of Domain: Domain I   Domain II   Domain III   Domain IV   (Circle appropriate domain)

_____
_____

Goals:

_____
_____

How will I know when I'm there? What evidence will support my conclusion?

_____
_____
_____
_____

Methods/Strategies	Time Line	Resources/Support	Indicators of Progress

Appendix 9 (1 of 2)

Mentor's Guide to Examining Student Work
A reflection/question guide for the mentor to coach the candidate in
the analysis of student work

How is this work evidence of the expected learning goal?

Candidate will include the rubric that reflects the following:
- the learning goal
- level of learning

Candidate will include student work scored at three levels:
- High
- Middle
- Low

If this work demonstrates the expected learning goal, what evidence places the work at that level?

What instructional practices contributed to successful student learning?

If this work does not demonstrate the expected learning goal, what adjustments in teaching and learning need to be made? How do you plan to implement the adjustments?

Appendix 9 (2 of 2)
Candidate's **Guide to Examining Student Work**
A reflection/question guide for the candidate to analyze student work

How is this work evidence of the expected learning goal?

Include Rubric:
- the learning goal
- level of learning

If this work demonstrates the expected learning goal, what evidence places the work at that level?

If this work does not demonstrate the expected learning goal, what adjustments in teaching and learning need to be made?   How do you plan to implement the adjustments?

Appendix 10 (1 of 2)
Pre-Observation Planning Form

Name:	School:
Mentor:	Principal:
WGRESA Supervisor:	Content Specialist (if appropriate):
Date of Pre-conference	Time:
Grade Level:	Subject:

1. *Describe the students in the class, including those with special needs, gifted, 504s, etc.*

2. *What are the goals of the lesson? (copy of the lesson plan):*

3. *Why are the goals suitable for your students?*

4. *How do the goals support the district curriculum and GPS/CCGPS?*

5. *How do you plan to engage the students in the learning?*

Appendix 10 (2 of 2)
Pre-Observation Planning Form

6. *How will you differentiate instruction? Be specific.*

7. *What instructional materials or other resources will you use? (Attach a sample)*

8. *How do you plan to assess student achievement of the goals? (Copy of assessment)*

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

10. *Teacher Comments:*

Appendix 11
<u>Candidate Reflection Form</u>

(This form is used for Post-Observation Conference)

Name _____   Date_____

School _____   Subject_____

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

2. *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)

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

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

Appendix 12
Family Contact Log

Student's Initials	Parent(s)'s Name(s)	Date	Method of Contact				Topic	Outcome
			Phone	Note	Conference	E-mail		
			Number	How delivered	Meeting Location	Address		

Appendix 13 (1 of 2)
School and District Contribution Log

Date	Activity	Served in What Capacity	School or District	Verified by Evaluating Administrator

Appendix 13 (2 of 2)
Professional Learning Log

Date	Activity	School or District	Verified by Evaluating Administrator

Appendix 14
Knowledge of Students and Resources

Name: _____   School:_____

Grade Level: _____   Subject: _____   School Year:_____

1. What techniques do you use to learn about your students':

    - …background and prior knowledge?

    - …skills?

    - …interests outside of school?

    - …cultural heritage?

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

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

Appendix 15 (1 of 4)
Comprehensive GA TAPP Pathway Field Experiences Forms

In addition to other field experiences recommended by the Candidate Support Team, all candidates must participate in a field experience in a school or schools that is/are culturally and socio-economically different from the candidate's home school. The field experience consists of five full days of observations for a total of 30 hours. Release time will be provided by the school system. Contact your school administrator on your CST to develop a schedule for release time. See Appendix 15 (page 2 of 4) for required grade levels. **Candidates are encouraged to include observations at summer schools and evening schools limiting time away from the regular school day. *Out of state field experiences are not permitted.***

A focus for the field experience 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 these differences impact my lesson planning?

The field experience should be followed with a post-conference with mentor using Appendix 15 (4 of 4) to guide discussion.

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

Appendix 15 (2 of 4)
Comprehensive GA TAPP Pathway Field Experience Matrix

Field of Certification Sought	Field Experience Required	**30 hour Field Experience** in Socio-Economically and Culturally Diverse Schools	Evidence of Completion	Location of Evidence
Middle Grades (4-8)	4-5 6-8	At least one visit from each of the two groups listed must be included in the 30 hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Secondary (Disciplines)	6-8 9-12	At least one visit from each of the two groups listed must be included in the 30 hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Foreign Language Art, Dance, Drama, Health and PE, Music, and Technology	PreK-K 1-3 4-5 6-8 9-12	At least one visit from each of the five groups listed must be included in the 30 hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Interrelated Special Education	PreK-K 1-3 4-5 6-8 9-12	At least one visit from each of the five groups listed must be included in the 30 hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File

Appendix 15 (3 of 4)

GA TAPP

Field Experience Verification Form

This certifies that _____ completed a Field Experience at
                                          (Candidate's Name)

_____ on _____
                    (School Observed)   (Date)

Time of Observation (Begin) _____

(End)_____

Subject/grade level observed _____

Observed Teacher's Signature _____

Office Staff Signature _____

GA TAPP

Post-Observation Conference Verification Form

Date of Post-
Observation
Conference _____

Mentor Signature _____

Candidate Signature _____

Administrator Signature _____

The GA TAPP Field Experience Reflection Form should be answered by the candidate and discussed with the mentor in the Post-Observation Conference for each Field Experience.   The field experience should be part of the discussion at each CST meeting.

Appendix 15 (4 of 4)

GA TAPP Field Experience Reflection Form

(Attach to each Field Experience Verification Form)

1. *What was the focus of your observation?*

2. *What are the demographics of your home school? (See School Finder at www.doe.k12.a.us)*

3. *What are the demographics of the school you observed? ((See School Finder at www.doe.k12.a.us)*

4. *What are the similarities of the two schools?*

5. *What are the differences between the two schools?*

6. *How would these differences impact your planning and preparation?*

7. *Was the implementation of technology observed? If so, how was it utilized?*

Appendix 16 (1of 4)
One Year Pathway Field Experience Form
(OYPP, Core Academic, Clinical Practice, and ADAC)

General Education One-Year Candidates

All General Education One-Year Practicum Candidates must complete a field experience which requires four full period observations. These observations may take place in the candidate's home school.

Special Education One-Year Candidates

All Special Education One-Year Field Experience Candidates must complete 5 full period observations. In order to fulfill this requirement, the candidate will need to arrange observation time at the 2 different levels the candidate is not currently employed. *Ex: If teaching high school, the candidate will need to spend observation time at both the elementary and middle school levels.*

Appendix 16 (2of 4)
Field Experience/Practicum Matrix for OYPP

Field of Certification Sought	Field Experience Required	<u>4/5 hour Field Experience</u> in Socio-Economically and Culturally Diverse Schools	Evidence of Completion	Location of Evidence
Middle Grades (4-8) **(four hours)**	6-8	At least one visit from each grade level for a total of **four** hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Secondary (Disciplines) **(four hours)**	9-12	At least one visit from each grade level for a total of **four** hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Foreign Language Art, Dance, Drama, Health and PE, Music, and Technology **(four hours)**	1-3 4-5 6-8 9-12	At least one visit from each grade level if available within your district for a total of **four** hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File
Interrelated Special Education **(five hours)**	PreK-K 1-3 4-5 6-8 9-12	At least one visit from each of the five groups listed must be included in the **five** hours	-Field Experience Reflection Form -Field Experience Verification Form -Advisement Sheet -Mentor Log	Electronic Portfolio Candidate File

Appendix 16 (3 of 4)
OYPP
Field Experience Verification Form

This certifies that _____ completed a Field Experience Practicum at

(Candidate's Name)

_____ on _____

(School Observed)   (Date)

Time of Observation (Begin) _____

(End)_____

Subject/grade level observed _____

Observed Teacher's Signature _____

Office Staff Signature_____

OYPP
Post-Observation Conference Verification Form

Date of Post-
Observation
Conference _____

Mentor Signature _____

Candidate Signature _____

Administrator Signature _____

The OYPP Field Experience Reflection Form should be answered by the candidate and discussed with the mentor in the Post-Observation Conference for each Field Experience. The field experience should be part of the discussion at each CST meeting.

Appendix 16 (4 of 4)
OYPP Field Experience Reflection Form
(Attach to each Field Experience Verification Form)

1. *What was the focus of your observation?*

2. *What are the demographics of your home school? (See School Finder at www.doe.k12.a.us)*

3. *What are the demographics of the school you observed? ((See School Finder at www.doe.k12.a.us)*

4. *What are the similarities of the two schools?*

5. *What are the differences between the two schools?*

6. *How would these differences impact your planning and preparation?*

7. *Was the implementation of technology observed? If so, how was it utilized?*

Appendix 17
West Georgia RESA
TAPP
Unit Planning Organizer

Instructor:	
Subject(s)	
Grade/Course	
Unit of Study	
Pacing	

Priority Standards

Supporting Standards (Literacy CCSS)

"Unwrapped" Concepts (students need to know)	"Unwrapped" Skills (students need to be able to do)

Essential Questions- Unit	Corresponding Big Ideas

Unit Vocabulary Terms	
Priority Terms	**Supporting Terms**

Unit Assessments	
Pre-Assessment- Attach	**Informal Progress Monitoring Checks (formative assessments)**
What is this assessment being used to determine?	List the various types of formative assessments.
Post-Assessment- Attach	

Suggested Engaging Learning Experiences Suggested Learning Activities Authentic Performance Tasks Must Include RUBRIC

Research-Based Effective Teaching Strategies	21st Century Learning Skills
✓ *Check all those that apply to the unit:*	✓ Check all those that apply to the unit:
❑ *Identifying Similarities and Differences* ❑ *Summarizing and Note Taking* ❑ *Reinforcing Effort, Providing Recognition* ❑ *Homework and Practice* ❑ *Nonlinguistic Representations* ❑ *Cooperative Learning* ❑ *Setting Objectives, Providing Feedback* ❑ *Generating and Testing Hypotheses* ❑ *Cues, Questions, and Advance Organizers* ❑ *Interdisciplinary Non-Fiction Writing*	❑ Teamwork and Collaboration ❑ Initiative and Leadership ❑ Curiosity and Imagination ❑ Innovation and Creativity ❑ Critical thinking and Problem Solving ❑ Flexibility and Adaptability ❑ Effective Oral and Written Communication ❑ Accessing and Analyzing Information ❑ Other

Instructional Resources and Materials	
Physical	**Technology-Based**

Enrichment / Extension	Interdisciplinary Connections

Daily Lesson Plans

Subject: _____		Date:
Teacher:		
Standards:		
Essential Questions:		
Content-What will Students Learn? (Be Specific)	Effective Teaching Strategies	Rigor-Degree of Difficulty
Conceptual Objectives: (What do students need to know and understand, including new vocabulary?) • . • . • . Skills Objectives: (What do students need to be able to do?) • . • . • .	<u>Describe Beginning:</u> ☐Establish Objectives/Engage Learner ☐Cueing ☐Learning Environment: Effort/Recognition ☐Nonfiction Writing ☐Advance Organizers <u>Describe Middle:</u> ☐Comparing/Contrasting ☐Classifying ☐Note Taking ☐Questioning ☐Nonlinguistic Representations ☐Cooperative Learning/Grouping ☐Practice ☐Generating and Testing Hypotheses ☐Direct Instruction	**Bloom's Taxonomy:** ☐Create (design, construct, produce, invent, revise) ☐Evaluate (hypothesize, critique, test, judge ,monitor) ☐Analyze (deconstruct, organize, structure, compare) ☐Apply (use, implement) ☐Understand (interpret, summarize, classifying, comparing) ☐Remember list, describe, identify, retrieve, name, locate)

Procedure: (How will I structure the lesson? What is the beginning middle, end going to look like)	Describe Closure:	Technology Needed:
	☐Providing Feedback	
	☐Summarizing Lesson	
	☐Homework	
1.		**Differentiation: (Product, Content, Process, and Learning Environment)**
2.		
3.		**Interventions and Challenge:**
Evidence/Products (What will be collected/measured to determined student mastery/proficiency of objectives?		**How will I modify instruction to meet the needs of student**:
• .		
• .		
• .		

Appendix 17
Planning a Unit

Unit Planning Guide to Success

1.) Before planning any instruction for the unit, "Begin with the end in Mind" by creating a Post Assessment (Summative Assessment). Remember to use selected-response and constructed response and/or performance based task

2.) Create Pre-Assessment (Common question- can this mirror the post assessment? YES)

3) Identify Priority Standards: Unwrap these standards this will help you identify your vocabulary. Your school may have already identified these priority standards.

4) Supporting Standards: Integrate reading and/or writing standards (www.georgiastandards.org) Click common core ELA

5.) Unwrapped Concepts: Students need to know??? Remember Concepts are the important nouns or noun phrases. To unwrap Underline only those nouns or noun phrases that represent teachable concepts.

6.) Unwrapped Skills: Students need to be able to do?? Remember skills are those important verbs that represent what students are to do.

7.) Essential Questions: Engaging, open ended questions that educators use to spark student interest in learning the content.

8.) Corresponding Big Ideas: Student responses to the teacher's essential questions

9.) Priority Terms/Supporting Terms: what vocabulary is essential to this lesson? Use Building Academic vocabulary strategies to increase student's awareness of words.

10.) Unit Assessments: These assessments maybe provided by your school (Pre-and Post test) attach the actual test and answer key to the unit. All Formative assessments should be included (quick assessments that tell you if your students are learning)

11.) Performance Task- These tasks can be found on www.georgiastandards.org or obtain from members in your school. Be sure they are engaging and meaningful. Don't focus on the number of task created but the quality and rigor of the TASK. All tasks must have a rubric.

12.) Check the appropriate boxes

13.) Instructional Resources and Materials: List needed items for the entire unit.

14.) Enrichment/extension: what will you do with these students? Increase the rigor

15.) Complete the Daily Lesson Plans template: Be specific and detailed.

Appendix 18
UNIT FEEDBACK FORM

Participant: _____

Unit Title: _____

Date: _____

Content:
- Teacher has selected appropriate CCGPS/GPS content standards.
- Teacher has organized the study around a concept.
- Teacher has clarified objectives, which include facts, understandings, and skills.

Essential Question:
- Teacher has articulated objectives in the form of essential questions.
- Teacher has provided support and understanding of the unit through essential questions.

Assessment:
- Teacher has defined an authentic assessment that clearly assesses the intended outcomes.
- Teacher has designed a scoring rubric that clearly describes the criteria and levels of quality.
- Teacher uses formative assessment to plan instruction.

Lesson/Instruction:
- Teacher uses a "launch" strategy to create interest in the unit.
- Teacher builds in activating and summarizing activities.
- Teacher uses appropriate cognitive instructional strategies.
- Teacher provides differentiation to meet the needs of all learners.

Differentiation:
- Teacher provides differentiation to meet the needs of all learners.
- Teacher has included challenging tiered activities to develop higher level thinking skills.

Comments:

Appendix 19 (1 of 2)
Unit Plan Rubric

	Mastery (3)	Meets (2)	More Planning Needed (1)
Content	Alignment with CCGPS/GPS is clear and explicit with learning activities and assessments are directly related to students' attainment of the standards. Content is organized around a substantive concept and learning clearly leads to an understanding of the concept. Objectives are clarified to articulate facts, understandings stated as generalizations and skills.	Clear alignment with CCGPS/GPS objectives with most learning activities and assessments are directly related to students' attainment of the standards. Content is organized around a concept but concept may not be completely developed in the learning activities. Objectives for the most part involve facts, understandings and skills.	Alignment with CCGPS/GPS is difficult to determine or learning activities and assessments are not related to the students' attainment of the standards. Content is not organized around a concept. Objectives are unclear or only address factual knowledge.
Essential Questions	Questions clearly communicate the learning objectives, provide the central focus, and inspire student interest. Lesson essential questions support and lead to understanding of the unit essential question. Students are given many opportunities to answer the essential questions.	Questions communicate the learning objectives, and are somewhat interesting. Most lesson essential questions support the unit essential question. Opportunities are provided for students to answer the essential questions.	Questions are missing, unclear, or poorly stated or do not relate to unit objectives. Lesson essential questions do not relate to the unit essential question. Students do not answer the essential questions.

Appendix 19
Unit Plan Rubric

	Mastery (3)	Meets (2)	More Planning Needed (1)
Authentic Assessment	The product or performance is authentic and clearly assesses the unit objectives.	The product or performance assesses the unit objectives but may not be authentic.	Assessment is unrelated to the unit objectives.
	The scoring rubric clearly describes the dimensions, criteria, and levels of quality.	The scoring rubric describes the dimensions, criteria, and levels of quality.	Scoring rubric is absent or is only a checklist.
Formative Assessment	Formative assessment is used throughout the unit and clearly drives instruction.	Formative assessment is used through the unit.	No evidence of formative assessment.
Lessons	Acquisition lessons implement all the key components: activating strategies, collaborative pairs, graphic organizers, and summarizing strategies.	Acquisition lessons use most of the key components: activating strategies, collaborative pairs, graphic organizers, and summarizing strategies.	Missing key components
	Extending and refining lessons are well developed, engaging, and use higher level thinking skills such as compare and contrast, induction, decision-making, etc. They require students to do something with their knowledge.	Extending and refining lessons use higher level thinking skills such as compare and contrast, induction, decision-making, etc. requiring students to do something with their knowledge.	Few, if any extending and refining lessons or lessons use higher level thinking skills and only require students to recall information.
Differentiation	Uses appropriately challenging tiered activities involving higher level thinking and focuses on key understandings.	Most tiered activities involve higher level thinking and focus on key concepts and generalizations.	No tiered activities or activities are designed to differentiate according to student readiness
	Varies many tasks by readiness, student interest and/or learning profile.	Varies some tasks by readiness, student interest and/ or learning profile.	No evidence of accommodation for readiness, student interest or learning profile.
	*Tiered activities based on readiness		

Appendix 20 (1 of 3)

Competencies to be Completed for Recommendation for Certification

After all work of Phase I has been completed and submitted to RESA, the Candidate Support Team, the Candidate, and any other appointed member of the CST, will review the following competencies to assess the progress of the candidate and will recommend further development of teaching skills in a Professional Development (PDP):

Candidate Competency Completion Form:

Candidate: _____   System: _____

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

I.   Planning and Preparation

_____ 1. The teacher demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.

_____ 2. 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.

_____ 3. The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity.

_____ 4. The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among all types of learning.

_____ 5. The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.

_____ 6. The teacher's instructional plans are coherent and structured in learning activities, resources, groupings, and time allocations are varied and suitable to the students and to the instructional goals.

_____ 7. 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 to differentiate instruction.

Appendix 20
Competencies to be Completed for Recommendation for Certification

II.   The Classroom Environment

_____ 8. Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.

_____ 9. The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teacher's high expectations, and take pride in quality work and conduct.

_____ 10. The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.

_____ 11. The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.

_____ 12. The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.

III.   Instruction

_____ 13. The teacher's expectations for learning, explanation of content, directions, procedures, and oral and written language are communicated clearly and accurately.

_____ 14. The teacher's questions and discussion techniques are of high quality and engage all students.

_____ 15. The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing.

_____ 16. The teacher uses assessment in instruction making students fully aware of the criteria and performance standards, monitors student progress, gives student's high quality and timely feedback and allows students to monitor their own work.

_____ 17. The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.

Appendix 20
Competencies to be Completed for Recommendation for Certification

IV.   Professional Responsibilities

_____ 18. The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

_____ 19. The teacher maintains accurate, complete records of student assignments, learning and of non-instructional activities.

_____ 20. The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.

_____ 21. The teacher is supportive of a cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.

_____ 22. The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.

_____ 23. The teacher maintains a high level of integrity and ethical behavior, proactively serves all students, challenges negative attitudes, takes a leadership role in high quality decision-making and is compliant with school and district regulations.

_____ 24. The teacher understands and actively participates in the school's School Improvement Process.

Candidate Support Team Signatures:

RESA Supervisor: _____

School-Based Mentor: _____

School-Based Administrator: _____

Teacher Candidate: _____

Date: _____

Appendix 21

<div style="border: 2px solid black; padding: 10px;">

Electronic Portfolio Content Requirements

Candidate: _____   **System: _____**

</div>

The GA TAPP candidate, to receive certification recommendation by Metro RESA, must meet the following competencies and include all evidence listed in Appendix 21. All evidence must be embedded in power point format as hyperlinks and placed on a flash drive. The template is located on the GA TAPP Resources and Information Blog (blog link is located on the WGRESA website). As part of the electronic portfolio process, the Candidate and/or Supervisor will need to indicate the evidence listed in the right hand column is documented in the portfolio.

<u>**Video Clips:**</u> **Five –seven different video clips are required. A single video clip can represent no more than 3 competencies.**
Appendix 21 is required as part of the documentation to be turned in upon completion of the program.

Candidate Support Team Signatures:

RESA Supervisor: _____   **School-Based Mentor: _____**

School-Based Administrator: _____   **Teacher Candidate:_____**

Date: _____   **Overall Score: 2 Below-not approved   3 Meets   3+ Exceeds**

Competency Domain I Planning and Preparation	Evidence to be documented in Portfolio

_____1. The teacher demonstrates solid knowledge of content, connections and prerequisite relationships, content-related pedagogy and connections with technology.
 	
Note: Aligns with Danielson 1A
	o Current Georgia Teaching Certificate
	o Completed Advisement Sheet **(Appendix 1A -F)**
	o <u>GA TAPP Only</u> (if applicable) *Essentials of Effective Teaching* transcript
	o *HB 671 Exceptional Child* Course transcript
	o *Teaching of Reading/Writing* (if seeking special education or middle grades certification)
	o Transcripts
	   o College
	   o Professional Learning Log (provided by the **system or Appendix 13)**
	   o Content GACE/Praxis Test Scores
	o Content Map from Unit Plan or Syllabus
	o One classroom observation by Mentor **(Appendices 4 and 5)**

Appendix 21

_____2. The teacher demonstrates knowledge of age-group characteristics, different students' approaches to learning, students' skills and knowledge levels, and students' interest and cultural heritage. **Note: Aligns with Danielson 1b** **Lesson Plan Rubric**	**TWO** Lesson Plans demonstrating knowledge of: ○ Learning styles ○ Differentiation strategies ○ Age-group characteristics ○ Student interests and cultural heritage
_____3. The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity. **Note: Aligns with Lesson Plan Rubric with Diversity Component**	**TWO** Lesson Plans demonstrating knowledge of diversity relating to ○ Students ○ Staff ○ Community
_____4. The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning. ***Traditional GA TAPP – 2 unit plans are required** **If approved for one-year completion, see Supervisor.** **One Year Pathways – 1 unit plan is required** **Note: Aligns with Danielson 1c** **Unit Planning Guide** **Unit Plan Rubric**	*Approved Unit Plan(s) utilizing (**Appendix 17)**
_____5. The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning. **Note: Aligns with Danielson 1d** **Knowledge of Students and Resources Sheets**	**Two** Lesson plans utilizing ○ Varied instructional materials ○ Community resources ○ Technology
_____6. The teacher's instructional plans are coherent and structured in learning activities, resources, and groupings. Time allocations are varied and suitable to the students and to the instructional goals. ***Traditional GA TAPP – 2 unit plans are required** **If approved for one-year completion, see Supervisor.** **One Year Pathways – 1 unit plan is required** **Note: Danielson 1e** **Unit Planning Guide** **Unit Plan Rubric**	*Approved Unit Plan (s) **(Appendix 17)**

Appendix 21

_____7. The teacher utilizes varied assessment methods, including technologies that are congruent with the goals for learning. Students understand the criteria and standards. The teacher utilizes assessment results to plan for and to differentiate instruction. **Note: Aligns with Danielson 1f**	Assessments include: o **Two** Formal/Summative o **TWO** Informal/Formative Note: Copyrighted materials, textbook tests and worksheets cannot be used as documentation unless you describe how you adapted and implemented those materials in your classroom. o **TWO** Examples of Student Performance records (EX. Pre/post tests) with Differentiation Strategies—**remove student names**
Competency **Domain 2** **Classroom Environment**	**Evidence to be documented in Portfolio**

_____8. Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.
 	
Note: Aligns with Danielson 2a
Glasser's Choice PowerPoint
	o ONE Video Clip
	o ONE lesson plan using Glasser's choice Implementation (This information can be found on the GA TAPP Information and Resource Blog – link on the WGRESA website)
	o Other evidence that may include at least ONE of the following:
	  o Student interviews
	  o Observation Record **(Appendix 4)**
	  o Student and teacher notes
	  o Student Inventories or surveys

_____9. The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teacher's high expectations, and take pride in quality work. **Note: Aligns with Danielson 2b**	o ONE Video Clip o 1 Observation Records by WGRESA Supervisor **(Appendix 4)** o 1 Observation Record by mentor **(Appendix 4)** o 1 Student Inventory or survey

_____10. The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.
 	
Note: Aligns with Danielson 2c
	o ONE Video Clip
	o ONE Classroom Environment Plan
	o Other evidence that may include at least ONE of the following:
	  o Observation Record **(Appendix 4)**
	  o Volunteer or paraprofessional plans or explanations (if applicable)

Appendix 21

Competency Domain 2 Classroom Environment	Evidence to be documented in Portfolio
_____11. The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior. **Note: Aligns with Danielson 2d**	○ ONE Video Clip ○ ONE Discipline Plan ○ Posted picture of student rules ○ One observation Record **(Appendix 4)** ○ One course syllabus or other document indicating student rules

_____12. The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.
 	
Note: Aligns with Danielson 2e
	○ ONE Video Clip
	○ ONE Classroom floor plan and rationale
	○ Other evidence that may include at least ONE of the following:
	   ○ Observation Record **(Appendix 4)**
	   ○ Paraprofessional or volunteer plan

Competency Domain 3 Instruction	**Evidence to be documented in Portfolio**

_____13. The teacher's expectations for learning, explanation of content, directions, procedures, and oral and written language are communicated clearly and accurately.
 	
Note: Aligns with Danielson 3a
	○ ONE Video Clip
	○ At least ONE Observation Record **(Appendix 5)**
	○ Other evidence that may include at least ONE of the following:
	   ○ Lesson plans with oral and written directions and procedures.
	   ○ Environment Plan

_____14. The teacher's questions and discussion techniques are of high quality and engage all students.
 	
Note: Aligns with Danielson 3b
	○ ONE Video Clip
	○ ONE Observation Record **(Appendix 5)**
	○ Other evidence that may include at least ONE of the following:
	   ○ Lesson plans that include lecture notes, questions used in a class discussion, engaging activities
	   ○ Seating charts to show questioning routines

_____15. The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing.
 	
Note: Aligns with Danielson 3c
	o ONE Video Clip
	o ONE Observation record **(Appendix 5)**
	o One Lesson plan that includes:
	   o Materials and resources
	   o Structure and pacing
	   o Instructional strategies
	   o Technology integration
	   o Assessment techniques
	o One or more items from the following :
	   o Photographs of bulletin boards or learning centers
	   o Examples of games or reward systems
	   o Grouping configurations
	   o Student Performance Records

_____16. The teacher uses assessment in instruction making students fully aware of the criteria and performance standards, monitors student progress, gives student's high quality and timely feedback and allows students to monitor their own work. . **Note: Aligns with Danielson 3d**	o ONE Video Clip o ONE Observation Record **(Appendix 5)** o THREE OR MORE Examples of various achievement levels of student work with written content related feedback **(student names removed)**
_____17. The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent. **Note: Aligns with Danielson 3e**	o ONE Video Clip o ALL Observation Reflection Forms from supervisor and mentor observations **(Appendix 11)** o ENTIRE Mentor Log **(Appendix 7)** o All Mentor Observations and Conferences (**Appendices 4, 5, 6)**
Competency Domain 4 Professional Development	 **Evidence to be documented in Portfolio**
_____18. The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons. **Note: Aligns with Danielson 4a**	o ALL Observation Reflection Forms from supervisor and mentor observations **(Appendix 11)** o ALL Copies of Administrators' evaluations including Annual Evaluation o All copies of Supervisor Observations with pre/post observation conferences **(Appendices 4, 5, 6)**

_____19. The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities. **Note: Aligns with Danielson 4b**	o ONE Grade Report **(names removed)** o ONE Progress Report **(names removed)** o ONE Attendance and Assignment Document **(names removed)** o AT Least ONE example of each Special Education Record (if applicable) **(names removed)** o ONE Non-Instructional Report **(names removed)**
_____20. The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the program. **Note: Aligns with Danielson 4c**	o ONE Parent Contact Log **(Appendix 12 or school form) (names removed)** o ONE Weekly report (if applicable) **(names removed)** o ONE Teacher-generated newsletter or letter to parents **(names removed)** o At Least ONE e-mail documentation to parents **(names removed)**
_____21. The teacher is supportive and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects. **Note: Aligns with Danielson 4d**	o Complete Journal of Field Experiences **(Appendix 15 or 16)** o ONE School and District Contribution Log **(Appendix 13)**

_____22. The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.
 	
Note: Aligns with Danielson 4e
	o All three Individual Induction Plans as described in program requirements **(Appendix 8)**
	o Professional Learning Log/Transcripts **(Appendix 13)**
	o COMPLETE list of seminars attended **(Advisement Form Appendix 1 a-f))**
	o Other evidence that may include:
	  o Minutes from staff, department, team or grade level meetings
	  o Any additional staff development

_____23. . The teacher maintains a high level of integrity and ethical behavior, proactively serves all students, challenges negative attitudes, takes a leadership role in high quality decision-making and is compliant with school and district regulations.
Note: Aligns with Danielson 4f
	o Other evidence may include AT Least One of the following:
	  o Before or after school tutoring or activities
	  o Department or grade level strategic meetings

_____24. The teacher understands and actively participates in the school's School Improvement process.	o School Improvement Plan o Committee assignment (if applicable) o Documentation of Participation in School Improvement Process

Appendix 22
Program Evaluation Information and Program Exit Requirements

In order to complete your program requirements, you must complete an online program evaluation survey. To document your participation in this survey, please print out the Thank You page. Your input will be used to assist Metro RESA in improving the GA TAPP Alternative Certification Program. Thank you in advance for your time and input.

Documents to be submitted upon completing the program:

- ✓ Appendix 3: Final Disposition Rubric collaboratively scored with signatures

- ✓ Appendix 20: Competencies to be completed for Recommendation for Certification with signatures

- ✓ Appendix 21: *Portfolio Content Requirements with signatures and score

- ✓ Appendix 22: Program Evaluation Thank You page

- ✓ Electronic Portfolio

*Portfolio Scoring

A holistic scoring for the electronic portfolio will be used.

- ▪ **2 - Below expectations** (not approved)   **Description:** missing items on checklist, hyperlinks not working, explanations with spelling/grammar errors, multiple steps to access portfolio evidence
- ▪ **3 - Meets expectations**   **Description:** all items on checklist, all links working, well written explanations with no spelling/grammar errors, explanations linked to the competencies
- ▪ **3+ - Exceeds expectations**   **Description:** all items on checklist, all links working, well written explanations with no spelling/grammar errors, explanations clearly linked to the competencies, evidence is high quality, creative

Appendix 23
Dismissal from WGRESA GA Teacher Academy for Preparation
And Pedagogy Programs

A candidate may be dismissed from a GA TAPP program for failure to:

o Attend all required courses and seminars listed on the appropriate Advisement form
o Pay fees before or on due date
o Complete and submit all assignments on time
o Submit original work without citing sources
o Make appropriate progress toward Proficient performance per program requirements
o Maintain satisfactory progress on all program and school evaluations
o Follow recommendations of the Candidate Support Team
o Take the appropriate GACE test(s)
o Demonstrate appropriate dispositions as outlined in handbook **(Appendix 3)**
o Continue employment with member system
o Adhere to Standards 1-11 written in the GA PSC Code of Ethics
  (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf)

A candidate may also be dismissed for three "Notice of Compliance" forms

Appeals Process
A candidate referral process for dealing with behavioral and academic problems is outlined below. Candidate should schedule a meeting with a written notice of appeal, stating reason for appeal.
o The Pathway Supervisor may resolve with remediation and time line for completion.
o If Pathway Supervisor denies appeal, however, written notification should be provided to the candidate. A copy of the communication should be forwarded to GA TAPP coordinators and the executive director.
o If candidate desires further action or review, the WGRESA coordinator should be contacted. The WGRESA coordinator may decide to grant or refuse the appeal after meeting with candidate and supervisor.
o If dissatisfied with the decision, the candidate can appeal to the WGRESA Executive Director.
o The WGRESA Executive Director, the Program Coordinator, and an HR Representative from the system will collaborate to make the final decision.
o The candidate will be notified in writing.

_____   _____
         Candidate Name (Print)   Date
_____   _____
         Candidate Signature   Date

Resources

a) GA TAPP Program Overview

b) Letter to the Principal

c) Sample Observation form with Feedback

d) Differentiation at a Glance

e) Payment Agreement

f) Non-compliance Form

g) GA TAPP Petition for One Year Completion

h) Charlotte Danielson's Rubrics for Domains 1-4

SAMPLE Classroom Observation Record

Domain 2: The Classroom Environment

Teacher:

Subject: Special Ed   **Date:** 11/4/12

Grade: 9   **Length of Observation:** 10:20-11:20am

2a: Respect and Rapport	Level of Performance	U	B	P	D
Teacher greeted students at the door as class started. Respect and rapport were evident. All students were cooperative with teacher and each other during lab.	**Teacher Interaction w/students:** Interactions are friendly, demonstrate warmth, caring & respect. Students exhibit respect for teacher.				
	Student Interaction: Student interactions are polite and respectful.				

2b: Culture for Learning	Level of Performance	U	B	P	D
The walls and bulletin board were used for instructional purposes – agenda, word wall, standards, student work, etc. The bulletin board displaying student achievement is evidence that there are high expectations for student success. Most students worked on the opening activity. Individual assistance was provided as needed. Essential question was posted and referenced at various times during the lesson.	**Importance of Content:** Teacher conveys genuine enthusiasm for subject/students demonstrate consistent commitment to content.				
	Student Pride in Work Students accept teacher insistence on high quality work and pride in work.				
	Expectations for Learning and Ach: Instructional goals, activities, interactions, and classroom environ. Convey high expectation for student achievement.				

2c: Classroom Procedures	Level of Performance	U	B	P	D
Materials are readily available. Students immediately moved to their seats while entering class and during transitions. Transitions were smooth with little lost time. Teacher connected the content on several occasions during the lesson. A Ticket out the Door was incorporated as an assessment of the day's activities. Real world examples enhanced the student learning during the entire lesson. Readiness groups were used to set up lab groups. Suggestion: try incorporating an online timer at various points during the class to assist with the pacing.	**Management of Inst. Groups** Tasks for groups are organized/group s are managed so most students are engaged.				
	Transitions are smooth/little time wasted.				
	Materials are handled routinely and smoothly/little time lost.				
	Non-instructional duties are efficient with little waste of time.				
	Volunteers/parapros are productively and independently engaged during the entire class time.				

Differentiation at a glance Model

		Content (What/ Resources)	Process (Do/ Activities)	Product (Performance Tasks/ Projects)
		What the teacher does…		
Why the teacher does it…	**Readiness (formative assessment)**	Day 2 – 2 different readings used based on reading levels	Day 3 – using flexible grouping students are given different warm up activities based on ticket out the door on Day 2 Day 4 – 2 writing tasks used based on ability	
	Interest (choice)	Day 4 – Students given choice of high interest articles on topic	Day 2 - Students have choice of graphic organizers to complete compare/contrast activity	Day 5 – Choice Board used for final product
	Learning Profile (inventories)			Day 5 – Choice Board created based on student learning profiles used for final product

		Content (What/ Resources)	Process (Do/ Activities)	Product (Performance Tasks/Projects)
		What the teacher does…		
Why the teacher does it…	**Readiness (formative assessment)**			
	Interest (choice)			
	Learning Profile (inventories)			

Danielson Rubrics

Domain 2: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport				
	Level of Performance			
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interaction with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: The Classroom Environment				
Component 2b: Establishing a Culture for Learning				
	Level of Performance			
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Importance of Content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Expectations for learning and achievement Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures				
Element	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting insignificant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and para professionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment			
Component 2d: Managing Student Behavior			
Element	Level of Performance			

Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2: The Classroom Environment			
Component 2e: Organizing Physical Space			
Element	**Level of Performance**			

Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Safety and Accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture maybe adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3: Instruction				
Component 3a: Communicating Clearly and Accurately with Students				
Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Expectations for Learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of Content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Domain 3: Instruction				
Component 3b: Using Questioning and Discussion Techniques				
Element	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

	Domain 3: Instruction			
	Component 3c: Engaging Students in Learning			
	Level of Performance			
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional out-comes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain 3: Instruction Component 3d: Using Assessment in Instruction				
Element	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to Students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self assessment and monitoring progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Domain 3: Instruction			
Component 3e: Demonstrating Flexibility and Responsiveness			
Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.