Middle Georgia RESA
Conceptual Framework

Mission:
Middle Georgia RESA is committed to increasing student achievement and ensuring high performing schools.

Vision:
All Middle Georgia RESA systems and schools will make AYP.

Introduction:
The conceptual framework for Middle 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 implication for practitioners, the infusion of technology, and the importance of rich field experiences and other types of support and collaboration among professionals.

The philosophical base of the Conceptual Framework will be developed through discussion of the mission, values, and beliefs and commitments. The conceptual framework is also based upon content and pedagogical standards, as well as upon this philosophical base.

Beliefs and Commitments:
Middle Georgia RESA supports the diverse needs of its systems by providing flexible, meaningful, cost-effective quality-based professional growth programs to improve/enhance educators’ performance that will improve student learning:

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

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

The professional education unit’s conceptual framework reflects the professional education unit’s commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments and evaluations.

Evidence

Diversity Verification Form
Observations by Supervisors
Formatted Lesson Plans (Portfolio)
Essentials Training
Exceptional Child Course
Portfolio

3. We believe that GaTAPP programs should infuse appropriate technology into the instructional program by:

   a) Providing access to current research and world-wide resources
   b) Modeling by the instructor
   c) Training of the candidates by the instructor

Commitment to Technology

The professional education unit’s conceptual framework reflects the professional education unit’s commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments and evaluations.

Evidence

Data Analysis with Charts
Use of eWalks
Data Room Set-up
Data-based Decisions
Disaggregating Data
Georgia Standards.org Integrating Technology
GPB Videos tied to GPS
Finding multiple data sources on GaDOE (Diversity Verification Form)
Use of GaOAS to see example of CRCT, EOCT, and GHSGT
Smart Board Training
Illuminate Sessions
Qualitative and Quantitative Data collected on seminars
Use of Clickers
4. We believe instruction in an effective GaTAPP program incorporates and models:
   a) Respect for learner diversity
   b) Authentic assessment of the candidate’s knowledge and skills
   c) Learning styles
   d) Multiple intelligences
   e) Self assessment of concepts and skills
   f) Real-world connections

5. We believe that instructors in an effective GaTAPP should be:
   a) Recruited from professionals having in-field or related experiences/expertise
   b) Selected according to specified criteria
   c) Retained based on evidence of positive impact on candidates’ learning

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

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

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**Evidence**

- Individual Induction Plans
- Data Board in RESA Office
- Special Ed Program Requirement Matrix
- Essentials Class
- Seminars
- Portfolio
- File Folders
- Mentors in same content area
- Candidate Support Team Members
- Candidate Support Team Meeting Forms
- eWalk Observations
- Focused Monitoring
- Standards-based Classrooms
- Co-teaching
- Survey Monkey

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**Coherence**

The professional education unit’s conceptual framework provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice and assessment across a candidate’s preparation program.
The question that has guided our planning is what content, types of formats, and contextual characteristics of this professional development are likely to yield positive results? (Guskey, 2000). There is a strong element to modeling in our program.

Integral to our framework is Charlotte Danielson’s framework for teacher competencies including planning, preparation, and instruction. The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching (Danielson, 2007). This professional learning opportunity will provide the candidates with research-based instructional strategies to assist students in meeting rigorous academic standards. Our goal is professional learning that improves the learning of all students (Georgia Standards for Professional Learning, 2006).

**Evidence**

The Essentials Class provides the candidates with:

- support and opportunities to engage all students in authentic learning
- a pedagogical knowledge base and a pedagogical content knowledge base
- research-based strategies for instruction, assessments, and technology
- a time for reflection in order to change and grow
- opportunities for collaboration and leadership.

Data and AYP training.

TAPP Informational PowerPoint on [www.mgresa.org](http://www.mgresa.org).

Pathways of GaTAPP chart.

**Other Guiding Principles of the GaTAPP Conceptual Framework:**

While the conceptual framework for the GaTAPP Program is guided by the mission, beliefs, and principles (philosophical base) of Middle Georgia RESA, it is also based upon the following standards:

1. the content standards from the Georgia Professional Standards Commission and Georgia Rules for each content area affected, from the National Study of School Evaluation (NSSE) content standards, and from the Georgia Performance Standards (GPS)

2. the Interstate New Teacher Assessment and Support Consortium Model Standards for Beginning Teacher Licensing and Development (INTASC) as identified and imbedded in the framework and rubrics for teacher performance developed by Charlotte Danielson for the Association for Supervision and
Curriculum Development in her work, *Enhancing Professional Practice: A Framework for Teaching*.

The above principles and standards, along with The Core Propositions of the National Board for Professional Teaching Standards and the dimensions of the Georgia Teacher Evaluation Program, comprise the Conceptual Framework which undergirds all content and activities for the preparation program and for the assessment of the portfolio of the candidates to determine competence.

The following INTASC Standards form the umbrella of teaching competencies that Middle Georgia RESA is committed to developing in its GATAPP candidates:

**INTASC Standards**

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

**Program Design**

The GaTAPP program of study is organized into these transition points (phases):

1. Application Process/Pre-TAPP/Program Entry
2. Completion of Essentials of Teaching Coursework (introductory 80-hour course)
3. First Year Teaching
   a. Beginning of First Year Teaching
   b. End of First Year Teaching
4. Program Exit
5. Post-Program Exit

1. Application Process/Pre-TAPP*/Program Entry

*Pre-TAPP implies an individual who is taking the Essentials class even though there is no teaching position available for that person. Items A, B, and C apply to Pre-TAPP and TAPP Candidates. Item D is necessary for program entry.

A. Must have a bachelor’s degree from an accredited college or university
B. One of the following requirements must be met by the candidate: (1) A major in the content area in which the Clear Renewable Certificate is sought

   OR

   A related degree with at least these number of semester hours in the content area:
   15 semester hours for middle school
   21 semester hours for high school

   OR

   A passing score in the content area on a GACE or Praxis assessment

C. A Passing score on the GACE Basic Skills assessment, a Master’s degree from an accredited college/university, or have high enough scores on the SAT, ACT, or GRE:
   SAT Exemption Scores: Verbal 480; Math 520; or combined score of 1000
   ACT Exemption Scores: English 21; Math 22; or combined score of 43
   GRE Exemption Scores: Verbal 490; Quantitative 540; or combined score of 1030

D. Have been offered a full-time teaching position by one of the seven school systems served by Middle Georgia RESA

2. Completion of Essentials of Effective Teaching (introductory 80-hour course)

All TAPP candidates must complete an 80-hour class called “Essentials of Effective Teaching.” For those TAPP candidates who begin in July, 48-64 hours are completed before school starts and the remaining hours are completed after school starts in the fall. The benefit here is to allow candidates to bring back to the “Essentials” class concerns or successes that have occurred in their classrooms.

A second “Essentials” class begins in January on the second day of the semester. This allows the systems to hire mid-year and immediately have the TAPP candidate in the required “Essentials” class. About half of the students in the January class are Pre-TAPP and some of them find employment while in the class. Being in the “Essentials” class allows them to step right in that position.
Absences are not allowed and make-up time is arranged between the professor and the student. The class is taught by a teacher who is Nationally Board Certified and who does trainings in our systems on Standards-based Instruction, Differentiation, Assessment, and The Elementary Academy.

Some of the items that the students must complete during the “Essentials” training include: an online pre and post survey, a unit lesson plan, observing and writing about an ethics video, a classroom management project, and a live teaching demonstration.

3a. **Beginning** of First Year Teaching

Every TAPP candidate will be assigned a Candidate Support Team consisting of: 1) a mentor assigned by the school, 2) a supervisor assigned by RESA, and 3) an administrator from their home school. If the mentor is not in the same content area as the candidate seeking certification, a content area specialist will also be assigned to the TAPP candidate.

Since candidates can finish anywhere from one to three years, Middle Georgia RESA has assigned three benchmarks per school year for completion of the program. Any candidate not completing the program at the end of the first year may choose one of the following benchmarks for their second and/or third year: November 3, March 3, June 3.

All candidates are given portfolios at a special seminar where all TAPP requirements are discussed. They are made aware of the 24 competencies necessary for exit, the dispositions form, field experiences and the accompanying diversity verification forms, the individual induction plan tailored to each candidate, and the seminar dates and requirements. (Note: these forms can be found online at [www.mgresa.org](http://www.mgresa.org) under the TAPP button and in the Middle Georgia RESA Unit Report for GaTAPP.)

3b. **End** of First Year Teaching

If the candidate has not completed all requirements of the program by the end of their first year, any remaining requirements will be listed on their CST Meeting form. The candidate will be required to continue in the program and will automatically be transitioned into a second year.

4. **Program Exit**

Candidates must meet all requirements of their Individual Induction Plan before completing this phase of the program.

Requirements:
1) All required GACE are passed.
2) All coursework is complete including the Special Georgia Requirements.
3) Ten seminars have been attended.
4) Ten journal entries were made.
5) Five field experiences in the appropriate grade band were made.
6) The portfolio is complete.
7) All 24 Exit Competencies have been met.
8) Dispositions have been met with 3 or higher.

Upon program completion, candidates will be recommended for their clear-renewable certificate during their final CST Meeting. Recommendation must be made by the candidate's Administrator. The Mentor and Supervisor must sign off in agreement.

5. Post-Program Exit

At the present time there is no follow up for program completers. Middle Georgia RESA is currently working with Jackie McCann, Technology Specialist on possible instruments which would track their progress.

24 Exit Competencies

The GaTAPP candidate must meet these 24 competencies in order to exit the program and receive clear-renewable certification.

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 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 that 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 differentiate instruction.
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 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’s feedback to students is consistently high quality and in a timely manner.

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

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

IV. Professional Responsibilities
19. The teacher maintains accurate, complete records of student assignments and 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 and 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 proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.

24. The teacher understands and actively participates in the school’s School Improvement process.

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

Assessment of GaTAPP Effectiveness:

The assessment of the overall and long-range effectiveness of Middle Georgia RESA’s GaTAPP--- its design and its implementation --- is ongoing. The program will be assessed using the following sources of data aligned with professional standards, state standards, and agency standards. This information will be utilized by Middle Georgia RESA to revise and improve the GATAPP program which will in turn meet the needs of the TAPP Candidate.

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<thead>
<tr>
<th>Candidate Proficiencies Aligned with Professional and State Standards</th>
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<tr>
<td>The professional education unit’s conceptual framework provides the context for developing and assessing candidate proficiencies based on professional, state, and institution/agency standards.</td>
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<th>Evidence</th>
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<tr>
<td>GACE Score (State)</td>
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<td>Portfolio Completion (Agency)</td>
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<td>24 Competencies (State)</td>
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<td>System GTOI Evaluations (Professional)</td>
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<td>Dispositions Checklist (Agency, Professionalism)</td>
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The program design for the GaTAPP Program provides for collaboration with institutions of higher learning for such components as course work, reviews of candidate qualifications, assessments of transcripts, and monitoring and assessing the candidate’s progress in the field experience, to include possible formal classroom observations and feedback.

In addition, other collaboration, such as with community agencies and businesses in the community, is encouraged and, in fact, would enrich the field experience.