

Georgia Teacher Academy for Preparation and Pedagogy(GATAPP)

Handbook

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Preface

These past few years have been transitional years for Georgia TAPP providers. The Georgia Professional Standards Commission has implemented a new high stakes portfolio assessment, edTPA, and the commission has mandated a more challenging GACE II content assessment with a tiered scoring system. In addition, like veteran teachers, GaTAPP candidates are evaluated by their administrators who now use a comprehensive evaluation tool, the Teacher Keys Effectiveness System.

To ensure that Oconee RESA's Georgia TAPP candidates continue to excel, we are increasing the rigor of our instruction and the requirements for internship completion. As has been the case since its inception, our GATAPP program aligns with Charlotte Danielson's framework; thus, a strong correlation with TKES and edTPA has been established.

Historically, Oconee RESA's goal for our Georgia TAPP program has been continuous program improvement. This handbook reflects years of work toward that end. The new program requirements set forth in this handbook will impact TAPP candidates who enroll on and after July 1, 2017.

Hayward Cordy

Executive Director
Oconee RESA

Section I
Program Admission Requirements and Enrollment Process

1. **Establish a MyPSC Account. Application submitted without a MyPSC account number will not be processed. (See Appendix A.)**
2. **Submit the following documents to carolyn.whitaker@oconeeresas.org at Oconee RESA.**
 - a. A completed Oconee RESA GaTAPP Application (See Appendix B.)
 - b. Submit original college or university transcripts, or indicate on application that transcripts can be obtained from candidate's GaPSC account or certificate
 - c. GACE Educator Ethics Pre-Assessment 350 Completion Certificate (See Appendix A.)
 - d. GACE Program Admission Score Report or official score report of qualifying exemption assessment
 - e. Proof of employment in a P-12 school in a full-time teaching position for which candidate qualifies. (See Appendix C.) **Candidates who are assigned to an alternative school position will not be considered for enrollment in Oconee RESA's Georgia TAPP Program.**
3. **Oconee RESA Georgia TAPP eligibility requirements are the following.**
 - a. A bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education. Follow this link to check the accreditation of a college or university.
<http://www.chea.org/search/default.asp>.
 - b. College / University GPA of 2.5 or better
 - c. A passing score of 250 or above on the GACE Program Admissions Assessment, or one of the following qualifying exemptions.
https://gace.ets.org/s/pdf/registration_quick_ref_guide.pdf
<https://gace.ets.org/about/assessments/>
 - i. SAT Score – Combined verbal and math score of 1000
 - ii. ACT Score – Combined English and math score of 43
 - iii. GRE Score – Combined verbal and quantitative score of 1030 (before August 1, 2011), or 297 (after August 1, 2011)
 - iv. Praxis I passing score prior to September 1, 2006
 - v. GACE Basic Skills passing score prior to July 1, 2015
 - d. Field specific enrollment requirements
 - i. Birth through Kindergarten (ages 0-5) and Early Childhood Education (Grades P-5)
 1. GACE II Content Assessment Early Childhood Education (501)
<https://gace.ets.org/about/assessments/>
 - ii. Middle Grades Education (Grades 4-8)
 1. Bachelor's degree or higher with a major or concentration (at least 15 semester hours of upper-level courses) in the assigned teaching field of Language Arts, Reading, Mathematics, Science, or Social Studies **or** Passing Score on GACE II Content in the assigned middle grades content
<https://gace.ets.org/about/assessments/>

- iii. Secondary Education (Grades 6-12)
 - 1. Bachelor's degree or higher with a major or concentration (at least 21 semester hours of upper-level courses) in the assigned teaching field of English / Language Arts, Reading, Mathematics, Science, or Social Studies or Passing Score on GACE II Content in the assigned Grades 6-12 content
<https://gace.ets.org/about/assessments/>
- iv. P-12 Certification Fields excluding Special Education
 - 1. Bachelor's degree or higher with a major or concentration (at least 21 semester hours of upper-level courses) in the assigned teaching field of Language Arts, Reading, Mathematics, Science, or Social Studies or Passing Score on GACE II Content in the assigned P-12 teaching field
<https://gace.ets.org/about/assessments/>
- v. P-12 Special Education General Curriculum or Consultative (not teacher of record)
 - 1. Bachelor's degree or higher with a major or concentration (at least 15 semester hours) of upper-level courses in the assigned teaching field of Language Arts, Reading, Mathematics, Science, or Social Studies or Passing Score on GACE II Content Special Education General Curriculum.
<https://gace.ets.org/about/assessments/>
- vi. Career and Technical Fields (Grades 6-12)
 - 1. A high school diploma or GED, or an associate's degree or higher in the teaching field for which the individual is seeking certification.

Candidates will not be enrolled in Georgia TAPP until all required documents have been submitted from the candidate and the district. TAPP services will be provided exclusively to candidates who are fully enrolled.

School districts must upload the following documents on gapsc.org's Express Lane before the Professional Standards Commission will issue a IN4T certificate. In some cases, some of these documents will have been uploaded previously.

1. www.gapsc.com *Application for Certification*
2. **Official** college/university transcripts (if these have not been posted in candidate's MyPSC account)
3. **Official** GACE Score Reports or Official exemption score report such as official SAT, ACT and GRE score reports.
4. **Official** Praxis I Score report (if taken prior to September 1, 2006)
5. The GACE Georgia Educator Ethics 350 completion is automatically posted on the candidate's certificate.

Section II The Candidate Support Team

When a candidate is enrolled in the Georgia TAPP Program, the candidate is assigned a three-member Candidate Support Team (CST). The team members are a RESA supervisor, a school-level administrator, and a mentor teacher.

The description of each member's role follows. *

The Mentor Teacher

A Georgia certified school-based mentor is assigned to coach the candidate through the internship. The mentor's qualifications are as follows.

1. School-based mentor must have the **same** certification that candidate is seeking.
 - a. School-based mentor **must be an exemplary teacher with demonstrated proficiency in the TAPS standards.**
 - b. School-based mentor must have a minimum of three (3) years of successful teaching experience documented by three (3) passing Teacher Keys Summative Evaluations.
 - c. School-based mentor must have the time to devote to observing and supporting the GaTAPP candidate.
2. The mentor's responsibilities are as follows.
 - a. Serve on the Candidate Support Team
 - a. Attend all CST meetings
 - b. Collaborate on evaluation of competencies and dispositions (submit written assessment of each to the TAPP supervisor at least three times per year)
 - c. Collaborate with team on field experience placements
 - d. Review PLP goals with team and provide suggestions for additional goals if needed
 - c. Conduct a minimum of 3 observations using Domains 2 & 3 of the Danielson framework
 - a. Review lesson plan from observation and provide feedback prior to scheduled observation.
 - b. Provide feedback to the candidate on areas of strength and areas of growth.
 - c. Mentor observations are not for evaluation. Mentor observations are used for coaching and support.
 - d. Assist candidate in the development and monitoring of the Professional Learning Plan goals.
 - e. Assist school administrator in setting up field experience placements.
Important Note: The candidate does not schedule the field experiences.
 - f. Discuss field experiences with the candidate
 - g. Provide guidance, support, and feedback on lesson plans.
 - h. Support candidate in the preparation for and completion of the edTPA assessment according to guidelines set by AACTE

<http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>

* Savannah Chatham Mentors are provided through the district's THRIVE Induction Program. These mentors follow THRIVE Guidelines rather than Oconee RESA guidelines.

The Building-Level Administrator

A building-level administrator is assigned to fulfill the following responsibilities to support the professional development of the candidate.

1. Assign a school-based mentor with certification in the **same** field as the field in which the candidate is seeking certification

- a. School-based mentor should be an exemplary teacher with demonstrated proficiency in the TAPS standards
 - b. School-based mentor should have a minimum of 3 years of successful teaching experience
 - c. School-based mentor should have the time to devote to observing and supporting the GaTAPP candidate.
2. Provide release time for the school-based mentor to fulfill the mentor responsibilities (as needed)
 3. Observe the candidate utilizing the TKES process and TAPS standards
 4. Provide release time for candidate to complete required field experiences and Oconee RESA course/seminar requirement.
 5. Make contact with school principals to set up field experience placements. *Important Note: The candidate should not make contact with the school principal to set up the field experience, but the candidate should advise the administrator regarding the dates he or she prefers for in-field observations. In-field visits should be arranged by the school administrator with assistance from the school-based mentor.*
 6. Serve on the Candidate Support Team
 - a. Attend all CST meetings
 - b. Collaborate on assessment of competencies and dispositions (submit written assessment of each to the RESA supervisor at least three times per year)
 - c. Collaborate with team on field experience placements
 - d. Review PLP goals with team and provide suggestions for additional goals if needed

The RESA Supervisor

A trained RESA supervisor from Oconee RESA is assigned to fulfill the following responsibilities to supporting the candidate throughout his or her internship.

1. Serve on the Candidate Support Team
 - a. Attend all CST meetings
 - b. Collaborate on evaluation of competencies and dispositions
 - c. Collaborate with team on field experience placements
 - d. Review PLP goals with team and provide suggestions for additional goals if needed
2. Conduct observations using domains 2 & 3 of the Danielson framework
 - a. Review lesson plan from observation and provide feedback prior to scheduled observation.
 - b. Provide feedback to the candidate on areas of strength and areas of growth.
3. Review and evaluate field experiences.
4. Assess assignments (units, learning segments, etc.)
5. Support candidate in the preparation for and completion of the edTPA assessment, according to guidelines set by AACTE.
<http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>
6. Complete required documentation in a timely manner.

Section III
Program Completion Requirements Overview

To complete the GaTAPP program, a candidate must successfully meet the following requirements. A detailed explanation of each requirement follows in subsequent sections of this handbook.

1. Demonstrate proficiency in the required 24 competencies
2. Demonstrate proficiency in the required 14 dispositions
3. Complete and pass courses required for candidate's pathway.
4. Pass content GACE assessments as required
5. Pass Georgia Educator Ethics **360** - Program Completion Assessment
6. Participate in required Candidate Support Team meetings (CST)
7. Complete required diverse field experiences
8. Pass the edTPA Electronic Portfolio Assessment (**Candidates must attempt edTPA before the end of their third semester of enrollment Georgia TAPP to avoid being dropped from GaTAPP.**)

Duration of Internship

Field	Minimum	Maximum
Elementary Education or Early Childhood Education (P-5)	1 year	3 years
Special Education	1 year	3 years
Middle Grades	1 year	3 years
All other Fields	1 year	3 years

Although a few candidates are allowed to complete in one year, Oconee RESA strongly advises candidates to plan for a Georgia TAPP Internship with a minimum duration of eighteen months. Candidates must complete all course work during the first two semesters before they focus on the edTPA portfolio during the third semester.

Section IV

Demonstration of Proficiency on the Twenty-Four Competencies

Each Candidate is assigned a Candidate Support Team consisting of a RESA supervisor, a school administrator, and a school mentor teacher. Before a candidate completes his or her Georgia TAPP internship, the Candidate Support Team must verify that the candidate demonstrates proficiency on each of the following competencies. **Each school-based member of the candidate support team must assess the candidate three times per year on the Twenty-Four Competencies Assessment.**

Domain 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 so 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.

Domain 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.

Domain 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 of high quality and given in a timely manner.

17. The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and be 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 duties.
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.

Assessment of the Competencies

The CST administrator and mentor submit a written assessment of the competencies to the RESA supervisor three times per year (See Appendix D). The assessment of twenty-four (24) competencies is discussed by the Candidate Support Team a minimum of three times per year. Assessment data utilized by the team includes the following.

1. Candidate performance on assignments and in face-to-face classes.
2. edTPA Portfolio which is a content specific portfolio-based pedagogy assessment (GaTAPP candidates are required to complete this assessment during their second full semester in the program.)
3. Candidate Support Team observations: Observations are conducted by each Candidate Support Team member. The Candidate Support Team compiles observation data to determine each candidate's progress toward showing proficiency the 25 competencies. The CST discusses observation data with the candidate at each CST meeting.
4. Candidate Support Team Members' observation protocols are as follows.
 - a. School Administrator: The school administrator will use the state-required TKES process to observe and evaluate all GaTAPP candidates. The TKES process is based on the Charlotte Danielson Framework for Teaching which is aligned to the 24 competencies.
 - b. School Mentor: The school mentor will use domains 2 and 3 of Charlotte Danielson Framework for teaching to observe the candidate. The purpose of the school mentor's observations is that of coaching and support. The school mentor does not serve as an evaluator of the candidate. The school mentor will observe the candidate a minimum of three (3) times per school term. If the candidate is struggling, the school mentor will observe more often to provide coaching and support.
 - c. RESA Supervisor: The RESA supervisor will use domains 2 and 3 of *Charlotte Danielson Framework for Teaching* to observe the candidate. The RESA supervisor will observe the candidate a minimum of three (3) times each school term. If the candidate is struggling, the RESA supervisor may observe more often to provide coaching and support. Each of the RESA supervisor's observations will be announced, and will be full period observations.

Definition of Proficiency on the Competencies

The Georgia Professional Standards Commission GaTAPP rule requires candidates to demonstrate proficiency on the 24 competencies, but the rule does not define proficiency. The following summary defines proficiency in three categories which are Domain 1, Domains 2 & 3, and Domain 4.

Domain 1:

Domain 1 deals with candidate's content and pedagogical knowledge as well as his or her ability to plan appropriate and engaging lessons for all of the students in the classroom. Proficiency in Domain 1 is assessed through a variety of assignments, including lesson segments. In addition, Domain 1 is assessed through the edTPA assessment.

Domains 2 & 3:

Domains 2 & 3 deal with what Charlotte Danielson refers to as the "heart of teaching". These are the components that can be directly observed in the classroom. The main components of proficiency in Domains 2 & 3 are the RESA supervisor's observations in the classroom. Some assignments are designed to support the demonstration of proficiency in Domains 2 & 3. In addition, Domains 2 & 3 will be assessed through the edTPA assessment.

Domain 4:

Domain 4 deals with Professionalism and Ethical Behavior. Domain 4 is assessed through the Candidate Support Team meeting discussions as well as assignments completed throughout the internship.

Section V The Required Dispositions

The PSC requires all GaTAPP candidates to demonstrate proficiency in fourteen (14) teacher dispositions. Oconee RESA's GaTAPP program adds 2 additional teacher dispositions. **Each school-based member of the candidate support team must assess the candidate three times per year on the Dispositions Assessment.**

The list of all fourteen required dispositions follows.

1. The candidate demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;
2. Candidate/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;
3. The candidate establishes a culture of learning where students are committed to the value of the subject, accept the candidate's high expectations, and take pride in quality work and conduct;
4. The candidate responds appropriately, respectfully, and successfully to student behavior;
5. The candidate's directions, procedures, and oral and written language are communicated clearly and accurately;
6. The candidate demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent;
7. The candidate maintains accurate, complete records of student assignments and learning and of non-instructional activities;
8. The candidate frequently and successfully provides instructional information and student progress information to parents and engages families in the school program;
9. The candidate is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects;
10. The candidate actively seeks professional development to enhance content and pedagogical skills and actively assists other educators;
11. The candidate proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making;
12. The candidate understands and actively participates in the school's School Improvement process.
13. The teacher consistently acts in an ethical manner both at school and in all coursework.
14. The teacher consistently demonstrates professionalism both in and out of school.

Assessment of the Dispositions

The CST administrator and mentor submit a written assessment of the dispositions to the RESA supervisor three times per year. (See Appendix E.) During each CST meeting, team members come to consensus on the Dispositions Rubric (See Appendix E).

Section VI Completion of Required Courses

Required Courses for all Pathways

1. Essentials of Effective Teaching (Summer face-to-face classes: (General education candidates and special education ten days of face-to-face classes.) *)
2. Blended Model Courses:
 - a. The First Days of School (Harry Wong)
 - b. Better Learning through Structured Teaching, (Douglas Fisher)
 - c. Building Academic Vocabulary (Robert J. Marzano)
 - d. How to Give Effective Feedback to Your Students (Susan Brookhart)
 - e. How to Create and Use Effective Rubrics (Susan Brookhart)
 - f. Visible Learning for Literacy (Douglas Fisher)
 - g. Differentiation in the Diverse Classroom
 - h. Field Experience Practicum
 - i. Portfolio Prep Course
3. Monthly seminars to address research-based best practices such as utilizing foldables and interactive notebooks
4. The Georgia required *Exceptional Learner in the General Education Classroom*.

Additional Courses Required for Special Education Candidates

GaPSC requires additional coursework for special education teacher internship completion.

1. IEP Training During Summer Essentials of Effective Teaching and Learning Training. *
2. Visible Learning for Mathematics (Douglas Fisher)

*All Savannah Chatham candidates attend five days of face-to-face *Essentials of Effective Teaching and Learning* training. Savannah Chatham special education candidates receive their additional training through the THRIVE Induction program.

Additional Courses Required for Early Childhood Education Candidates

GaPSC requires additional coursework for ECE candidates.

1. Visible Learning for Mathematics

Professional Learning Plans / Transcripts

The Candidate Support Team creates a Professional Learning Plan for each candidate. The PLP or Program of Study indicates the candidate's requirements for completion and whether the school district or RESA assumes the responsibility for instruction. **Oconee RESA establishes and maintains a transcript for each candidate. The transcript is presented to the Candidate Support Team at each meeting.**

Observations to Confirm Implementation of Best Practices

Both the RESA supervisor and school mentor will conduct a minimum of three (3) full period observations. Both the mentor and RESA Supervisor will use the Danielson Observation Rubric as guidance. Observation data will be summarized on a condensed form.

Each observation is shared with the entire Candidate Support Team. Mentors are required to conduct a pre-observation conference and a post observation conference.

Candidate Support Team Meetings to Assess Implementation of Best Practices

A minimum of three CST meeting per year is required. Each meeting is documented by the RESA Supervisor who is responsible for meeting agendas and minutes. Candidate attendance and participation is required.

Candidate Transition Points

Candidates are expected to progress through their Georgia TAPP Internship according to established transition points. ([See Appendix I.](#))

Section VII
Field Experience Practicum

Five full day in-field observations are required. Candidates submit a summary ([See Appendix F](#)) of their field experiences along with the Field Experience Verification Form and the Field Experience Reflection Form ([See Appendix F](#)).*

One day of field experience observations can be conducted in the candidate’s school. The other four days must be conducted in other schools. CST administrators and mentors are to schedule all observations.

Diverse Field Experiences

The Georgia Professional Standards Commission requires that all GaTAPP candidates participate in field experiences in schools that are culturally or socio-economically different from the candidate’s home school. The practicum consists of five days of observations for a total of 30 hours. The field experiences may be conducted as five full days, ten half days, or any combination of the two (totaling 30 hours). **Three field experiences must be completed during the candidate’s first semester in GaTAPP. The remaining two must be completed during the second semester.**

Important Note Regarding Half Day Field Experiences: Candidates must observe full class periods. If the half day falls in the middle of a period, the candidate will stay to complete the observation of that class period.

The Professional Standards Commission also requires candidates in different pathways to have field experiences in multiple grade bands. See chart below for grade band requirements.

Certification Sought	Grade Level Bands Required	Description of Requirements	Artifacts of Completion
Middle Grades (4 - 8)	4 - 5 6 - 8	At least one visit from each grade level band for a total of five days (30 hours)	Field Experience Summary Form
Secondary (6 - 12)	6 - 8 9 - 12		Field Experience Verification Form
P - 12 Certification areas such as: Foreign Language, Health & PE, SpEd	PK - 2 3 - 5 6 - 8 9 - 12		Field Experience Reflection Form
Early Childhood Education (P - 5)	PK - K 1 - 3 4 - 5		

Guidelines for Field Experiences

Candidates may conduct up to 6 hours (1 day) of the field experiences in their home **school** following the guidelines below:

- Diversity includes classrooms that are academically, culturally or socio-economically different from the candidate's.
- **The classroom teachers observed should be exemplary teachers (proficient or exemplary on the TAPS standards or Teacher Assessment on Performance Standards) with a minimum of 3 years successful teaching experience.**

Important Note: Teachers observed for candidates' field experiences must be chosen because of exemplary teaching.

*Savannah Chatham field experience observations are conducted through the district's THRIVE Induction Program, and candidates follow the field experience guidelines provided by the THRIVE Program.

Section VIII

edTPA Portfolio Assessment Questions and Answers

What is edTPA?

edTPA is an assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Why am I required to take the assessment?

As of July 1, 2015, all GaTAPP candidates in the state are required to pass the edTPA assessment in order to complete the program.

What is the passing score on the assessment?

The edTPA assessment is scored on a 5 point rubric. A score of "3" on each section of the rubric indicates that the candidate is ready to teach in that particular section. The Georgia Professional Standards commission has set a total score of 35 as passing in all content areas except Elementary Education (42) and World and classical languages (29).

What if I do not pass the assessment?

If a candidate does not pass one or more sections of the edTPA assessment, he/she will be required to retake the section(s) of the assessment on which they were unsuccessful. There will be an additional cost for the re-take. Candidates cannot complete the GaTAPP program without a passing score on all sections of the assessment.

What if I score below a "3" on one or more sections of the rubric?

It is possible for a candidate to score below a "3" on individual rubrics and still pass the overall assessment. While candidates do not have to re-take the assessment for a score of "1" or "2" on an individual rubric, the candidate must provide additional evidence that he/she has met the aligned competencies for that task.

Additional documentation may include the development of lesson plans, additional videotapes with reflections, additional analysis of student work, etc. The RESA Supervisor and GaTAPP Coordinator will make the decision as to what additional documentation will be required. All additional documentation must be included in the candidate's portfolio.

Registration Fees

Either the candidate or the school district is responsible for registration fees. The cost of the assessment is \$300.00. Candidates register for the assessment at <http://www.edtpa.com/>. Each candidate uploads his or her portfolio documents to the aforementioned website.

Section IX
GACE II Content Assessments

Content GACE Requirements

Each candidate must pass the GACE II Content Assessment in his or her teaching field. Each candidate must attempt the GACE II Content Assessment during the first semester of internship.

Either the candidate or the employing school district is responsible for GACE II registration fee of approximately \$193.00. Oconee RESA provides GACE II study guides.

https://gace.ets.org/s/pdf/registration_quick_ref_guide.pdf (<https://gace.ets.org/about/assessments/>)

Section X

GACE Educator Ethics 360 Program Exit Assessment Questions and Answers

Who must take the Program Exit GACE?

Starting in July 2015, all GaTAPP candidates must pass the Educator Ethics - Program Exit GACE (Test 360) in order to complete the program. Candidates cannot take the assessment until the GaTAPP Supervisor has released the assessment. Once the assessment has been released, the candidate receives an email from ETS with instructions for registration.

The Georgia Educator Ethics assessment is a learning and assessment program composed of a series of modules. The goal of the assessment is to help educators become familiar with, understand, and apply the Georgia Code of Ethics for Educators, as well as comprehend and embrace the principles of ethical decision making in an educational context.

The assessment focuses on professionalism in education — in teachers' relationships with their students, their schools, and their communities — as well as on ethical understanding to guide decision making, and the specific regulations and expectations that educators face in Georgia.

How Is This Assessment Different From Other GACE® Assessments?

This assessment is coupled with an embedded training program that offers a "learn by doing" approach around true-to-life scenarios, including actions, dispositions, and values. Designed not only to reinforce ethical standards or "code," this tool also allows you to navigate through "real life" scenarios, deepening your understanding of obligations and situations to clarify how to avoid risk. Learning modules in the assessment are followed by end-of-module tests related to what you've learned in the modules.

What Is the Assessment Like?

The assessment consists of seven interactive modules that instruct through video, gaming, and self-guided learning. Five of the modules include an end-of-module test with immediate feedback. Educator Ethics – Program Exit includes an end-of-course, or summative, test.

Registration Fees

Either the candidate or the school district is responsible for registration fees of approximately \$30.00.

Section XI

Candidate Collaboration with Mentor

Collaboration with Mentor *

The school mentor and candidate are required to collaborate during the candidate's tenure in the program.

Collaboration includes, but is not limited to the following.

- Lesson and unit planning
- Development and implementation of Professional Learning Plan goals
- Setting up and discussion of Field Experiences and Reflections
- Coaching of candidate in terms of areas of weaknesses identified by RESA supervisor and/or CST

If a candidate's mentor is not invested in coaching the candidate, the candidate must notify his or her RESA supervisor immediately.

*Savannah-Chatham mentors follow THRIVE Induction Program guidelines, rather than Oconee RESA guidelines.

Section XII Tuition and Billing

Tuition

For candidates who apply for enrollment in Georgia TAPP or who are enrolled in Georgia TAPP after July 1, 2017, **the tuition for the Oconee RESA GaTAPP Program is a flat fee of \$2,000 for member districts and a flat fee of \$3,500 for non-member districts. The fee payment is a one-time fee payment and covers the cost for enrollments from one to three years in the program. Neither candidates nor school districts will be billed after the aforementioned tuition is paid.**

The tuition fee for Oconee RESA's Non-Traditional Pathway to Early Childhood Certification is a flat fee of \$1,000 for candidates from member districts and \$1,500 for candidates from non-member districts.

Tuition purchases the following.

- All coursework including the Georgia requirements such as *The Exceptional Learner in the General Education Classroom*
- RESA Supervisor's work with the candidate
- All Textbooks except the text required for *The Exceptional Learner in the General Education Classroom*

Tuition does not purchase GACE registration fees or edTPA registration fees.

Oconee RESA will not accept fee payments directly from GaTAPP candidates who apply for enrollment in Georgia TAPP or who are enrolled in Georgia TAPP after July 1, 2017. The school district must submit each candidate's full registration fee payment to Oconee RESA. When a Candidate is enrolled in Oconee RESA's Georgia TAPP Program, Oconee RESA will invoice the school district in which each candidate is employed. The school system can manage payment through the following protocols. (Does not apply to Savannah-Chatham)

1. The school system can provide the funding for payment of Georgia TAPP registration fees.
2. The school system can determine that the Georgia TAPP candidate will be responsible for the fees and that the candidate will repay the school district. Oconee RESA will invoice the district, and the district will collect the payment from the candidate through payroll deduction, etc.

Payment from the school district is due within sixty (60) days of receipt of the invoice in order to maintain the candidate's good standing and continued enrollment in GaTAPP. (Not applicable to Savannah-Chatham)

A district's failure to pay Georgia TAPP fees within 60 days of receipt of the invoice will result in Oconee RESA's withdrawal of the candidate from Georgia TAPP. After sixty (60) of non-payment, Oconee RESA's business department will notify the district that the fees have not been paid. The district must pay within ten (10) business days after the notification, or the candidate will be withdrawn.

Georgia TAPP fees are non-refundable. If a candidate is withdrawn from the program, or if the candidate withdraws from the program, no portion of the fee payment will be refunded either to the candidate or to the school district. The length of enrollment is irrelevant.

For candidates enrolled in Georgia TAPP before July 1, 2017, whose enrollment extends beyond one year after July 1, 2017, Oconee RESA will honor candidates' original payment agreement.

Section XIII Attendance and Assignment Completion Policies

Attendance Requirement for Face-to-Face Classes

Due to the condensed nature of the GaTAPP Program, attending all classes is vital to the successful completion of the program. GaTAPP courses, seminars, workshops, etc. take priority over outside classroom activities, such as coaching. **Attendance is required.**

Candidates who miss classes must attend the missed class the next time it is offered **which, in some cases, will be a year later. Oconee RESA does not offer make-up sessions to individuals; therefore, missing a face-to-face class can result in delayed program completion.**

Assignment Completion

Candidates must complete all assignments on time. The timely completion of assignments demonstrates professionalism, which is assessed by the 24 required competencies as well as the required dispositions. **Failure to complete the assignments in a timely manner may result in the candidate's not receiving credit for the course. In addition, non-compliance notification will be sent to the superintendent and to the building administrator.**

The Candidate Support Team reviews candidate progress on assignments and coursework during each CST meeting. **If the candidate establishes a pattern of non-compliance, the CST may opt to withdraw the candidate from Georgia TAPP. In addition, non-compliance notification will be sent to the superintendent and to the building administrator.**

(See Appendix H: Oconee RESA's Georgia TAPP Candidate MOU)

Section XIV Dismissal Policy

The Oconee RESA GaTAPP program was approved based on GaPSC standards and requirements. Oconee RESA must verify each candidate's successful completion of his or her internship before recommending the candidate for a renewable certificate.

In an effort to ensure understanding from all parties involved, the following are guidelines for a candidate's dismissal from Oconee RESA's GaTAPP program. Candidates should understand that dismissal from GaTAPP can terminate their teaching certification. Candidates who are either Withdrawn Failing or Terminated from GaTAPP may not enroll in another GaTAPP program.

A candidate may be dismissed from a GaTAPP program for failure to do the following.

- make significant progress toward program completion
- replying to communication from Georgia TAPP Supervisor
- **attend all training sessions**
- **arriving on time and staying until class dismissal (Chronic tardiness can lead to dismissal.)**
- take the required courses as scheduled through the Oconee RESA GaTAPP Director's office
- take additional coursework recommended by the CST or GaTAPP Coordinator
- consistently completing assignments on time
- receive a contract/recommendation for employment for the following year
- pay the appropriate fees in a timely manner
- uphold the Georgia Code of Ethics for Educators

Candidates may be dismissed for receiving three (3) Notice of Non-Compliance Notices
(See [Appendix G: Notice of Non-Compliance](#) and [Appendix H: Georgia TAPP Candidate MOU](#)).

The candidate may appeal the dismissal recommendation as explained below. Appropriate action will be taken on a case-by-case basis according to the Oconee RESA GaTAPP Unit appeals process.

A candidate who disagrees with the recommendation of the program director may appeal according to the following procedures.

1. Within one week, the candidate submits a written appeal to the Oconee RESA Georgia TAPP Director stating substantial reasons that support the appeal. The Georgia TAPP Director and candidate schedule a meeting to discuss the appeal. The Director will give the candidate a written response within one week of the meeting.
2. If the result of the meeting with the Georgia TAPP Director is not satisfactory with the candidate, the candidate may submit a written appeal to the Oconee RESA Executive Director whose decision in the matter will be final. The appeal should state substantial reasons that support the appeal. The Executive Director and candidate will schedule a meeting to discuss the appeal. The candidate will receive a written response from the Executive Director within two weeks of the meeting.

Section XV Complaint Policy

Complaint Policy

If a candidate wishes to file a formal complaint, the following protocol will be followed. All documentation of formal candidate complaints and resolutions will be filed and maintained in the Oconee RESA Professional Learning Office.

1. The candidate will discuss the issue with his or her RESA supervisor. Documentation of the meeting, including description of the issue, attempts at resolutions, and resolution (if applicable) will be kept. The documentation will be submitted to the Professional Learning Office at Oconee RESA.
2. If the issue is not able to be solved in Step # 1, then the candidate may present the issue to the GaTAPP Director. The GaTAPP Director will not make a decision until discussing the issue with all affected parties. Documentation of the meeting(s), including all attempts at resolutions and resolutions (if applicable) will be kept. The documentation will be kept on file at the Oconee RESA Professional Learning Office.
3. If the issue is not solved in Steps #1 or 2, then the candidate may present the issue to the Oconee RESA Executive Director. The Executive Director will not make any decision until reviewing all pertinent documentation and discussing the issue with all affected parties. The decision of the Executive Director is final. Documentation of the resolution will be kept on file in the Professional Learning Office at Oconee RESA.

Section XVI

Oconee RESA's Non-Traditional Pathway to Add Early Childhood Certification

The Georgia Professional Standards Commission has extended the GaTAPP rule. Georgia TAPP providers can offer a non-traditional path for professionally certified educators to add certification in Early Childhood Education. This extension to the GaTAPP rule allows for the addition of Early Childhood Education certification to a current Induction Pathway I, Professional, Advanced Professional or Lead Professional teaching certificate by completing a one year supervised ECE Certification Only program through GaTAPP. This one year supervised program pathway prepares individuals to teach any subject in grades P-5 and supplements the Georgia TAPP requirements in Rules 505-3-.01, 505-3-.05 and 505-3-.14.

Admission Requirements:

- GaTAPP ECE Certification Only Application
- Current Induction Pathway I, Professional, Advanced Professional or Lead Professional Georgia teaching certificate
- Eligible for Non-Renewable Professional Teaching certificate in ECE
- MOU with Principal
- P-5 Position
- GACE II Early Childhood (001 and 002)
- HB 671 – Exceptional Child
- Official Transcript
- Professional Learning Transcript
- Candidate Support Team (Assigned by the School District)
- Professional Learning Plan for Early Childhood Add-On through Oconee RESA Georgia TAPP

Early Childhood Program Requirements that will be offered through Oconee RESA's Georgia TAPP Early Childhood Add-On Certification Program are the following. **Please note that candidates may exempt courses that their university and professional learning transcripts show that they have completed successfully.**

- Methods and Strategies –Teaching of Reading: The program shall prepare early childhood professionals to meet the standards for the Reading Endorsement Program as specified in GaPSC Rule 505-3-96, READING ENDORSEMENT PROGRAM.
- Methods and Strategies of Teaching Math
- Methods and Strategies of Teaching PE, Health, and Safety
- Methods and Strategies of Teaching ELA and Fine Arts
- Methods and Strategies of Teaching Science and Social Studies
- Flexible Grouping based on Formative and Summative Assessment Data
- Management, Routines and Procedures, and Transitions
- Collaborative Learning, Inquiry, Open Ended Questioning, Reflection
- PK-5 Growth and Development
- Development of Family and Community Relationships
- Technology
- Planned and sequenced field experiences and clinical practice so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of pre-Kindergarten through 5th grade children across the entire development period of early childhood in all three age groups (PK-K, 1-3, and 4-5) and in a variety of settings that offer early education

Program Completion Requirements:

- GACE 001 and 002 – Passed at the **Professional Level**
- Portfolio Demonstrating Program Competencies
 - Lesson planning
 - Video
 - Teaching Cycle
 - Curriculum Integration
 - Analysis of Student Learning
 - Reflection for Continuous Improvement
 - Differentiation
 - Teacher Commentary and Student Feedback
- Satisfaction of Professional Learning Plan/ IIP
- Recommendation by Candidate Support Team
- Proficient or Distinguished Rating on Danielson's 24 Competencies
- Satisfactory Rating on all Professional Dispositions
- Field Experience (Observations of Early Childhood Teachers) – Minimum 21 hours
 - Diverse Field Experiences in PK-K
 - Diverse Field Experiences in 1-3
 - Diverse Field Experiences in 4-5

Section XVII

**Oconee RESA
GaTAPP Handbook 2017-2018**

Confirmation Form

(To be signed by candidate, CST members, the superintendent / designee and submitted to
GaTAPP Director)

I confirm that I have read and understand the GaTAPP Handbook.

Print Name

Date

Signature

Appendix A Admission Requirements

■ Registration for MyPSC Account

If you have not established your MyPSC account,

- link to <http://www.gapsc.com/>
- select **Register to MyPSC** in the top right hand corner
- select **Not Listed**
- follow the registration instructions.

■ GACE Program Admissions Registration

Please link to the following address.

<http://gace.ets.org/about/assessments>

You will register for the following Program Admissions Assessment. If you wish to take all three parts in one sitting you will register for Assessment 700. If you wish to take each part separately, you would register for 200, 201, or 202.

To register follow this link.

<http://gace.ets.org/register/>

■ GACE Program Admission Assessment Details

Tests	Test Code	Question Types	Testing Time	Test Duration
Test I – Reading	200	SR	85 mins.	2 hrs.
Test II – Mathematics	201	SR	85 mins.	2 hrs.
Test III – Writing	202	SR, CR	100 mins.	2 hrs.
Combined Test I, II, and III 700		SR, CR	4 hrs. 30 mins.	5 hrs.


■ Registration for GACE Educator Ethics 350 Pre-Assessment

You will need to take the **GACE Ethics Pre-Assessment**. A passing score is **not** required.

- You can take this test at home on your own computer, and the cost is only \$30.00.
- You can access the assessment through your **MyPSC account** by choosing the **Assessment Tab and Item 7**.
- Again, if you have not established your MyPSC account, link to <http://www.gapsc.com/> . Select **Register to MyPSC** in the top right hand corner. Select Not Listed. Follow the registration instructions.

**Appendix B
Oconee RESA**

Georgia Teacher Academy for Preparation and Pedagogy Candidate Application (TAPP)

Today's Date:				
APPLICANT INFORMATION				
GaPSC Certification ID Number:		Do you want Oconee RESA to refer you to Districts with job openings)? <input type="checkbox"/> Yes <input type="checkbox"/> No		
First:	Middle:	Last:	Maiden:	
Current Mailing Address:				
City:	State:	Zip Code:		
Home Phone (include area code):		Cell Phone (including area code):		
School Email:		Personal Email:		
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male				
Ethnicity: <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multi-Racial <input type="checkbox"/> White <input type="checkbox"/> Other				
EDUCATION				
College or University:	Overall GPA:	Degree:		
		Major/Minor:		
College or University:	Overall GPA:	Degree:		
		Major/Minor:		
PROGRAM ADMISSION REQUIREMENTS				
Reports			Passed or Exempt	
			Yes	No
GACE Program Admission or Basic Skills Assessment				
<u>GACE Exemption:</u> SAT Score Report with a Combined Verbal/Critical Reading and Math Score of 1000+				
<u>GACE Exemption:</u> ACT Score Report with a Combined English and Math Score of 43+				
<u>GACE Exemption:</u> GRE Score Report with a Combined Verbal and Quantitative Score of • 1030 (before August 1, 2011) • 297 (after August 1, 2011)				
Praxis I Report with a Passing Score Prior to September 1, 2006				
<u>Taken Georgia Educator Ethics Assessment (Test 350)</u>				
EMPLOYMENT STATUS				
A school district has offered me a job.	<input type="checkbox"/> No		<input type="checkbox"/> Yes Complete the following.	
Name of School District:		Name of School:		
School Phone Number:	Ext.	Principal's Name:		
Teaching Position Grade Level:		Teaching Position Content:		

Email to carolyn.whitaker@oconeeresas.org or
Mail Candidate Application, Official Transcripts, and Official Score Reports to
Oconee RESA
Office of GATAPP Admissions
206 South Main Street
Tennille, Georgia 31089

Appendix B
Oconee RESA
Georgia Teacher Academy for Preparation and Pedagogy(TAPP) Application
Early Childhood Certification Alternative Pathway

(Complete this application only if you are applying for Early Childhood Add-on)

Today's Date:		
APPLICANT INFORMATION		
GaPSC Certification ID Number:		
First:	Middle:	Last:
Current Street Address:		
City:	State:	Zip Code:
Home Phone (include area code):	Cell Phone (including area code):	School Phone <u>and Extension</u> :
School Email:		Personal Email:
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male		
Ethnicity: <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multi-Racial <input type="checkbox"/> White <input type="checkbox"/> Other		

PROGRAM ADMISSION REQUIREMENTS		
Documents	Yes or No (Mark appropriate box)	
Current Induction Pathway I, Professional, Advanced Professional or Lead Professional Georgia Teaching Certificate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Eligible for Non-Renewable Professional Teaching certificate in ECE	Yes <input type="checkbox"/>	No <input type="checkbox"/>
MOU with Principal	Yes <input type="checkbox"/>	No <input type="checkbox"/>
P-5 Position	Yes <input type="checkbox"/>	No <input type="checkbox"/>
GACE II Early Childhood (001 and 002)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
HB 671 – Exceptional Child	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Official Transcript	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Professional Learning Transcript	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate support Team (Assigned by the School District)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

EMPLOYMENT STATUS	
Name of School District:	
Name of School:	
School Phone Number and Extension	
Principal's Name:	

Email to carolyn.whitaker@oconeeresas.org or
 Mail Candidate Application, Official Transcripts, and Official Score Report to
 Oconee RESA
 Office of GATAPP Admissions
 206 South Main Street
 Tennesse, Georgia 31089

**Appendix C
Oconee RESA**

Georgia **T**eacher **A**cademy for **P**reparation and **P**edagogy
District Level Data, Assurances, and Payment Application

Date Candidate's Employment Approved by Board of Education:		Check appropriate pathway: <input type="checkbox"/> GATAPP Program <input type="checkbox"/> Early Childhood Alternative Pathway	
Candidate's Information			
TAPP Candidate's Legal Name (First, Middle, Last):	Teaching Position Content:	Teaching Position Grade Levels:	Candidate's School Email Address:
District Information			
Name of District and Mailing Address:	District Contact Person:	District Contact Phone No.:	District Contact's Email:
School Information			
Name of School and Mailing Address:	Principal:	Principal's Email:	
Candidate's School-based Mentor Information (School-based mentor must have the same certification that candidate is seeking.)			
Candidate's In-Field Mentor (First, Middle, Last):	Candidate Mentor's Certification ID No.:	Mentor's Email:	
Superintendent's or Designee's Assurances			Superintendent's or Designee's Signature
The candidate is eligible for an Induction Certificate and is employed as a full-time classroom teacher by the school district.			
The candidate's principal (or designee) will serve on a Candidate Support Team with the candidate's mentor and the RESA supervisor. Both the administrator and the mentor will participate in CST meetings.			
The superintendent assures that the mentor is an exemplary teacher with demonstrated proficiency in the TAPS standards.			
School-based mentor must have a minimum of three (3) years of successful teaching experience.			
School-based mentor must have the time to devote to observing and supporting the GaTAPP candidate.			
The candidate will be granted five days of Professional Leave to observe in-field teachers in his/her school (one full day) and in-field teachers in other schools (four full days). Candidates will be granted an additional three days of professional leave to attend GaTAPP edTPA Portfolio work sessions.			Not Applicable for Savannah Chatham
The school district and its personnel are committed to making the Oconee RESA TAPP candidate a successful teacher and member of the professional community.			
Upon candidate enrollment in GaTAPP, the Superintendent or Designee will provide the candidate with a student handbook from the school in which the candidate is employed.			
The superintendent assures that relevant district level personnel including, but not limited to, the superintendent/designee and human resources director have read the Oconee RESA Georgia TAPP Handbook.			
Payment Information and Assurance			
The district authorizes Oconee RESA to invoice the district for the following. (Member Districts are Wilkinson, Baldwin, Hancock, Putnam, Washington, and Johnson Counties.)			
The tuition for the Oconee RESA GATAPP Program will be a one time payment of \$2,000 for member districts and a one time payment of \$3,500 for non-member districts. The one time fee covers enrollment for one to three years.			
The tuition for the Early Childhood Alternative Pathway will be a one time payment of \$1,000 for member districts and a one time payment of \$1,500 for non-member districts.			
_____ Candidate's Signature	_____ Date	_____ Superintendent's (or Designee's) Signature	_____ Date

Email to: carolyn.whitaker@oconeeresas.org or

Mail to: Oconee RESA ~ Office of GATAPP Admissions ~ 206 South Main Street ~ Tennesse, Georgia 3108

Appendix D
Oconee RESA Georgia TAPP
Competencies To Be Met for Recommendation for Certification
Completion Deadlines: October 31, January 31, and March 31

To be turned in to Oconee RESA GaTAPP Supervisor during Candidate Support Team Meetings.

Candidate Competency Completion Form

Candidate:	System:
------------	---------

The Georgia Teacher Alternative Preparation (GaTAPP) candidate must show proficiency in the following competencies before transitioning to a clear and renewable certificate.

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.

Comment:

_____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.

Comment:

_____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.

Comment:

_____4. The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.

Comment:

_____5. The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.

Comment:

_____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.

Comment:

_____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.

Comment:

II. The Classroom Environment

_____8. Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate..

Comment:

_____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.

Comment:

_____10. The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.

Comment:

_____11. The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.

Comment:

_____12. The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.

Comment:

III. Instruction

_____13. The teacher's directions, procedures, and oral and written language are communicated clearly and accurately.

Comment:

_____14. The teacher's questions and discussion techniques are of high quality and engage all students.

Comment:

_____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.

Comment:

_____16. The teacher's feedback to students is consistently high quality and in a timely manner.

Comment:

_____17. The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.

Comment:

_____18. The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

Comment:

IV. Professional Responsibilities

_____19. The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.

Comment:

_____20. The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.

Comment:

_____21. The teacher is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.

Comment:

_____22. The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.

Comment:

_____23. The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making..

Comment:

_____24. The teacher understands and actively participates in the school's School Improvement process.

Comment:

RESA Coordinator

Date

School Administrator

Date

Mentor

Date

GaTAPP Candidate

Date

Appendix E
Oconee RESA GaTAPP Dispositions Assessment
by Mentor, CST Administrator

Submission Deadlines: **October 31, January 31, and March 31**

TAPP Candidate's Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Home School: [Click here to enter text.](#)

Certification Field: [Click here to enter text.](#)

	Dispositions	1 Never	2 Some- times	3 Often	4 Always	Evidence Observed
1.	The candidate has an appreciation of the diversity of the students, the staff, and the community and capitalizes on it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	The candidate interacts with adults and children in a warm, friendly, caring, polite, respectful and appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The candidate creates a culture of learning where students are committed to the value of the subject and high expectations of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The candidate responds appropriately, respectfully, and successfully to student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	The candidate's directions, procedures, and oral and written language are communicated clearly and accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	The candidate demonstrates flexibility and responsiveness by adjusting lessons, responding to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	The candidate maintains accurate, complete records of student assignments, learning, and non-instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	The candidate frequently and successfully provides instructional information and student progress information to parents, engaging families in the school program. The candidate communicates clearly and accurately, modeling correct grammar, etc. for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	The candidate interacts positively and appropriately with others and is supportive of and cooperative with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	The candidate actively seeks professional development to enhance content and pedagogical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11.	The candidate proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	The candidate understands and actively participates in the school's School Improvement process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	The candidate is on time and meets deadlines. He/She consistently behaves professionally and ethically both his school and with regard to his/her TAPP assignments and classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.	The teacher consistently demonstrates professionalism both in and out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Required Signatures:

Administrator

Mentor

Oconee RESA Supervisor

Signature of TAPP candidate: _____

Dispositions Rubric

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 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 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 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 expectation, 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.	
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.	

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 assist 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 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.	
Ethical Behavior	The teacher does not understand the need for ethical behavior and does not act in an ethical manner at school or in coursework.	The teacher generally acts in an ethical manner but has demonstrated unethical behavior either at school or in his/her coursework.	The teacher consistently acts in an ethical manner both at school and in all coursework.	The teacher always acts in an ethical manner both at school and in all coursework.	
Demonstration of Professionalism	The teacher has more than one documented incident of unprofessional behavior.	The teacher attempts to demonstrate professionalism but has at least one documented incident of unprofessional behavior.	The teacher consistently demonstrates professionalism both in and out of school.	The teacher always demonstrates professionalism both in and out of school.	

Appendix F
Field Experience Practicum Forms

Field Experience Practicum Summary Form

Grade Level(s) Observed (Use one line for each grade level grouping)	Number of Hours	Artifacts of Completion
		<ul style="list-style-type: none"> • Field Experience Verification Form • Field Experience Reflection Form
		<ul style="list-style-type: none"> • Field Experience Verification Form • Field Experience Reflection Form
		<ul style="list-style-type: none"> • Field Experience Verification Form • Field Experience Reflection Form
		<ul style="list-style-type: none"> • Field Experience Verification Form • Field Experience Reflection Form
		<ul style="list-style-type: none"> • Field Experience Verification Form • Field Experience Reflection Form

**GaTAPP
Field Experience Verification**

This certifies that _____ completed a Field Experience at

_____ on _____.

School

Date

Beginning Time: _____

Ending Time: _____

Subject(s) / Grade Level(s) Observed: _____

Teacher Observed Signature: _____

Office Staff Signature: _____

**GaTAPP
Post Observation Conference Verification Form**

Date of Post-Observation Conference: _____

Mentor's Signature: _____

Candidate's Signature: _____

The GaTAPP Field Experience Reflection Form should be completed 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.

GaTAPP Field Experience Reflection Form

1. What was the focus of your observation?
2. How are the students you observed different from your students?
3. How are they similar?
4. How would you plan differently for the students you observed?
5. What was the central focus of the lesson?
6. What differentiation practices did you observe?
7. Thinking in terms of Douglas Fisher's Framework, what phase(s) of instruction did you observe?
8. What assessment strategies did you observe?
9. Were classroom and/or behavior management strategies apparent? Can you describe those?

**Appendix G
Oconee RESA
GaTAPP Notice of Non-Compliance**

Candidate Name: _____ Date: _____

<input type="checkbox"/> Non-Compliance Notification 1 <input type="checkbox"/> Non-Compliance Notification 2 <input type="checkbox"/> Non-Compliance Notification 3 (CST Required)

Non-Compliance Issue(s):

Issue	Date

Oconee RESA Georgia TAPP Director

Date

Oconee RESA Georgia TAPP Supervisor

Date

A copy of this form will be emailed to the candidate, the candidate's principal, the candidate support team members, the superintendent / designee.

The third Non-Compliance Form issued for non-compliance in a single category will result in a called CST meeting with the superintendent / designee present to consider termination of the candidate's Georgia TAPP enrollment.

Appendix H

Memorandum of Understanding between Oconee RESA and Georgia TAPP Candidates

1. **Parties** This Memorandum of Understanding is made and entered into by and between the Oconee RESA Georgia TAPP Program Director and Oconee RESA Georgia TAPP Candidates.
2. **Purpose** The purpose of this MOU is to ensure that candidates stay on track during their Georgia TAPP internship to ensure completion of the program within eighteen (18) months.
3. **Term of MOU** This MOU is effective upon the day and date it is signed by each candidate and Oconee RESA's Georgia TAPP Director.

MOU Provisions

Provision	Candidate Initials
<p>Candidates must respond to emails and telephone calls from Georgia TAPP Supervisors and Support Staff.</p> <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program. 	
<p>Candidates must attend candidate support team meetings. If the candidate cannot attend, the TAPP Supervisor must be notified at least twenty-four hours in advance.</p> <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program. 	
<p>Candidates must attend face-to-face classes, and they must arrive five minutes before the class start time. Candidates must remain in class until class is dismissed.</p> <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the 	

<p>principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program.</p>	
<p>Candidates must complete on-line assignments on or before the due date of each assignment.</p> <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program. 	
<p>Candidates must acknowledge notification of scheduled observation, and candidates must prepare for the observation. If an emergency arises, the candidate must notify the Georgia TAPP Supervisor twenty-four hours in advance.</p> <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program. 	
<p>During face-to-face classes, candidates must observe class norms, such as, but not limited to the following.</p> <ul style="list-style-type: none"> • Cell phones can only be used during breaks. Cell phones should be put away during class. • Candidates must be engaged in class work and avoid conversations that do not pertain to the content. • Candidates should take scheduled breaks. Additional breaks are allowed only in case of emergencies. <ol style="list-style-type: none"> 1. After one incidence of non-compliance, a first notice of non-compliance document will be emailed to the candidate, the candidate support team members, the principal, and the superintendent/designee. 2. After the second incidence of non-compliance, a second notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss the candidate's non-compliance and a remediation plan for the candidate. 3. After the third incidence of non-compliance, a third notice of non-compliance document will be emailed to the candidate, the candidate support team, the principal and the superintendent/designee to call a candidate support team meeting to discuss termination of the candidate's enrollment in the Georgia TAPP Program. 	

Signatures

In witness whereof, the parties to this MOU have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

Oconee RESA Georgia TAPP Director

Printed Name

Date

Signature

Date

Oconee RESA Georgia TAPP Candidate

Printed Name

Date

Signature

Date

Appendix I: Candidate Transition Points

Transition Points	Documentation/Procedures	Assessments	Person Responsible	Assessment Measures
Program Entry Criteria	Pre-Screening Application	Admission Checklist	Carolyn Whitaker	Program Entry Eligibility
	Transcript Analysis	Teaching Field Eligibility	Dorothy P. Reynolds	<ul style="list-style-type: none"> Field Specific Related Major or Courses For CTAE, Trade Certifications, Work Experience
	<ul style="list-style-type: none"> Ga-TAPP Application Employment Contract for Full-Time P-12 Teaching Position Superintendent's Assurances with In-Field Mentor Assignment 	Admission Checklist: Documents with Signatures	Carolyn Whitaker	Program Entry Eligibility
	GACE: Program Admissions Test or Qualifying Exemption	Admission Checklist: Verification from GACE or Teaching Certificate	Carolyn Whitaker	Program Entry Eligibility
	GACE: Ethics (350)			
GACE Content Test	Admission Checklist: Verification from GACE PSC Transcript	Dorothy P. Reynolds	Required for Program Entry for Candidates Who Do Not Qualify with College Transcript	
Teacher Candidate:	Teacher Candidate has met all admissions criteria, and has been fully admitted to the Oconee RESA Georgia TAPP Program.			
Essentials of Teaching Coursework	<ul style="list-style-type: none"> Ten Days Face-to-Face Instruction at Oconee RESA blended with Moodle Assignments and Work Place Assignments (Savannah: 5 Days) For Special Education Candidates, Additional Face-to-Face Classes Lead by Special Education Consultants 	<ul style="list-style-type: none"> Candidate Signs In Canvas Course Grades Classroom Readiness Visit by Oconee RESA Consultants 	<ul style="list-style-type: none"> Dorothy P. Reynolds Robbie Ray Hayward Cordy Holly Hoyal Cathy Mayberry Contracted Special Education Consultant 	<ul style="list-style-type: none"> Class Attendance and Active Participation Moodle Course Grades The First Days of School Checklist Completed by Oconee RESA Consultants
Teacher Candidate:	First Candidate Support Team Meeting with Candidate to Confirm Individual Induction Plan and to Ensure that CST Mentor and Administrator Commit to Their Roles			
Mid-Year of First Year of Teaching	Blended Model Courses (Monthly Face to Face and Canvas) <ul style="list-style-type: none"> The First Days of School (Wong) Douglas Fisher Instructional Framework Building Academic Vocabulary (Marzano) The Exceptional Student How to Give Effective Feedback (Brookhart) How to Create and Use Rubrics (Brookhart) Differentiated Instruction in the Diverse Classroom Visible Learning for Literacy (Fisher, Frey, Hattie) 	<ul style="list-style-type: none"> All Courses are Graded Class Attendance and Participation 	Dorothy P. Reynolds and Subject Specific Instructors	Course Grade Transcripts Sign-In Documentation Lesson Plans

	<ul style="list-style-type: none"> Visible Learning for Mathematics (Hattie, Fisher, Frey) Special Ed and ECE Candidates Only 			
	Dispositions	Disposition Rubric	CST Members	CST Disposition Assessment (1 of 3)
	3 In-Field Experiences	Reflection Forms Posted in Moodle	CST Members	Reflection of Best Practices Observed and Diversity
	Assessment (24 Competencies)	Danielson's Rubric 2 & 3	Mentor, TAPP Field Supervisor, Administrator	CST Competencies Assessment (1 of 3)
	TKES Evaluations: Walk-thru & Formative Evaluation	TKES Rubric & Feedback Candidate Portfolio	Administrator	Candidate Performance
	GACE Content Assessment Attempt	Verification from GACE Manager, PSC Transcript	Dorothy P. Reynolds	Score Report
Teacher Candidate:	Teacher candidates will meet with CST to review course grades, dispositions assessments, competencies assessments, and mentor observations and weekly meeting minutes. PLP is revised if necessary. Second semester work is planned.			
Second Semester	<ul style="list-style-type: none"> 2 In-Field Experiences edTPA Portfolio Prep Blended Model Course Differentiation Blended Model Course Additional Blended Model Classroom Management Course for Candidates who Struggle Monthly Saturday Face-to-Face Classes Complete the blended model Reading Assessment Intervention and Math Instruction Course Minimum of 2 CST Meetings Mentor Weekly Meetings CST Observations (minimum of 2) CST Competencies and Dispositions Assessments (Minimum of 2) edTPA Submission (Pearson) with Feedback from RESA Consultants. 	<ul style="list-style-type: none"> In-Field Experience Documentation Posted in Canvas Course Grades Observation Data Written Competencies and Dispositions Assessment from Each CST Member TKES Observations 	RESA Supervisors and Instructors CST Members	<ul style="list-style-type: none"> Passing Course Grades Competencies and Dispositions Progress Observations Data Shows Improvement
Teacher Candidate:	Teacher candidates will meet with CST to review 2 nd semester grades, Dispositions and Competencies assessments, mentor observations and weekly meeting minutes. CST determines whether or not each candidate is ready to complete or whether the candidate's PLP should be revised to reflect additional work needed for the candidate to show proficiency.			
Program Exit	GACE Ethics Exit (360)	Score Report /Certificate	Dorothy P. Reynolds	Score Reports
	GACE Content Test	Score Report or Certificate Transcript	Dorothy P. Reynolds	Score Reports
	edTPA Portfolio Submission & Passing Required Score	Pearson Score Report	Dorothy P. Reynolds	Item Analysis by Domain
	<ul style="list-style-type: none"> 24 Competencies Disposition Ratings with Evidence Posted by CST Members(all proficient) 	<ul style="list-style-type: none"> Course Grades Minimum of 3 Written CST Dispositions and 	Verified by TAPP Coordinator	

	<ul style="list-style-type: none"> • 5 Diverse Field Experiences • Courses Completed • CST Meeting: Program Completion Approval 	Competencies Assessments,		
Teacher Candidate:	Teacher candidate will be recommended for completion.			
Induction One Year after Program Exit	TAPS / TKES Data Principal Survey	<ul style="list-style-type: none"> • Scores from TAPS, TKES Summative Evaluation 	Dorothy Reynolds	Written Documentation