

505-3-.105 TEACHER SUPPORT AND COACHING (TSC) ENDORSEMENT

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that Rule 505-3-.84, TEACHER SUPPORT SPECIALIST ENDORSEMENT PROGRAM, dated June 15, 2005, be AMENDED to include the policy and procedures for current holders of TSS Endorsement to convert to the TSC Endorsement. The revised rule is intended to include a phase-in timeline for converting to the TSC Endorsement.

(1) Definitions.

(a) Coach: A coach supports the performance of the induction phase protégé in reaching a specific goal(s).

(b) Mentor: A mentor is highly committed to supporting the personal growth of the induction phase protégé. The mentor provides guidance, shares knowledge and experiences, and supports the induction phase protégé in making a positive impact on student growth and achievement.

(c) Protégé: The teacher candidate in the Pre-service or Induction phase, or Professional educators seeking to improve performance through reflection and modifications of practices.

(2) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare educators to supervise individuals completing clinical practice (residency, student teaching, or internship) requirements as a part of a preparation program or to mentor/coach protégés in the Induction and Professional phases of their careers, and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The standards delineated in Rule 505-3-.85, COACHING ENDORSEMENT, are embedded in this rule; therefore, a candidate's successful completion of the TSC program will result in two endorsements: the Teacher Support and Coaching (TSC) Endorsement and the Coaching Endorsement.

(3) Requirements.

(a) A valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate with a recommendation to serve as a TSC from a local unit of administration or school administrator is required for program admission. Educators admitted to the program holding leadership, Life, or service certificates must have held a Professional teaching certificate.

(b) To receive approval, a GaPSC-approved EPP shall offer a preparation program described in program planning forms, catalogs, websites, or syllabi addressing the following standards:

1. The program shall prepare the TSC coach to have the knowledge, skills, and dispositions to identify performance criteria as follows:

(i) The program shall prepare the TSC to analyze the context of the protégé's teaching assignment in order to identify and connect organizational criteria with the protégé's performance. The TSC will know and be able to:

(I) Identify the organization's mission, vision, beliefs and goals;

(II) Analyze the alignment of the mission, vision, beliefs and goals to the roles, responsibilities and performances required for the protégé's teaching assignment; and

(III) Communicate this alignment.

(ii) The program shall prepare the TSC to analyze the strengths and opportunities for growth of the protégé to meet the organization's performance criteria. The TSC will know and be able to:

(I) Communicate the expected performance criteria;

(II) Assess the protégé's understanding of the performance criteria;

(III) Analyze the strengths of the protégé against performance criteria;

(IV) Assist the protégé in self-assessment and reflection against performance criteria;

(V) Determine the protégé's "opportunities for growth" against the performance criteria;

(VI) Assist the protégé's self-assessment to determine his/her "opportunities for growth" against the performance criteria; and

(VII) Support protégés in the development of confidence in the ability to achieve the performance criteria.

2. The program shall prepare the TSC to have the knowledge, skills, and dispositions to demonstrate the knowledge and understanding of performance assessments and analysis of results as follows:

(i) The program shall prepare the TSC to identify and effectively implement appropriate assessments for the protégé based on roles, responsibilities, positions and performance criteria. The TSC will know and be able to:

(I) Identify and use multiple assessments;

(II) Identify and use appropriate assessments for role and context;

(III) Identify and use appropriate questioning techniques for diagnostic and/or clarifying purposes;

(IV) Use active and empathetic listening skills for diagnostic and/or clarifying purposes; and

(V) Demonstrate the effective use of coaching processes.

(ii) The program shall prepare the TSC to have the knowledge, skills, and dispositions to analyze results from assessments. The TSC will know and be able to:

(I) Demonstrate effective analysis skills for performance assessments for protégé's strengths and areas of growth;

(II) Analyze and identify barriers to performance;

(III) Compare opportunities for growth identified by TSC, protégé and the local unit of administration/school;

(III) Communicate effectively to the protégé the results of assessments; and

(IV) Demonstrate data interpretation/analysis.

3. The program shall prepare the TSC to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan as follows:

(i) The program shall prepare the TSC to plan effective coaching for and in collaboration with the protégé. The TSC will know and be able to:

(I) Create collaboratively a growth plan for the protégé to include regularly scheduled meetings and goals that are specific, measurable, attainable, and realistic and have target dates (SMART goals);

(II) Encourage the protégé to take on new and challenging tasks; and

(III) Define actions that will enable the protégé to meet their SMART goals.

(ii) The program shall prepare the TSC to demonstrate ability to manage the coaching progress and accountability. The TSC will know and be able to:

(I) Meet with the protégé to adjust plan as warranted based on evidence;

(II) Progress Monitor the coaching plan to keep coaching on track; and

(III) Develop a system to help the protégé self-monitor.

(iii) The program shall prepare the TSC to have the knowledge, skills, and dispositions to implement the knowledge and skills of effective coaching. The TSC will be know and be able to:

(I) Work with local unit of administration/school to identify a protégé during Clinical Practice;

(II) Identify resources used to inform Clinical Practice; and

(III) Schedule agreed upon time with protégé to implement effective coaching skills.

4. The program shall prepare TSCs who demonstrate knowledge, skills, and dispositions to create a supportive and reflective environment while establishing a relationship of trust with all stakeholders in the coaching process as follows:

(i) The program shall prepare the TSC to establish and maintain a highly confidential relationship with the protégé. The TSC will know and be able to:

- (I) Understand the importance of confidentiality and trust;
- (II) Protect and maintain confidentiality and trust; and
- (III) Communicate to others the importance of confidentiality in the TSC/protégé relationship.

(ii) The program shall prepare the TSC to recognize and address the significance of relationship building skills. The TSC will know and be able to:

- (I) Foster a positive relationship for high performance;
- (II) Demonstrate respect for protégé's perception, learning style, and individuality;
- (III) Recognize and address cross-generational/cultural/other differences; and
- (IV) Demonstrate effective listening and reflection.

(iii) The program shall prepare the TSC to maintain a professional ethical environment. The TSC will know and be able to:

- (I) Demonstrate professional conduct at all times;

(II) Recognize and address personal issues that may impair, conflict, or interfere with coaching performance or professional relationships; and

- (III) Show genuine concern for the protégé's welfare and future.

(iv) The program shall prepare the TSC to demonstrate collaboration skills. The TSC will know and be able to:

- (I) Participate effectively in partnerships and networks of support to include all stakeholders;
- (II) Serve as a member of protégé's professional team; and
- (III) Provide on-going support and advocacy.

5. The program shall prepare the TSC to have the knowledge, skills, and dispositions to communicate effectively with the protégé as follows:

(i) The program shall prepare the TSC to utilize effective verbal skills. The TSC will know and be able to:

- (I) Identify and use appropriate questioning techniques for diagnostic purposes;
- (II) Identify and use appropriate questioning techniques for clarifying; and
- (III) Use active and empathetic listening skills for diagnostic and/or clarifying purposes;

(ii) The program shall prepare the TSC to use effective written skills. The TSC will know and be able to:

(I) Write for varied audiences and situations;

(II) Write clear statements for improved performance;

(III) Understand the legal implications of the written word including use of all electronic communications; and

(IV) Demonstrate proper grammar, usage, and mechanics including all electronic communications.

(iii) The program shall prepare the TSC to use effective non-verbal skills to communicate independently of spoken or written words. The TSC will know and be able to:

(I) Use active listening skills;

(II) Recognize and analyze body language; and

(III) Recognize the non-verbal implications of the coaching environment.

6. The program shall prepare candidates who demonstrate knowledge, skills, and dispositions of effective instructional coaching to assist protégés in planning, implementing, and assessing classroom instruction engaging all students in active learning as follows:

(i) The program shall prepare the TSC to guide protégés in the in-depth understanding of lesson planning and delivery of content in differentiated, clear, and meaningful ways. The TSC will know and be able to:

(I) Guide and assist protégés in designing and planning quality and meaningful student work and learning experiences;

(II) Assist protégés in developing higher order questions that promote thoughtful discourse and critical thinking in the classroom; and

(III) Assist the protégé in the use of knowledge of student learning styles and interest to choose appropriate strategies to engage students in learning.

(ii) The program shall prepare the TSC to lead the protégé in the implementation of the plan for student learning and growth. The TSC will know and be able to:

(I) Lead the protégé to consistently integrate technology to support classroom instruction and student learning;

(II) Model effective classroom management strategies;

(IV) Model and articulate exemplary instructional practices and strategies based on current research; and

(V) Model the effective application of curriculum standards, instructional choices, and student learning monitoring.

(iii) The program shall prepare the TSC who demonstrates knowledge, skills, and dispositions to use student work to evaluate and inform practice. The TSC will know and be able to:

(I) Guide the protégé to utilize student work to evaluate practice;

(II) Guide the protégé to recognize patterns in student work quality;

(III) Guide the protégé to use student work to identify mastery of concepts;

(IV) Guide the protégé to use student work to identify gaps in concept understanding and mastery; and

(V) Guide the protégé to use the analysis of student work data to adjust instruction to better meet student learning needs.

7. The program shall prepare the TSC to demonstrate knowledge, skills, and dispositions to plan and implement collaboratively a three-year induction plan for protégés. The TSC will know and be able to:

(i) Identify roles and responsibilities of TSCs;

(ii) Identify the knowledge, skills, and dispositions of the protégé to be able to differentiate coaching methods;

(iii) Utilize multiple methods of mentoring and coaching as needed by the protégé; and

(iv) Incorporate the knowledge, skills, and dispositions articulated in the standards of this rule into the three-year induction plan to ensure the protégé's opportunity for positively impacting student learning and growth.

8. Current TSS Endorsed teachers who wish to convert to the TSC Endorsement must affiliate with a GaPSC-approved Educator Preparation Provider (EPP) to complete one of the following options for conversion to the TSC Endorsement as determined by the EPP:

(i) Option 1: A GaPSC-approved provider of the TSC Endorsement will use the TSS Conversion Rubric to assess portfolios completed by holders of the TSS Endorsement. Results of the portfolio assessment will identify:

(I) To what extent TSS Endorsement holders have remained current in knowledge, skills, and dispositions; and

(II) Any gaps in candidates' knowledge, skills, and/or dispositions. Coursework or assignments will be designed to meet the specific needs of each candidate to ensure all TSC Endorsement standards are met.

(ii) Option 2: A GaPSC-approved provider of the TSC Endorsement will offer a performance-based bridge course designed to provide conversion candidates with knowledge and skills not addressed in

the TSS Endorsement program. This instruction could be a segment of the GaPSC-approved TSC Endorsement program.

(iii) Option 3: TSS Endorsement holders may convert to the TSC Endorsement by passing the state-approved Teacher Leader Assessment.

Authority O.C.G.A. § 20-2-20