



**Georgia Professional Standards Commission
Program Provider Application Package
for the
One-Year Supervised Practicum**

A One-Year supervised practicum provides pedagogical preparation for individuals who need to fulfill such a requirement for renewable certification. This requirement may be applicable to individuals who are using the Professional Standards Commission (PSC) test-based option to meet the requirements for renewable certification as well as individuals who have completed all the requirements in a preparation program except student teaching.

The PSC test-based option for renewable certification requires individuals to hold a degree or closely related degree in the teaching field in which they seek certification, successfully complete the PRAXIS I, PRAXIS II, and the appropriate Principles of Learning and Teaching (PLT) test, and be employed as a full-time beginning teacher by a local school system. The one-year supervised practicum involves observation and teaching of one's content area under the guidance and supervision of a qualified mentor and program supervisor. The beginning teacher must begin the one-year practicum as soon as they are hired by the school system. Beginning teachers receive a five-year non-renewable teaching certificate and complete a PSC approved practicum as described in this package.

Provider Application Package:

Agencies, including institutions of higher education (IHE's), or regional service agencies (RESAs), or local education agencies (LEAs), or independent school systems may seek approval from the Professional Standards Commission to provide the one-year supervised practicum. This package provides the information about the approval process and includes the following:

- One-Year Supervised Practicum Rule 505-3-.07
- One-year Supervised Practicum Guidelines for Rule 505-3-.07
- PSC procedures for seeking approval of the One-year Supervised Practicum
- Timeline for obtaining PSC approval
- Cover Sheet for program provider information
- Application for program approval
- A checklist of required application components

Please read all of the information and complete the forms in this package as requested. If you need additional forms, please download them from our website at www.gapsc.com. If you have questions and/or need additional information, you may contact the Educator Preparation Office by phone at 404-232-2500, option #1.

Submit your Application Package by mail or electronically to:

Dr. Fran Watkins
Georgia Professional Standards Commission
Educator Preparation Section
Two Peachtree Street, Suite 6000
Atlanta, GA 30303

505-3-.07 ONE-YEAR SUPERVISED PRACTICUM

(1) **Purpose.** This rule states standards for approving a one-year supervised practicum to provide pedagogical preparation for individuals seeking renewable teacher certification.

1. Requirements.

(a) Institutions of higher education (IHEs), or Regional Education Service Agencies (RESAs), or local education agencies (LEAs) or independent school systems shall offer a one-year supervised practicum addressing the following standards.

(b) IHEs, RESAs, or LEAs or independent schools shall admit beginning teachers who hold at least a bachelor's degree in the teaching field or closely related teaching field and have met the PRAXIS I requirement, either with passing PRAXIS I scores or exempting the Praxis I with satisfactory SAT, ACT or GRE scores; the PRAXIS II requirement; and the appropriate Principles of Learning and Teaching Test requirement; and be employed as a full-time beginning teacher by a local school system. Beginning teachers must have passed all of the appropriate tests prior to employment by the school system and admission into the practicum. The beginning teacher must begin the one-year supervised practicum upon employment as a beginning teacher.

(c) The local school system shall recommend the beginning teacher to the approved practicum provider.

(d) Beginning teachers shall be eligible for a five-year non-renewable certificate in a teaching field as specified in Chapter 505-2.

(e) Beginning teachers shall be provided a support team including a supervisor from the one-year supervised practicum provider, a qualified school-based mentor, and a building administrator.

(f) Agencies seeking approval for the practicum shall follow Professional Standards Commission Policies and Procedures for the Practicum for the Test-based Option, *Guidelines for the One-Year Supervised Practicum*.

(g) To receive approval, an IHE, RESA, or LEA shall address the following standards:

1. STANDARD I: The program shall demonstrate competencies in the use of questioning and mentoring.

2. STANDARD II: The program shall demonstrate competencies in the use of observation and feedback techniques, evaluation techniques and instruments, and conferencing skills.

3. STANDARD III The program shall demonstrate competencies in the use of knowledge, skills, and dispositions required for accomplished teaching.

4. STANDARD IV: The program shall demonstrate competency in the use of performances and artifacts to document professional development aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and Danielson's "Framework for Teaching" as defined in *Enhancing Professional Practice: A Framework for Teaching*.

5. STANDARD V: The program shall require practicum participants to meet all requirements specified in rule 505-2-.08, **Special Georgia Requirements**.

GUIDELINES FOR THE ONE-YEAR SUPERVISED PRACTICUM

The chart shows the alignment between the standards of Rule 505-3-.07 and the Guidelines for the One-Year Supervised Practicum to direct its implementation. Standards I and II deal with the mentoring aspect of the practicum; Standards III and IV deal with knowledge, skills, and dispositions. Directions for providing evidence demonstrating that the standards are met are provided in the application package.

| Standard | Guidelines |
|--|------------------------------|
| STANDARD I: The program shall demonstrate competencies in the use of questioning and mentoring. | Guidelines 1, 2, 3, and 4 |
| STANDARD II: The program shall demonstrate competencies in the use of observation and feedback techniques, evaluation techniques and instruments, and conferencing skills. | Guidelines 1, 2, 3, and 4 |
| STANDARD III: The program shall demonstrate competencies in the use of knowledge, skills, and dispositions required for accomplished teaching as a beginning teacher. | Guidelines 5, 6, 7, 8, 9, 10 |
| STANDARD IV: The program shall demonstrate competency in the use of performances and artifacts to document professional development aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and Danielson's Framework. | Guidelines 5, 8 |
| STANDARD V: The program shall require practicum participants to meet all requirements specified in rule 505-2-.08, Special Georgia Requirements. | Guidelines 5, 6 |

GUIDELINES FOR THE ONE-YEAR SUPERVISED PRACTICUM OPTION

Purpose. This one-year supervised practicum is to provide pedagogical preparation for individuals seeking renewable certification through the test-based option. Individuals seeking certification through this option should hold a degree or closely related degree in the teaching field in which they seek certification, have successfully completed the PRAXIS I, PRAXIS II, and the appropriate Principles of Learning and Teaching test, and be employed as a full-time beginning teacher by a local school system. The supervised practicum involves observation and teaching of one's content area under the guidance and supervision of a qualified mentor, program supervisor and building administrator.

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

GUIDELINE 1: A trained **supervisor** from the practicum provider shall be assigned to fulfill the following responsibilities in supporting the professional development of the beginning teacher.

1. Conference with the beginning teacher a minimum of four times, two per semester, during the school year.
2. Meet with the Beginning Teacher Support Team at least three times during the school year. If more guidance is necessary, the Beginning Teacher Support Team should meet additional times.
3. Observe the beginning teacher for the duration of the class at least six times during the school year, three times per semester.
4. Conduct a pre-observation conference to provide a focus for the observation. The mentor and the beginning teacher should agree on the time for the observation, the purpose of the observation, and a time for the observation.
5. Conduct a post-observation conference to facilitate the beginning teacher in gaining a perspective on teaching through dialogue and joint reflection.

GUIDELINE 2: A **building administrator** shall be assigned to fulfill the following responsibilities in supporting the professional development of the beginning teacher.

1. Assign a school-based mentor in the same teaching field as the beginning teacher.
2. Support the efforts of the mentor and the activities of the beginning teacher.
3. Assist the mentor in arranging conference and observation times.
4. Assist the mentor with logistical matters.
5. Provide release time for the mentor to fulfill the responsibilities of a mentor.
6. Conference with and observe the beginning teacher.

7. Serve on the Beginning Teacher Support Team.

GUIDELINE 3: A **school-based mentor**, preferably TSS endorsed, shall be assigned to fulfill the following responsibilities in supporting the professional development of the beginning teacher:

If a TSS mentor is not available, the program shall provide a mentor with comparable training and experience as delineated in #1 below.

1. Provide the following support.
 - a. Create a supportive and reflective environment for addressing issues facing beginning teachers.
 - b. Use student work to assess and inform practice.
 - c. Use effective instructional coaching to assist teachers in planning, implementing, and assessing classroom instruction engaging all students in active learning.
 - d. Collaborate with the beginning teacher in the development and implementation of an Individual Induction Plan that supports the professional growth of the teacher.
 - e. Support the beginning teacher in the construction of a portfolio that demonstrates professional growth in standards-based practices.
2. Meet weekly with the beginning teacher for a total of at least thirty-six clock hours of out of class time to provide additional guidance.
3. Observe the beginning teacher a minimum of six times for the duration of the class during the school year, three times per semester.
4. Conduct a pre-observation conference to provide a focus for the observation. The mentor and the beginning teacher should agree on the time for the observation and the purpose of the observation.
5. Conduct a post-observation conference to facilitate the beginning teacher in gaining a perspective on teaching through dialogue and joint reflection.
6. Meet with the Beginning Teacher Support Team at least three times. If more guidance is necessary, the Beginning Teacher Support Team shall meet additional times.

GUIDELINE 4: A **Beginning Teacher Support Team** composed of the supervisor, the school-based mentor, and a building administrator shall be assigned to the beginning teacher to fulfill the following responsibilities.

1. Meet at least three times.
 - a. Beginning of practicum, which is at the start of employment (to discuss expectations and requirements)
 - b. Middle of the practicum (January- to discuss progress and recommend further actions to support professional growth)
 - c. End of the practicum (to review the portfolio and determine if the beginning teacher has completed the requirements for the practicum satisfactorily)
2. Evaluate progress of the beginning teacher and areas that need to be addressed.
3. Review the teaching performance portfolio.
4. Determine if the beginning teacher has completed the requirements for the practicum satisfactorily and make recommendations if additional work is necessary.

B. DEMONSTRATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS: The program shall require the demonstration in the use of competencies in the knowledge, skills, and dispositions required for a beginning teacher.

GUIDELINE 5: The beginning teacher shall develop a portfolio to demonstrate professional competencies aligned with Danielson's Framework including the following:

1. the beginning teacher's philosophy of education;
2. artifacts to address the four domains of the framework such as classroom rules and procedures, sample lesson plans, student work samples and analysis, parent communication, evidence of collaboration in working with colleagues and contributing to the life of the school, etc.; and
3. a sample unit plan for a minimum of five instructional periods; including student work, analysis, and instruction planned on assessments used.

Specific requirements shall be provided to the beginning teacher regarding the specific requirements for the teaching performance portfolio.

GUIDELINE 6: The beginning teacher, in conjunction with the mentor teacher, shall develop an Individual Induction Plan to guide the professional growth of the teacher addressing the following:

1. Classroom environment (Domain Two: Danielson Framework);
2. Instructional planning and delivery (Domain One & Three: Danielson Framework); and
3. Evidence of student learning (Domain One, Three, & Four: Danielson Framework).

GUIDELINE 7: The beginning teacher shall observe at least four master teachers, selected by the Beginning Teacher Support Team, who teach the grade levels appropriate for the teaching field, and reflect on each observation, identifying teaching strategies and their impact on student learning.

GUIDELINE 8: The beginning teacher shall analyze and evaluate the practicum, including supervised experience in working with students, parents, and working with interdisciplinary teams of professionals.

GUIDELINE 9: The beginning teacher shall maintain satisfactory progress in fulfilling classroom responsibilities.

GUIDELINE 10: The program shall require the beginning teacher to meet the requirements as specified in rule 505-2-.08, **Special Georgia Requirements**.

PSC Approval Procedures for One-Year Supervised Practicum

1. Submit a completed application to the Professional Standards Commission including:
 - a. **Cover page**
 - b. **Section I – Contextual Information**
 - c. **Section II - Appendices**
 - d. **Section III - Completed Checklist**
2. Educator Preparation staff will review applications for completeness and clarity and contact applicants if additional information is needed.
3. A panel appointed by the Commission will review applications to determine whether they meet the standards for approval of a One-Year Supervised Practicum. Program decision options will be the same as those used for developmental program reviews.
4. The PSC Evaluation Review Panel (ERP) will review each program approval package and recommend appropriate action to the PSC.
5. The Commission will make the final decision of developmental approval, provisional approval, or denial.

Timeline for Approval

| Date | Action |
|---|---|
| Six weeks prior to Evaluation Review Panel's next meeting | Application package should be received in the PSC office. |
| Three weeks prior to Evaluation Review Panel's next meeting | A panel reviews the application and writes a report for the Evaluation Review Panel. |
| Evaluation Review Panel Meeting | ERP makes a recommendation to the Commission. |
| Week after ERP Meeting | PSC staff notifies the program provider of the recommendation. Provider may begin the program pending final decision of the Commission if the recommendation is for developmental approval. |
| Standing Review Committee Meeting | Standing Committee reviews the recommendation from the ERP and agrees or sends a different recommendation to the Commission |
| Commission Meeting | The Commission renders an approval decision for the practicum. |



**Professional Standards Commission
Application Cover Sheet
One-Year Supervised Practicum**

IHE, RESA or LEA Responsible for Certification Recommendation: _____

Address: _____

Contact Person: _____ **Title:** _____

Phone: _____ **Fax:** _____ **Email:** _____

Agency or Unit Head: _____ **Date:** _____

Signature

Position: e.g., (Superintendent, Director, or Dean): _____

Address (if different from above) _____

Phone: _____ **Fax:** _____

Email: _____

Accountability Statement:

If authorized to begin the program, the provider(s) agrees to:

1. Ensure that all beginning teachers admitted hold a bachelors degree in the teaching field or closely related teaching field to which they are seeking certification and meet the minimum GPA requirements set by the PSC (2.5 in all college-level work completed within the last ten years).
2. Ensure that all beginning teachers admitted have criminal background clearance.
3. Ensure that all beginning teachers admitted meet the PRAXIS I requirement, either with passing PRAXIS I scores or with SAT, ACT or GRE scores high enough to exempt, the PRAXIS II requirement, and the requirement to have passed the Principles of Learning and Teaching Test.
4. Ensure that all beginning teachers admitted have accepted a full-time teaching position in a participating Georgia public school.
5. Ensure that the one-year supervised practicum begins at the start of the beginning teacher's employment.
6. Have in place a standardized process for acceptance/denial into the one-year supervised practicum.
7. Provide a 3-person support team composed of a school-based mentor, a program supervisor, and a building administrator for each beginning teacher.

Signature of Program Provider

Date of Application

Section I – Contextual Information

A brief one-page executive summary of the program including:

- A description of the agency providing the program;
- A rationale for the program in terms of meeting specific local needs;
- A list of documents and resources used in the program.

Section II - Describe your procedures for meeting the requirements of the One-Year Supervised Practicum.

Prepare a matrix to align the Guidelines for the One-Year Supervised Practicum and accompanying sources of evidence for the appropriate standards.

- A. Mentoring: Address Guidelines 1-4
- B. Knowledge, Skills and Dispositions: Address Guidelines 5-10.

SAMPLE MATRIX FOR EACH GUIDELINE:

A. MENTORING:

STANDARD I - The program shall demonstrate competencies in the use of questioning and mentoring.

STANDARD II - The program shall demonstrate competencies in the use of observation and feedback techniques, evaluation techniques and instruments and student-teacher conferencing skills.

| | |
|--|---|
| GUIDELINE 1: A trained supervisor from the practicum provider shall be assigned to fulfill the following responsibilities in supporting the professional development of the beginning teacher. <i>Credentials for Supervisors (Appendix 1)</i> | |
| Responsibilities | Sources of Evidence |
| Conference with the beginning teacher a minimum of four times, two per semester, during the school year | <i>Conference Form (Appendix 2)</i> |
| Meet with the Beginning Teacher Support Team at least three times during the school year. If more guidance is necessary, the Beginning teacher Support should meet additional times. | <i>Beginning Teacher Support Team Form (Appendix 3)</i> |
| Observe the beginning teacher for the duration of the class at least six times during the school year, three times per semester. | <i>A Classroom Observation Form (Appendix 4)</i> |
| Conduct a <u>pre-observation</u> conference to provide a focus for the observation. The mentor and the beginning teacher should agree on the time for the observation, the purpose of the observation, and a time for the observation. | <i>Conference Form (Appendix 5)</i> |
| Conduct a <u>post-observation</u> conference to facilitate the beginning teacher in gaining a perspective on teaching through dialogue and joint reflection. | <i>Conference Form (Appendix 6)</i> |

| | |
|--|---|
| GUIDELINE 2: A building administrator shall be assigned to fulfill the following responsibilities in supporting the professional development of the beginning teacher. | |
| Responsibilities | Sources of Evidence |
| Assign a school-based mentor in the same field as the beginning teacher. | <i>Beginning Teacher Support Team Form (Appendix 3)</i> |
| Assist the mentor in arranging conference and observation times. | <i>Observation and Conference Schedule (Appendix 5)</i> |
| Assist the mentor with logistical matters | <i>Observation and Conference Schedule (Appendix 5); Release Time Schedule (Appendix 6)</i> |

| | |
|--|--|
| Provide release time for the mentor to fulfill the responsibilities of a mentor. | <i>Release Time Schedule (Appendix 6)</i> |
| Conference with and observe the beginning teacher. | <i>Classroom Observation Form(Appendix 4) Conference Form (Appendix 2)</i> |
| Serve on the Beginning Teacher Support Team. | <i>Beginning Teacher Support Team Form (Appendix 3)</i> |
| Support the efforts of the mentor and the activities of the beginning teacher. | <i>Observation and Conference Schedule (Appendix 5) Release Time Schedule (Appendix 6)</i> |

The other guidelines for Standards I and II could be completed in the same manner.

NOTE: The same source of evidence may be used as evidence for several of the guidelines.

SAMPLE MATRIX

B. KNOWLEDGE, SKILLS, AND DISPOSITIONS:

STANDARD III: The program shall demonstrate competencies in the knowledge, skills, and dispositions required for accomplished teaching.

STANDARD IV: The program shall demonstrate competency in the use of performances and artifacts to document professional development aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and Danielson's Framework.

| | |
|--|---|
| GUIDELINE 5: The beginning teacher shall develop a portfolio to demonstrate professional competencies aligned with Danielson's Framework including the following: <i>Portfolio Component/ Danielson's Framework Alignment Matrix (Appendix 15)</i> (NOTE: Appendix 15 is arbitrarily used since all of the guidelines for Standards I and II were not included in the previous sample.) | |
| Responsibilities | Sources of Evidence |
| The beginning teacher's philosophy of education | <i>Portfolio Rubric – Philosophy of Education Section (Appendix 16)</i> |
| Artifacts to address the four domains of the framework such as classroom rules and procedures, sample lesson plans, student work samples and analysis, parent communication, evidence of collaboration in working with colleagues and contributing to the life of the school, etc.; and | <i>Portfolio Rubric – Philosophy of Education Section (Appendix 16)</i> |
| A sample unit plan for a minimum of five instructional periods | <i>Unit Plan Rubric (Appendix 17)</i> |

The other guidelines for Standards III and IV could be completed in the same manner.
NOTE: The same source of evidence may be used as evidence for several of the guidelines.

Checklist for assuring the completeness of the application on Pages15-17

CHECKLIST FOR ONE-YEAR SUPERVISED PRACTICUM APPLICATION PACKAGE

Agency or Unit Responsible for Certification Recommendation: _____

Date of Review _____ PSC Staff Member _____

| | Yes | No | <i>Unclear/Additional Information Needed</i> |
|---|-----|----|--|
| Cover Sheet | | | |
| Accountability Statement signed | | | |
| 1. Ensure that all beginning teachers admitted hold a degree or closely related degree in the field in which they seek certification and have the minimum GPA. | | | |
| 2. Ensure that all teacher-beginning teachers admitted have criminal background clearance. | | | |
| 3. Ensure that all teacher-beginning teachers admitted meet the PRAXIS I requirement, either with passing PRAXIS I scores or with SAT, ACT or GRE scores high enough to exempt, the PRAXIS II requirement, and the requirement to have passed the appropriate Principles of Learning and Teaching Test. | | | |
| 4. Ensure that all teacher-beginning teachers admitted have been offered a full-time teaching position in a participating Georgia public school. | | | |
| 5. Standardized process for acceptance/denial of beginning teachers. | | | |
| 6. Assurance of start-up date at beginning employment | | | |
| 7. Provide a 3-person support team, including a school-based mentor, for each beginning teacher. | | | |
| SECTION I: | | | |
| A. Description of the agency providing the program | | | |
| B. Rationale | | | |
| C. List of documents and resources used in the program | | | |

| | Yes | No | Unclear/Additional Information Needed |
|---|-----|----|---------------------------------------|
| SECTION II: Evidence for Meeting the Guidelines for the Standards | | | |
| GUIDELINE 1: A trained supervisor from the practicum provider... | | | |
| 1. Conference with the beginning teacher | | | |
| 2. Meet with the Beginning Teacher Support Team | | | |
| 3. Observe the beginning teacher | | | |
| 4. Conduct a <u>pre-observation</u> conference | | | |
| 5. Conduct a <u>post-observation</u> conference | | | |
| GUIDELINE 2: A building administrator shall be assigned | | | |
| 1. Assign a school-based mentor... | | | |
| 2. Support the efforts of the mentor and the activities of the beginning teacher... | | | |
| 3. Assist the mentor in arranging... | | | |
| 4- Assist the mentor with logistical matters... | | | |
| 5- Provide release time for the mentor | | | |
| 6- Conference with and observe the beginning teacher | | | |
| 7- Serve on the Beginning Teacher Support Team | | | |
| GUIDELINE 3: A school-based mentor | | | |
| 1- Provide the following support: | | | |
| a. Create a supportive and reflective environment | | | |
| b. Use student work to evaluate and inform practice. | | | |
| c. Use effective instructional coaching to assist ... | | | |
| d. Collaborate with the beginning teacher in the development and implementation of an Individual Induction Plan | | | |
| e. Support the beginning teacher in the construction of a portfolio | | | |
| 2. Meet weekly with the beginning teacher for a total of ... | | | |
| 3. Observe the beginning teacher a minimum of six times... | | | |
| 4. Conduct a <u>pre-observation</u> conference... | | | |
| 5. Conduct a <u>post-observation</u> conference... | | | |
| 6. Meet with the Beginning Teacher Support Team at least three times... | | | |

| | Yes | No | Unclear/Additional Information Needed |
|--|-----|----|---------------------------------------|
| <u>GUIDELINE 4:</u> A Beginning Teacher Support Team shall be assigned ... | | | |
| 1. Meet with the mentor at least three times. | | | |
| 2. Evaluate progress of beginning teacher... | | | |
| 3. Review the portfolio and determine if the beginning teacher has completed the requirements for the practicum satisfactorily. | | | |
| <u>GUIDELINE 5:</u> The beginning teacher shall develop a portfolio ... | | | |
| 1. the beginning teacher's philosophy of education, | | | |
| 2. artifacts to address the four domains of the framework ... | | | |
| 3. a sample unit plan for a minimum of five instructional periods. | | | |
| <u>GUIDELINE 6:</u> The beginning teacher... shall develop an Individual Induction Plan ... | | | |
| 1. Classroom environment (Domain Two: Danielson Framework) | | | |
| 2. Instructional planning and delivery (Domain One & Three: Danielson Framework) | | | |
| 3. Evidence of student learning (Domain One, Three, & Four: Danielson Framework) | | | |
| <u>GUIDELINE 7:</u> The beginning teacher shall observe at least four master teachers and reflect on the observations. | | | |
| <u>GUIDELINE 8:</u> The beginning teacher shall analyze and evaluate the practicum including supervised experience in working with students, parents, and working with interdisciplinary teams of professionals. | | | |
| <u>GUIDELINE 9:</u> The beginning teacher shall maintain satisfactory progress in fulfilling classroom responsibilities. | | | |
| <u>GUIDELINE 10:</u> The program shall require the beginning teacher to meet the requirements as specified in rule 505-2-.08, Special Georgia Requirements. | | | |