

505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP)

(1) **Purpose.** This rule states specific content standards and requirements for approving initial non-traditional preparation paths designed for the preparation of transition teachers and supplements requirements in 505-3-.01 Requirements And Standards For Approving Professional Education Units And Educator Preparation Programs. The standards and requirements set forth in this rule are intended to guide the development of non-traditional preparation paths that prepare completers for teaching that positively impacts student achievement through research-based pedagogy, and to delineate multiple non-traditional preparation path requirements related to new teacher support and induction programs that may be used by non-traditionally prepared teachers for obtaining Clear Renewable Certification.

(2) **Definition.** The Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) shall fit the criteria for Georgia's non-traditional preparation options which are defined as those paths, which:

(a) Prepare individuals with a minimum of a bachelor's degree in a content field or a degree that supports the academic content knowledge of the teaching field for which the individual is seeking Clear Renewable Certification, but whose undergraduate or graduate work did not include pedagogical knowledge and skills. The individual must have never held a Clear Renewable teaching certificate. (Leadership and Service Certificates are not considered teaching certificates.);

(b) Feature a flexible timeframe for completion;

(c) Do not lead to a degree or college credit;

(d) Are job embedded allowing candidates to complete non-traditional preparation path requirements while employed as a classroom teacher fulltime or part-time for at least two classes per day in a regionally accredited school or school system;

(e) Require that candidates are supported by a Candidate Support Team comprised of a school-based administrator, a school-based mentor or teaching coach, a supervisor employed by the non-traditional preparation path provider, and a content specialist if either the mentor or supervisor are not also content specialist in the candidate's teaching field;

(f) Require an induction component that includes coaching and supervision for a minimum of one academic year and meets the standards and requirements delineated in PSC Education Preparation Rule 505-3-.86 Coaching Endorsement Program;

(g) Provide curriculum, performance-based instruction, and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge;

(h) Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach; needs are determined through assessments of candidate performance in the classroom related specifically to path requirements that are based on teaching competencies rather than coursework seat-time; and

(i) Use candidate and non-traditional preparation path performance data to inform decision-making regarding continuous improvement of the non-traditional preparation path.

(3) **Eligible Providers.** Georgia Teacher Academy for Preparation and Pedagogy programs may be proposed by any PSC-approved professional education unit that can verify, through the program approval process, the ability to provide non-traditional preparation paths that comply with the definition of GaTAPP and to provide programs that meet all requirements and standards delineated in this rule. All new requests for approval of a non-traditional preparation path from a PSC-approved professional education unit must indicate the unit's intent to offer the comprehensive GaTAPP to include all paths. Regional Educational Service Agencies (RESA) offering only a PSC-approved One-Year Supervised Practicum path must seek PSC approval to convert to the comprehensive GaTAPP non-traditional preparation (to include all non-traditional preparation paths) within three (3) years of the effective date of this rule (by May 15, 2012). Local Education Agencies (LEA) offering PSC-approved One-Year Supervised Practicum paths may continue to offer only that path if the provider complies with the Pre-Conditions for Professional Education Unit Approval specified by the PSC within one (1) year from the effective date of this rule (by May 15, 2010). PSC-approved professional education units at local education agencies or private schools shall offer approved GaTAPP non-traditional preparation paths only to those candidates employed by that school system or school.

(4) **Non-traditional Preparation Paths.** There are multiple non-traditional preparation paths to Georgia Clear Renewable Certification for individuals who hold a bachelor's degree or higher from an accredited institute, who did not complete teacher education degree programs, and want to transition to the teaching profession. Candidates must be employed as full-time teachers or as part-time teachers who teach at least two classes per day by a local school system or private school for all paths to Clear Renewable Certification. Adjunct Teacher License candidates must be employed only for a half-day. The employing school system and non-traditional preparation path provider (if the provider is an external provider) assesses the candidate's transcripts and the employing school system's needs to determine the appropriate path in which to place the candidate upon entering GaTAPP.

(a) The non-traditional preparation paths equip transition teachers with the skills necessary for initial success in their classrooms. All non-traditional preparation paths require structured supervision and guidance by a team of qualified mentors and coaches, the Candidate Support Team (CST), for a minimum of one academic year. Comprised of a school-based administrator, a school-based mentor/coach, and a non-traditional preparation path provider supervisor, and a content specialist (if the mentor or supervisor is not a content specialist in the candidate's teaching field), the CST assesses the level of knowledge and skills with which a transition teacher performs while completing the assigned path.

(b) The non-traditional common assessment is Charlotte Danielson's rubric in *Enhancing Teaching: A Framework for Teaching 2nd edition*. Candidates must perform at the Proficient level. The results of that assessment determines the recommendation that the candidate remain in the assigned path or be transferred to another path that provides the support needed for the candidate to meet the dispositions, 24 teaching competencies, and the pedagogical standards delineated in this rule.

(c) Through continuous monitoring and assessment of the candidate's performance in the classroom and through the provision of evidence of their knowledge, skills, and dispositions delineated in the 24 teaching competencies and pedagogical content standards required for successful completion of the non-traditional preparation path, the CST provides recommendations for advancement, retention, or termination of the candidate's participation. GaTAPP teachers shall be eligible for a path-specific certificate that is valid for up to three-years and is not renewable.

(d) Upon meeting all the required teacher competencies and standards including one academic year of mentor/coaching, candidates are recommended by the CST for Georgia Clear Renewable Certification. Specific admission requirements and/or non-traditional preparation path completion requirements in addition to those listed here are described below for each path.

1. The Comprehensive Georgia Teacher Academy For Preparation and Pedagogy (GaTAPP)

(i) **Purpose.** The comprehensive, or full GaTAPP, non-traditional preparation path is recommended for individuals who have demonstrated content knowledge in their teaching fields through path specific requirements and are assigned to a teaching field in that discipline, yet have little or no teaching experience. Based on individual assessments of teaching performance, candidates appropriate for the full GaTAPP have demonstrated gaps in knowledge, skills, and dispositions in content, pedagogy, and/or student learning.

(ii) **Admission Requirements.** Candidates at the bachelor's degree level must:

(I) Hold a bachelor's degree or higher from a PSC-approved accredited college or university;

(II) Pass the GACE Basic Skills Assessment (or qualifying exemption). Candidates with Master's Degrees or higher are exempt from the GACE Basic Skills assessment;

(III) Candidates for Early Childhood Education, Special Education, Middle Grades math, science, reading, Language Arts, and Social Science, and Secondary math, science, all Social Studies areas, Foreign Language, and fine arts (art, music, band and chorus) who are teachers of record must meet the requirements for Highly Qualified teacher:

I. Early Childhood Education and Special Education candidates who are teachers of record must have a passing score on the corresponding GACE Content Assessment;

II. Middle Grades math, science, reading, Language Arts, and Social Science must have a bachelor's degree or higher with a major in a concentration in the assigned teaching field or a transcript assessment confirming successful completion of 15 semester hours in the assigned teaching field or a passing score on the appropriate GACE Content Assessment; if the candidate does not have a major in the assigned teaching field, for instance the candidate is accepted with a major in a related field or having experience that supports the knowledge and skills in the content area, he/she must have a passing score on the appropriate GACE Content Assessment.

III. Secondary math, science, all Social Studies areas, Foreign Language, and Fine Arts (art, music, band and chorus) must have a bachelor's degree or higher with a major in the assigned teaching field or a transcript assessment confirming successful completion of 21 semester hours in the assigned teaching field or a passing score on the appropriate GACE Content Assessment; if the candidate does not have a major in the assigned teaching field, for instance the candidate is accepted with a major in a related field or having experience that supports the knowledge and skills in the content area, he/she must have a passing score on the appropriate GACE Content Assessment.

(iii) **Non-traditional Preparation Path Completion Requirements.** Non-traditional preparation path providers shall require candidates to pass the GACE content assessment in the teaching field for which the Clear Renewable Certification is being sought, meet all of the dispositions, 24 competencies, and pedagogical content standards delineated in this rule, and to complete an Individual Induction Plan (IIP) that includes the aforementioned requirements, the Georgia Special

Requirements, and individual requirements resulting from candidate assessment data. The candidate must complete a minimum of one academic year in a mentoring/coaching non-traditional preparation path provided through the Candidate Support Team.

2. ADJUNCT TEACHING PATH TO ONE-YEAR LICENSE (J)

(i) **Purpose.** The Adjunct Teaching Path is designed for candidates with content-specific knowledge and skills such as experienced instructors in the military or institutions of higher education, or business/industry/arts professionals who can provide instruction in secondary education (grades 6-12) teaching fields.

(ii) **Admission Requirements.** PSC-approved GaTAPP providers shall accept candidates who hold at least a bachelor's degree and have passed either a GACE Content assessment or the appropriate professional licensure for the profession or field of instructional experience; and are employed as a teacher for not more than a half day.

(iii) **Path Completion Requirements:** No additional requirements.

3. ADVANCED DEGREE ALTERNATIVE CERTIFICATION PATH (ADAC)

(i) **Purpose.** The Advanced Degree Alternative Certification path provides 6-12 pedagogical preparation for individuals who hold advanced degrees in content areas for which the state issues renewable teacher certification or individuals who hold Juris Doctor Degrees. Individuals holding a Juris Doctor degree will be in-field to teach political science or Business Law

(ii) **Admission Requirements.** PSC-approved GaTAPP providers shall accept candidates who hold at least a master's degree, a major in the teaching assignment, and who are employed as a full-time teacher or part-time for at least two classes per day by a local school system or private school.

(iii) **Path Completion Requirements.** All ADAC candidates are required to have one academic year of intensive support through the Candidate Support Team and must meet the 24 competencies, complete an individual induction plan during the three-year ADAC certification period, pass the appropriate GACE content assessment, complete the Georgia Special Requirements 505-3-.01, and pass the GACE professional pedagogy test to convert to clear renewable certification.

4. CORE ACADEMIC PREPARATION (CA) PATH

(i) **Purpose.** The Core Academic path is designed for teacher candidates in Secondary 6-12 math, science, all subjects comprising social sciences and Middle Grades 4-8 math, science, English, Social Sciences, Foreign Language, art, band, chorus, and music who have demonstrated content knowledge in their teaching fields and can demonstrate the appropriate depth of pedagogical knowledge and skills necessary for successful teaching.

(ii). **Admission Requirements.** PSC-approved GaTAPP providers shall accept candidates who hold at least a bachelor's degree or higher with a major in the teaching field to which he/she is assigned to teach for a majority of the school day, a 2.5 grade point average, a passing score or qualifying exemption on the GACE Basic Skills Assessment or have a Master's degree or higher, and a passing score on the appropriate GACE Content Assessment; and are employed as a full-time teacher by a local school system.

(iii) **Path Completion Requirements.** Candidates will have up to three (3) years to complete the following requirements for this path. For a minimum of one (1) academic year candidates must receive intensive support through the Candidate Support Team and must have an Individualized Induction Plan (IIP) which the mentor will use to coach the candidate in the 24 competencies and dispositions delineated in this rule. Candidates must also complete all applicable Georgia Special Requirements and pass the GACE Pedagogy Assessment.

5. CLINICAL PRACTICE PATH (CP)

(i) **Purpose.** The Clinical Practice Path is designed for individuals who have successfully completed all coursework associated with an educator preparation program who are eligible for, but did not attempt student teaching, or Georgia PSC Permit holders eligible for renewal in content areas for which the state issues clear renewable teacher certification or Technical Specialist certification.

(ii) **Admission Requirements.** PSC-approved GaTAPP providers shall accept candidates who:

(I) hold a Permit in the teaching assignment and have successfully renewed the Permit for the second time ensuring five (5) years of successful teaching experience and completion of all Georgia special Requirements; or

(II) successfully completed an education program at a PSC accepted accredited college or university, are eligible for, but did not attempt student teaching; and

(III) are employed as a full-time teacher or part-time teacher for at least two (2) classes by a local school system.

(iii) **Path Completion Requirements.** The teacher must complete an Individual Induction Plan (IIP) during the certification period, pass the GACE Basic Skills Assessment or have a Master's degree or higher, pass the appropriate GACE Content Assessment, and meet all Georgia Special Requirements to convert to Clear Renewable Certification. Clinical Practice Path candidates shall be provided a Candidate Support Team including a provider supervisor, a qualified school-based mentor/coach, and a content specialist if the mentor or supervisor is not a content specialist in the field, and a school-based administrator.

6. ONE-YEAR SUPERVISED PRACTICUM PATH

(i) **Purpose.** The One-year Supervised Practicum (OYSP) path is designed to provide pedagogical preparation for individuals seeking clear renewable teacher certification who have demonstrated content knowledge, pedagogical knowledge, and have had experience teaching students in a private school, a college or university, a corporate setting, a military setting, or equivalent experience.

(ii) **Admission Requirements.** PSC-approved GaTAPP providers shall accept candidates who are eligible for a three-year (3) certificate in a teaching field as specified in Chapter 505-2-.06. when prior to employment and admission into the practicum candidates:

(I) Hold at least a bachelor's degree in the teaching field or closely related teaching field;

(II) Have met the GACE Basic Skills requirement either with passing GACE Basic Skills scores, exempting the GACE assessment with satisfactory SAT, ACT or GRE scores, or by having a Master's degree or higher;

(III) Have passed the GACE Professional Pedagogy assessment; and

(IV) Are employed as full-time teachers or part-time for at least two classes per day by the PSC-approved non-traditional preparation path provider (local school system or school) or by a local school system member of a PSC-approved RESA.

(iii) **Path Completion Requirements.** OYSP path candidates shall be provided a Candidate Support Team including a supervisor from the PSC-approved non-traditional preparation path provider, a qualified school-based mentor, a content specialist if not already on the team in one of the members, and a school-based administrator. The provider shall require practicum participants to receive mentoring/coaching for a minimum of one academic year, meet the dispositions requirements, the 24 competencies of the non-traditional preparation path and all requirements specified in rule 505-3-.01 (4.f.), Special Georgia Requirements.

(5) **Eligible Certification Fields and Related Path Requirements.** Non-traditional preparation paths are available only for the teaching fields specified below. Service, leadership, and endorsement certifications are not offered through non-traditional routes.

(a) **Birth through Five Education (ages 0-5) and Early Childhood Education (grades P-5).** To receive approval to offer non-traditional paths to certification in Birth through Five Education or Early Childhood Education the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, meet the standards delineated in the PSC Educator Preparation Rule 505-3-.12 Birth through Five Education or PSC Educator Preparation Rule 505-3-.16 Early Childhood Education. Candidates must pass the GACE Birth through Five Education Content Assessment (005 and 006) or Early Childhood Education Content Assessment (001 and 002) prior to acceptance to the non-traditional preparation path in order to be Highly Qualified.

(b) **Middle Grades Education (grades 4-8).** To receive approval to offer non-traditional paths to certification in Middle Grades Education the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, admit candidates who:

1. Have a bachelor's degree or higher with a major in a concentration in at least one of the following teaching fields: English Language Arts, reading, math, science, or Social Studies or a transcript assessment confirming successful completion of 15 semester hours in one of the above-mentioned teaching fields; or

2. Have a major in a related field or experience that supports the knowledge and skills in the content area and a passing score on the appropriate GACE Content Assessment; prior to completion of the preparation path and recommendation for Clear Renewable Certification, all candidates must pass the GACE Content Assessment in the teaching field.

(c) **Secondary Education (grades 6-12).** To receive approval to offer non-traditional paths to certification in the Secondary Education fields of behavioral science, biology, chemistry, earth/space science, economics, English, geography, history, mathematics, physics, political science, science, and speech the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, admit candidates that have a major in the assigned teaching field or successful completion of 21 semester hours in upper level coursework (3rd and 4th year level courses) in the assigned teaching field; if candidates are admitted having a major in a closely related field or having experience that supports the knowledge and skills in the content area, they must have a passing score on the Assessment.

(d) **P-12 Certification Fields excluding Special Education.** To receive approval to offer non-traditional paths to certification in the fields of Art , Foreign Language, Health Education, Health & Physical Education or Music Education, the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, admit candidates that have a major in the assigned teaching field or successful completion of 21 semester hours in coursework in the assigned teaching field; if candidates are admitted having a major in a closely related field or having experience that supports the knowledge and skills in the content area, they must have a passing score on the appropriate GACE Content Assessment. The teaching fields of Drama and Dance are Permit only because there is no GACE Content Assessment.

(e) **Special Education Fields.** To receive approval to offer non-traditional paths to certification in the Special Education fields listed below the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, describe in the approval application how candidates will meet the special education content standards delineated in the appropriate PSC Preparation Rules.

1. 505-2-.103 Special Education Academic Content Concentrations
2. 505-2-.104 Special Education Adapted Curriculum (P-12)
3. 505-2-.105 Special Education Behavior Disorders (P-12)
4. 505-2-.106 Special Education Deaf Education (P-12)
5. 505-2-.107 Special Education General Curriculum (P-12)
6. 505-2-.108 Early Childhood Special Education General Curriculum (P-5)
7. 505-2-.109 Special Education Learning Disabilities (P-12)
8. 505-2-.110 Special Education Physical and Health Disabilities (P-12)
9. 505-2-.111 Special Education Preschool (Ages 3-5)
10. 505-2-.112 Special Education Visual Impairment (P-12)

(f) **Career and Technical Education Fields (grades 6-12).** To receive approval to offer non-traditional paths to certification in Career and Technical Education fields the PSC-approved path provider must, in addition to meeting all standards and requirements stated in this rule, admit candidates that have a baccalaureate degree with a major in the teaching field, a major in a closely related field, or successful completion of 21 semester hours in coursework related to the certification field sought. Completers must pass the Industry Certification assessment or professional certification assessment to be issued the Technical Specialist Certificate, as specified in PSC Rules 505-2-.39, 505-2-.70, and 505-2-.96.

(6) **Non-traditional Preparation Path Requirements**

(a) PSC-approved providers of non-traditional paths must provide training in coaching for the Candidate Support Team (CST) comprised of a school-based mentor/coach, a supervisor employed

by the non-traditional preparation path provider, and a content specialist. The CST training must include the standards described in PSC Rule 505-3-.86 Coaching Standards.

(b) PSC-approved providers of non-traditional paths must provide for each candidate an Individualized Induction Plan (IIP) that is developed, monitored, and verified by signatures of the Candidate Support Team (CST).

(c) All non-traditional path participants shall be required, by path completion, to demonstrate the following dispositions:

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

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

3. 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;

4. The teacher responds appropriately, respectfully, and successfully to student behavior;

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

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

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

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

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

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

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

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

(d) All non-traditional path participants shall be required, by path completion, to demonstrate the following competencies:

1. Planning and Preparation

(i) The teacher demonstrates solid knowledge of content structure of the discipline, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology;

(ii) The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels and language proficiency, and of students' interests and cultural heritage, and knowledge of students' special needs;

(iii) The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;

(iv) The teacher selects instructional goals that are valuable, sequential, clear, aligned with state and national standards, suitable for diverse students, and balanced among types of learning;

(v) The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to extend content knowledge, pedagogy, and student learning;

(vi) The teacher's instructional plans are coherent and structured in that learning activities (learning units and lessons), resources, groupings, and time allocations are varied and suitable to the developmental level of the students, to individual students, and to the instructional goals; and

(vii) The teacher utilizes varied assessment methods, including those through technology, that are congruent with the instructional goals for student learning; students' understanding of the criteria and standards; and the teacher designs and utilizes formative results to plan for and differentiate instruction.

2. The Classroom Environment

(i) Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;

(ii) 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;

(iii) The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals;

(iv) The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior; and

(v) The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety and accessibility components in place.

3. Instruction

(i) The teacher's expectations for student learning and classroom procedures are clearly articulated in directions, and both oral language and written language are communicated clearly and accurately modeling standard grammar;

(ii) The teacher's questions and discussion techniques are of high quality and engage all students;

(iii) The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing;

(iv) The teacher develops relevant assessment criteria, monitors student learning, and gives meaningful and timely feedback to students and teaches students to self-assess and monitor their own progress;

(v) The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students' needs, and being persistent in their searches for varied approaches for students who have difficulty learning; and

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

4. Professional Responsibilities

(i) The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities;

(ii) The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the instructional non-traditional preparation path;

(iii) The teacher is supportive of and cooperative with colleagues, is involved in a culture of professional inquiry, and makes substantial contributions to school and district projects;

(iv) The teacher actively seeks professional development to enhance content, pedagogical skills and dispositions, accepts feedback from colleagues, and actively assists other educators;

(v) The teacher demonstrates integrity and ethical conduct; and

(vi) The teacher proactively serves all students, challenges negative attitudes, takes a leadership role in high quality decision-making, and understands and actively participates in the school's School Improvement process.

(e) The PSC-approved provider shall assure that all non-traditional preparation path participants meet the 24 competencies by path completion, by providing preparation (curriculum, instruction, and assessment) in the following pedagogical content standards:

1. Essential Preparation

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in unpacking state and/or national standards for the purpose of teaching all students in the content field in which the candidate is seeking Clear Renewable Certification;

(ii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary in developing pre and post assessments that are aligned with state and/or national content standards that clearly demonstrate the students' knowledge and skills as delineated in the state and/or national standards requirements;

(iii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to establish benchmarks for monitoring student progress toward meeting state/national content standards;

2. Evidence

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in planning, implementing, and using multiple assessments to determine the level of student learning based on the academic content standards of the teaching field to include the:

- (I) Development of various types of assessments
- (II) Development of scoring guides for the assessments
- (III) Analysis of student work to assess achievement and gains
- (IV) Analysis of assessment data to determine instruction to meet individual student needs

3. Engagement

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions of planning, implementing, and assessing classroom instruction engaging all students in active learning to include the:

- (I) Establishment of a standards-based classroom
- (II) Use of research based exemplary practices
- (III) Use of activating strategies
- (IV) Use of cognitive strategies
- (V) Use of summarizing strategies
- (VI) Use of questioning strategies
- (VII) Use of Bloom's Taxonomy
- (VIII) Use of cooperative learning strategies
- (IX) Demonstration of the understanding of relationship between engagement and achievement
- (X) Demonstration of the understanding of how to align research-based strategies with Georgia Performance Standards
- (XI) Demonstration of the understanding of the role of effective questioning and critical thinking
- (XII) Demonstration of the skills to create acquisition and extending/refining lessons based on research-based strategies

(XIII) Demonstration of the understanding of how to use strategies and graphic organizers to increase engagement

(XIV) Demonstration of the understanding of how to write content questions according to Bloom's Taxonomy

(XV) Demonstration of the understanding of how to differentiate instruction by content and by learner

4. Environment

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions to develop and implement effective classroom management plans that include the:

(I) Appropriate arrangement of classroom that supports student learning

(II) Planning and implementation of strategies that produce a learning environment that provides the best opportunity for student learning

5. Ethics

(i) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to model ethical practices of the educational profession. (505-6-.01 The Code of Ethics for Educators)

Authority O.C.G.A. 20-2-200