



24 Professional Competencies

The Candidate Support Team makes recommendations for the advancement, retention, or termination of each candidate's participation in the GaTAPP program based on the 24 teaching competencies from Charlotte Danielson's Framework for teaching and pedagogical content standards required for successful completion of the non-traditional preparation path. Prior to program completion and through the use of performance-based assessments, candidates must demonstrate proficiency in all twenty-four professional competencies.

Planning and Preparation

1. 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.
2. 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.
3. The teacher demonstrates an appreciation of all students, the staff, and the community and capitalizes on their differences.
4. 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.
5. The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to extend content knowledge, pedagogy, and student learning.
6. 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.

7. 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.

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 and accessibility components in place.

Instruction

13. 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.
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 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.
17. The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students' needs, and being persistent in searches for varied approaches for students who have difficulty learning.
18. The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

Professional Responsibilities

19. The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.
20. The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the instructional non-traditional preparation path.
21. 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.
22. The teacher actively seeks professional development to enhance content, pedagogical skills and dispositions, accepts feedback from colleagues, and actively assists other educators.
23. The teacher demonstrates integrity and ethical conduct.
24. 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.