

Candidate Competency Completion Form:

Candidate: _____ System: _____

The One-Year Supervised Practicum candidate, to receive certification recommendation by North Georgia RESA, must meet the following competencies.

Domain 1 Planning & Preparation	Competency	Evidence
Danielson 1a	_____ 1. The teacher demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.	<input type="checkbox"/> Advisement Sheet <input type="checkbox"/> Current Georgia Teaching Certificate <input type="checkbox"/> Transcripts <ul style="list-style-type: none"> <input type="checkbox"/> College <input type="checkbox"/> Professional Learning Log <input type="checkbox"/> Praxis II Scores <input type="checkbox"/> Content Map or Syllabus <input type="checkbox"/> Technology Requirement <input type="checkbox"/> Philosophy of Education
Danielson 1b	_____ 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.	TWO lesson plans demonstrating knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Learning styles <input type="checkbox"/> Differentiation strategies <input type="checkbox"/> Age-group characteristics <input type="checkbox"/> Student interests and cultural heritage
Work Sample Artifacts	_____ 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.	TWO lesson plans demonstrating knowledge of diversity relating to: <ul style="list-style-type: none"> <input type="checkbox"/> Students <input type="checkbox"/> Staff <input type="checkbox"/> Community
Danielson 1c Unit Planning Guide Unit Plan Rubric	_____ 4. The teacher selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.	TWO Unit Plans <ul style="list-style-type: none"> <input type="checkbox"/> Acquisition Lessons <input type="checkbox"/> Extending and Refining Lessons <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Differentiation Strategies <input type="checkbox"/> Authentic Assessments <input type="checkbox"/> Rubrics

Danielson 1d Knowledge of Students and Resources Sheet	_____ 5. The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning.	TWO Lesson plans utilizing: <input type="checkbox"/> Varied instructional materials <input type="checkbox"/> Community resources <input type="checkbox"/> Technology
Danielson 1e Unit Planning Guide Unit Plan Rubric	_____ 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.	TWO Unit Plans <input type="checkbox"/> Clarified Learning Goals <input type="checkbox"/> Acquisition Lessons <input type="checkbox"/> Extending and Refining Lessons <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Differentiation Strategies <input type="checkbox"/> Authentic Assessments <input type="checkbox"/> Rubrics
Danielson 1f	_____ 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.	Assessments <input type="checkbox"/> TWO Formal <input type="checkbox"/> TWO Informal Note: Copyrighted materials, textbook tests and worksheets cannot be used as documentation unless you describe how you adapted and implemented those materials in your classroom.
Domain 2 Classroom Environment	Competency	Evidence
Danielson 2a Glasser’s Choice Powerpoint	_____ 8. Teacher/student interactions and student/student interactions are friendly, warm, caring, polite respectful, and developmentally and culturally appropriate.	<input type="checkbox"/> ONE Video Clip <input type="checkbox"/> ONE Glasser’s Choice Implementation <input type="checkbox"/> Other evidence that may include at least ONE of the following: <input type="checkbox"/> Student interviews <input type="checkbox"/> Observation Record <input type="checkbox"/> Student and teacher notes <input type="checkbox"/> Student Inventories or surveys
Danielson 2b	_____ 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.	<input type="checkbox"/> ONE Video Clip <input type="checkbox"/> Other evidence that may include at least TWO of the following: <input type="checkbox"/> Observation Record <input type="checkbox"/> Student Inventories or surveys

Danielson 2c	_____ 10. The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.	<input type="checkbox"/> ONE Video Clip <input type="checkbox"/> ONE Classroom Environment Plan <input type="checkbox"/> Other evidence that may include at least ONE of the following: <ul style="list-style-type: none"> ○ Observation Record ○ Volunteer or paraprofessional plans or explanations (if applicable)
Danielson 2d	_____ 11. The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.	<input type="checkbox"/> ONE Video clip <input type="checkbox"/> ONE Discipline plan <input type="checkbox"/> ALL student rules <input type="checkbox"/> ONE Observation Record
Danielson 2e	_____ 12. The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.	<input type="checkbox"/> ONE Video clip <input type="checkbox"/> ONE Classroom floor plan and rationale <input type="checkbox"/> Other evidence that may include: <ul style="list-style-type: none"> ○ Observation Record
Domain 3 Instruction	Competency	Evidence
Danielson 3a	_____ 13. The teacher's directions, procedures, and oral and written language are communicated clearly and accurately.	<input type="checkbox"/> ONE Video clip <input type="checkbox"/> At Least ONE Observation Record <input type="checkbox"/> Other evidence that may include at least ONE of the following: <ul style="list-style-type: none"> ○ Lesson plans with oral and written directions and procedures ○ Environment Plan
Danielson 3b	_____ 14. The teacher's questions and discussion techniques are of high quality and engage all students.	<input type="checkbox"/> ONE Video clip <input type="checkbox"/> ONE Observation Record <input type="checkbox"/> Other evidence that may include at least ONE of the following: <ul style="list-style-type: none"> ○ Lesson plans that include lecture notes, questions used in a class discussion, engaging activities ○ Seating charts to show questioning routines

<p>Danielson 3c Lesson Planning and Delivery Rubric</p>	<p>_____ 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Video clip <input type="checkbox"/> ONE Observation Record <input type="checkbox"/> ONE Lesson plan that includes: <ul style="list-style-type: none"> <input type="checkbox"/> Materials and resources <input type="checkbox"/> Structure and pacing <input type="checkbox"/> Instructional strategies <input type="checkbox"/> Activities and assignments <input type="checkbox"/> Assessment techniques <input type="checkbox"/> Other evidence that may include: <ul style="list-style-type: none"> <input type="checkbox"/> Photographs of bulletin boards or learning centers <input type="checkbox"/> Examples of games or reward systems <input type="checkbox"/> Grouping configurations <input type="checkbox"/> Student Performance Records
<p>Danielson 3d</p>	<p>_____ 16. The teacher’s feedback to students is consistently high quality and in a timely manner.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Video clip <input type="checkbox"/> ONE Observation Record <input type="checkbox"/> THREE OR MORE Examples of various achievement levels of student work with written content related feedback.
<p>Danielson 3e</p>	<p>_____ 17. The teacher demonstrated flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Video clip <input type="checkbox"/> ALL Observation Reflection Forms <input type="checkbox"/> ENTIRE Mentor Log with All Mentor Observations and Conferences <input type="checkbox"/> Other evidence that may include: <ul style="list-style-type: none"> <input type="checkbox"/> Observation Record
<p>Danielson 4a</p>	<p>_____ 18. The teacher accurately assesses lessons’ effectiveness and demonstrates an understanding of how to modify subsequent lessons.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Video Clip <input type="checkbox"/> ALL Observation Reflection Forms <input type="checkbox"/> ALL Copies of RESA Observations with Pre/Post Observation Conferences <input type="checkbox"/> ALL Copies of Administrators’ evaluations including Annual Evaluation

Domain 4 Professional Responsibilities	Competency	Evidence
Danielson 4b	_____ 19. The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities.	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Grade Report <input type="checkbox"/> ONE Progress Report <input type="checkbox"/> ONE Attendance and Assignment Document <input type="checkbox"/> At Least ONE example of each Special Education Record (if applicable) <input type="checkbox"/> ONE Non-Instructional Report
Danielson 4c	_____ 20. The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the school program.	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Parent Contact Log <input type="checkbox"/> ONE Weekly report (if applicable) <input type="checkbox"/> ONE Teacher-generated newsletter or letter to parents <input type="checkbox"/> At Least ONE Email documentation to parents
Danielson 4d	_____ 21. The teacher is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects.	<ul style="list-style-type: none"> <input type="checkbox"/> ONE Journal of Practicum Experiences <input type="checkbox"/> ONE School and District Contribution Log
Danielson 4e	_____ 22. The teacher actively seeks professional development to enhance content and pedagogical skills and actively assists other educators.	<ul style="list-style-type: none"> <input type="checkbox"/> ALL Professional Learning transcripts <input type="checkbox"/> COMPLETE list of seminars attended <input type="checkbox"/> At Least One Example of implementation of recommended coursework <input type="checkbox"/> Other evidence that may include: <ul style="list-style-type: none"> <input type="checkbox"/> Minutes from staff, department, team, or grade level meetings <input type="checkbox"/> Any additional staff development

Danielson 4f	_____ 23. The teacher proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making.	<input type="checkbox"/> At Least ONE Example of SST Minutes and modification Forms <input type="checkbox"/> Other evidence that may include At Least One of the following: <ul style="list-style-type: none"> ○ Before or after school tutoring or activities ○ Department or grade level strategic meetings.
Individual Induction Plan Forms Student Performance Data	_____ 24. The teacher understands and actively participated in the school's School Improvement process.	<input type="checkbox"/> School Improvement Plan and committee assignment <input type="checkbox"/> Documentation of Participation in School/Improvement Process <input type="checkbox"/> Individual Induction Plans <input type="checkbox"/> Aggregated student performance data with analysis

APPENDIX 24

**North Georgia RESA
One-Year Supervised Practicum Advisement Sheet**

Name: _____

Program Date: _____

- Praxis I Passing or Exemption Score
Date Passed _____

- Praxis II Passing Score
Date Completed _____

- Principles of Learning and Teaching Passing Score
Date Completed _____

- HB671 Requirement
Date Completed _____

- Technology Requirement
Date Completed _____

- Reading Requirement
Date Completed _____

- Time Log including classroom observations with pre and post conferences (150 hours)

- Practicum experiences documented in portfolio
Date Completed _____

- Portfolio documenting 24 competencies according to rubric
Date completed _____

Appendix 10
Individual Induction Plan – Section 1

Classroom Environment Action Plan

Teacher _____ System _____
Mentor _____ RESA Supervisor _____

Component of Domain 2 for focus:

Goal:

How will I know when I am there? What evidence will support my conclusion?

Methods/Strategies	Time Line	Resources/Support	Indicators of Progress

Appendix 10
Individual Induction Plan – Section 2

Instructional Planning and Delivery Action Plan

Teacher _____ System _____
Mentor _____ RESA Supervisor _____

Component of Domain 1 and/or 3 for focus:

Goal:

How will I know when I am there? What evidence will support my conclusion?

Methods/Strategies	Time Line	Resources/Support	Indicators of Progress

Appendix 10
Individual Induction Plan – Section 3

Evidence of Student Learning Action Plan

Teacher _____ System _____
Mentor _____ RESA Supervisor _____

Component of Domains 1, 3 and 4 for focus:

Goal:

How will I know when I am there? What evidence will support my conclusion?

Methods/Strategies	Time Line	Resources/Support	Indicators of Progress

