



THE **GATE** PROGRAM

The **G**reenville **A**lternative **T**eacher **E**ducation Program

A Pilot Program Proposal
Submitted to
the South Carolina Department of Education

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ABSTRACT

THE GATE PROGRAM The Greenville Alternative Teacher Education Program

Research findings indicate the most important factor in a student's success is a strong, effective teacher. However, throughout the nation this is becoming increasingly more difficult given the supply, the available pipelines, teacher retention, teacher retirement and access to quality teacher preparation programs. Greenville County Schools, the largest district in South Carolina, faces teacher shortages each year; particularly in high demand areas such as middle and secondary level science and math. Simply stated, there are not enough Highly Qualified teachers available for the numbers of students in the classrooms.

Greenville County Schools is proposing a program to change this dynamic. Grounded in research, job-embedded clinical experiences, expert mentoring, on-going coaching and innovative learning environments, the GATE Program offers math and science college graduates the opportunity to become Highly Qualified teachers in either math or science at the middle or secondary level through a district-based alternative certification program.

This alternative certification program, similar to a medical residency model, will provide highly-committed, content knowledgeable candidates with exceptional and rigorous clinical preparation in the pedagogy of teaching. The selected school sites will be similar to teaching hospitals where expert mentors, supervisors and administrators, just like seasoned doctors, will be responsible for the induction and preparation of the novice teachers. In partnership with the South Carolina Department of Education, the GATE Program has been developed for the express purpose of alternatively preparing outstanding teachers to meet the demands of today's classrooms.

PART I: INTRODUCTION - OVERVIEW OF GREENVILLE COUNTY SCHOOLS

A. The School District

Greenville is one of the fastest growing areas in the Southeast. It contains the largest school district in the state, and the 44th largest school district in the nation. Located on the I-85 corridor in an urban setting, Greenville County Schools has over 76,000 students in a community with over 5,005 teachers (667 of whom are National Board Certified) and 9800 employees. The school system's slogan, "Where Enlightening Strikes," communicates the commitment to creating an environment in all schools and throughout the community where students will be inspired to learn, to understand, and to grow into skillful and thoughtful young citizens.

Recognized as a school system of excellence, Greenville County Schools was awarded district-wide National Accreditation from the AdvancED Accreditation Commission and recognized as a high quality school district. The district has 13 National Blue Ribbon Schools, 21 Palmetto's Finest Schools (State's Top Schools), and 9 Newsweek's Best High Schools. Programs include the state's first International Baccalaureate program, magnet schools, 51 elementary, 20 middle schools, 14 high schools, 6 Child Development Centers, 4 Career Technology Centers, Roper Mountain Science Center, virtual school, Baldrige quality schools, a Fine Arts High School, a Gifted Center, and other specialized programs to meet the needs of each student.

GCS is the state leader in school choice, featuring schools of various sizes in urban, suburban and rural settings, and magnet academies offering specialized studies in areas such as communications arts, languages, the arts, and science and mathematics. Approximately 15% of the 76,000 students take advantage of school choice to match their needs and interests.

The district's athletic and extra-curricular offerings are second to none, featuring sports at both the high school and middle school levels, academic clubs and competitions, fine arts such as drama, band and chorus, speech and debate, and various student organizations such as Beta Club and National Honor Society.

In addition, the schools have positive relationships with their communities. PTAs and local businesses are active and involved, providing hundreds of thousands of volunteer hours each year, as well as millions of dollars in financial support.

B. Mission Statement

We collaborate with the home and community to provide educational experiences which prepare students for life-long learning and for the ethical, productive participation in a democratic society and the global community.

C. Vision

To be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being.

D. District Strategic Goals

- Goal 1: Raise the academic challenge and performance of each student.
- Goal 2: Ensure quality personnel in all positions.
- Goal 3: Provide a school environment supportive of learning
- Goal 4: Effectively manage and further develop necessary financial resources.
- Goal 5: Improve public understanding and support of public schools.

PART II: EVIDENCE OF DEMONSTRATED NEED

“Recruiting, preparing, developing and supporting great teachers has a direct impact on the learning and success of America’s students. Research confirms that the most important factor in a student’s success is a strong teacher...” (U.S. Department of Education, 2015).

Teacher Supply and Demand

National Outlook

We would all agree that every student deserves a highly qualified, effective teacher every year. However, this is becoming increasingly more difficult given the supply, the available pipelines, teacher retention and access to quality teacher preparation programs. Experts predict the United States will need more than 1.6 million new teachers over the next 10 years; some forecast as many as 3 million will be needed (Blumenstyk, 2015; Brenneman et al., 2014; Hiler et al., 2014).

While this sounds encouraging to those considering education as a career, reports indicate the current national crisis in teacher shortages will not only continue but escalate. Contributing factors to this national shortage include: a large segment of retiring educators, a variety of career opportunities in an expanding economy, a low rate of teacher retention in years one through five and fewer candidates entering teacher preparation programs. According to Brenneman (2015) there are an estimated 150,000 fewer teachers now than in 2008. Not only are there fewer teachers but federal data from the Integrated Postsecondary Education Data System, show an overall drop in education degree programs across all institutions. In addition, state-by-state enrollment data collected under Title II of the Higher Education Act suggest that the decline in teacher preparation enrollments has accelerated in recent years, particularly since 2010. In fact, the numbers of candidates entering teacher preparation programs have dropped 30% from 2010-2014 (Sawchuk, 2014).

With these decreases in traditional routes in teacher education and teacher numbers comes an increased interest in providing alternative pathways to teacher preparation. For example, Title II data show that, as enrollments in North Carolina’s traditional university-based programs have declined, more teachers have entered through alternative routes (Sawchuck, 2014). Nationally, four out of ten new public school teachers hired since 2005 have been prepared through alternative teacher preparation, a 22 % increase from teachers hired in previous years (Feistritzer, 2011).

Many of these vacancies occur within the same disciplines. Critical shortage areas in science, technology, engineering, math, and special education exist in many districts. These shortages are forecasted to only increase. The National Council of Teachers of Mathematics projects a shortfall of 280,000 qualified math and science teachers in 2016. Not only is this shortage occurring in the near term but the federal government has set a goal of 100,000 new, high quality math and science teachers over the next decade (National Association for Alternative Certification, 2015).

Impacting these shortages are teacher retention rates. Over one third of all teachers leave the profession within the first three years (Dickson, 2006). In 2011, The National Commission on Teaching and America's Future report summarized it this way:

The teacher supply is collapsing at both ends. The wave of retirements will be exacerbated by the fact that the percentage of new teachers leaving the profession within five years continues to climb. Since 1994, the number of teachers leaving the classroom each year for reasons other than retirement has doubled...In urban school districts, one in five new teachers leave the classroom after just one year, and nearly half leave within five years.

One contributing factor to this lack of retention is the quality of teacher preparation. According to the USDOE Our Future, Our Teachers report (US Department of Education, 2011), "too few teacher preparation programs offer the type of rigorous, clinical experience that prepares future teachers for the realities of today's diverse classrooms" and thus leave the profession after a few years.

South Carolina's Outlook

South Carolina's Center for Education, Recruitment, Retention and Advancement (CERRA) 2014 Supply and Demand Report shows disturbingly similar trends; the demand for highly qualified teachers is increasing and supply is decreasing. In 2014, districts reported a total of 51,976 total licensed teaching positions (an increase of 1,425 FTE from the previous year). Out of this total, 6,217 were new hires as compared to 5798 in 2013. 38% of the new hires were recent graduates (a decrease of 8% from the previous year) and 7% were alternatively certified (an increase of almost 2%). Yet 339 vacancies still existed at the beginning of the year which reflected an increase of 25% from the previous year. The majority of these vacancies occurred in areas that historically represent 50% of all teacher vacancies: early childhood/elementary, math and science, special education, career and technology.

The increase in demand was due not only to new allocations. Teacher retention also had a significant impact. 11% of the 2013-2014 available positions occurred due to teachers who did not return to the classroom, representing a 5.5% increase over the prior year. 33% of those who left were in the first five years of their career and 13% of those left after the first year. Thus the South Carolina teacher shortage mirrors the national trends. Throughout the state, districts are finding it difficult to fill teacher vacancies, particularly in math, science and special education, due to an increased demand for qualified teachers, an increased number of classroom vacancies and a decreased pool of qualified applicants.

Greenville County Schools Outlook

Greenville County Schools, the largest school district in the state, also experiences this same teacher shortage each year. In 2015, there were 4810 total teaching positions and 520 teaching

vacancies. 382 of these were newly created positions and 138 were due to teachers leaving the district. 43% of the new hires were recent graduates and 4% were certified alternatively. 77 postings were in math and science, with previous years averaging 70-79 postings. In order to employ highly qualified teachers for these positions, the human resources department utilized multiple recruitment strategies requiring additional time, money and personnel including the recruitment of applicants from outside the state. However, in August 2015, there were 4.5 positions left to fill in the district.

Proposed Solution

As stated at the beginning, the most important factor in a student's success is a strong, effective teacher. We must ensure we are doing everything we can to recruit, prepare, develop and support Highly Qualified teachers for each child in our state. Yet the decreased numbers of people entering the field, the low retention rate and the diminishing numbers of teacher education programs are prohibiting our state from reaching this goal.

According to CERRA (2015), "Departures continue to be an area of serious concern when compared to the 2,200 graduates, on average, who complete a South Carolina teacher education program over the last five years. Based on current and historical data, we are not producing enough teachers in this state to keep up with the needs of our public schools."

Therefore it is imperative that we must think critically and creatively to implement new strategies in solving the teacher shortage crisis. The Greenville County Schools proposed alternative certification preparation program for math and science educators, The Greenville Alternative Teacher Education Program, The GATE Program, is aligned to Greenville County Schools strategic plan and employment needs. It is an innovative, unique and additional pathway designed to increase and retain the numbers of Highly Qualified math and science teachers in middle level and secondary schools.

PART III: PROJECT PURPOSE, GOALS AND DESCRIPTION

A. Purpose of Project

The GATE Program is a district-based, job-embedded teacher alternative certification program for individuals who have the basic qualifications to teach in middle and secondary math and science classrooms but have not completed a traditional teacher education program. This program, similar to a medical residency model, will provide highly-committed, content knowledgeable Teaching Residents with exceptional and rigorous clinical preparation in the pedagogy of teaching. The selected school sites will be similar to teaching hospitals where seasoned teachers, just like seasoned doctors, will be responsible for the induction and preparation of the Teaching Residents.

The program has four major purposes

- 1) To offer an additional alternative pathway for bright, talented individuals with deep content knowledge and expertise to teach in the classroom while simultaneously earning a teaching credential.
- 2) To allow the district to more deliberately target teacher candidates from demographic groups which are underrepresented nationally in traditional teacher preparation programs.

- 3) To provide individualized, intensive support and supervision so that these novice educators will have the skills to succeed and the commitment to stay in hard-to-staff classrooms.
- 4) To provide Highly Qualified, effective teachers so that each student will have the opportunity for maximum learning and growth.

B. Major Goals of Project

- (1) To increase the number of Highly Qualified middle and secondary math and science teachers to more acutely meet the needs of Greenville County Schools STEM initiatives.
- (2) To increase the number of Highly Qualified middle and secondary math and science teachers in underrepresented demographic groups.
- (3) To prepare effective middle and secondary math and science teachers through a research and performance based, district-embedded program that meets the needs of GCSD and its diverse student populations.
- (4) To retain Highly Qualified middle and secondary math and science teachers.

C. Alignment of Project Purpose and Goals with Greenville County Schools Strategic Plan

The GATE Program's purpose and goals strongly support the district's strategic plan to ensure quality personnel in all positions (GCS Goal 2). This program allows for (1) an additional pathway for motivated, well-educated candidates who wish to pursue a teaching career in math or science, (2) preparation that focuses on research-based, applied knowledge and skills and (3) intensive coaching, supervision and assessment. The program's strong support system will result in enhancing and strengthening the school environment, providing Highly Qualified teachers in the classroom and in overall student performance (GCS Goal 1). Equipping our teachers to confidently meet curriculum standards and classroom challenges will improve retention rates and help to more effectively manage the financial resources of the district (GCS Goal 4).

D. Description of Project

The GATE Program targets non-traditional candidates, specifically those who are already well versed in the content area with the district providing the preparation in the pedagogy necessary for success. Our target group will be recent graduates of colleges and universities who have majored in math and science. The selected candidates will have a demonstrated aptitude for the subject with a propensity for taking on the demands of being a teacher. In general, the project is a three (3) year alternative certification program created as a local partnership with the South Carolina Department of Education for the express purpose of alternatively preparing enough teacher candidates to meet the staffing needs of the local school district.

PART IV: RESEARCH (see Appendix I for citations)

Over the past 30 years, alternative routes to teacher certification have had a significant impact on K-12 education. During this time, there has been an enormous growth in the numbers of programs, the types of programs and the agencies offering the programs. Every state in the nation reports some type of nontraditional route to licensure (National Education Association, 2015). Specifically, the National Association for Alternative Certification lists 673 program providers, 472 based in Institutions of Higher Education and 201 in non-IHE based programs. Examples of these agencies include: for profit organizations (e.g. ABCTE), individual state's

Departments of Education, Institutions of Higher Education, Regional Educational Cooperatives and Agencies, Teach For America, and local school districts.

With the growing number of alternative certification programs and sponsoring agencies, the components of individual programs vary greatly. Thus, the team felt it critical to look at the research in order to identify elements common to the most successful long-term programs. These findings include:

1. Wide recruitment, rigorous screening and a selective process:

Successful alternative certification programs should seek and select candidates who have above-average academic records, strong content knowledge and skills, and attitudes that will facilitate quick entry into the classroom (Humphrey et al., 2008; Suell & Piotrowski, 2007; Johnson et al., 2005; Legler, 2002; Hess, 2001).

Requirements include an appropriate bachelor's degree, minimum 2.5 GPA, licensure content test, writing sample, transcript evaluation, recommendations, background check, interview, demonstration lesson, collaborative decision, initial fee, district employment offer (Dahlkempler, 2001)

2. Strong mentor and supervisory program within a supportive teaching context:

Teaching interns are provided with sustained and classroom-focused professional development and trained mentors and supervisors. Mentors and supervisors work with new teachers to share curriculum ideas and demonstrate lessons and provide close supervision, guidance, and regular feedback about teaching performance. They are well-trained, experienced and enthusiastic experts who work regularly with teaching interns (Humphrey et al., 2008; Suell & Piotrowski, 2007; Walsh & Jacobs, 2007; Burstein et al., 2006; Johnson et al., 2005; Legler, 2002, Dahlkempler, 2001).

3. Well-grounded curriculum:

The curriculum is rigorous, innovative, culturally sensitive, and tailored to participants' backgrounds and the challenges they face in their schools. Candidates receive training in pedagogy, classroom management, lesson planning, and student development, as well as subject-specific teaching methods.

The curriculum is focused on current research and best practices, grounded in hands-on models, an emphasis on knowledge (content and pedagogical), skills and professional attributes (Freistritzer, 2005; Humphrey et al., 2008; Suell & Piotrowski, 2007; Walsh & Jacobs, 2007; Johnson et al., 2005; Legler, 2002; Clewell & Villegas, 2001).

4. Collaboration and involvement among partners:

Partnerships between alternative certification programs and local school districts are defined, supported by administration, participatory and collaborative. Active partnerships contribute significantly to program success (Clewell and Villegas 2001).

5. Continuous program assessment that contributes to data-informed decision making:

Effective programs collect data on participants' development through multiple methods related to their work as a teacher (assessments, portfolios of teacher assignments and student work, observations, and interviews); assess each participant's teaching context and provide supports that are necessary; and use collected data to tailor the training and supports to each candidate's need (Humphrey et al., 2008, Walsh, Kate et al., 2007). In addition, research focused directly on areas related to this initiative (increasing the supply in math and science teachers, long-term retention and impact on student achievement) supported these same findings (Blazer, 2012; National Education Association, 2015).

6. Increasing the supply:

Alternative certification programs have been found to attract teachers in areas such as mathematics, science, foreign languages, and special education. This is due in part to the flexibility and accelerated schedules that attract individuals who would not have considered teaching if alternative routes had not been available. (Feistritzer, 2005; Gatlin, 2009; Johnson et al., 2005; Birkeland & Peske, 2004; Legler, 2002; Clewell & Villegas, 2001).

7. Retention:

Studies suggest that the retention rates of teachers certified through alternative routes are comparable to, and often exceed, those of traditional route graduates. (Kane et al., 2008; Owings et al., 2005; Clewell & Villegas, 2001). Teach for America (TFA) was the one exception mentioned. Several studies suggest that TFA graduates' retention rates are lower than those of both traditionally trained teachers and graduates of other alternative certification programs (Boyd et al., 2012; Johnson, 2011; Noell & Gansle, 2009; Kane et al., 2008; Darling-Hammond et al., 2005).

8. Student Achievement:

Overall, research has shown that teachers who come from high-quality teacher certification programs produce comparable gains in student learning as are produced by traditionally prepared teachers. Evidence also suggests that teachers' years of experience, rather than the manner in which they obtained their certification, is a more reliable indicator of their future ability to positively impact student achievement. Students assigned to teachers with more years of experience tend to post greater achievement gains whether their teachers are certified through alternative or traditional routes. (Dobbie, 2011; Evans, 2011; Gatlin, 2009; Kane et al., 2008; Boyd et al., 2012; Decker et al., 2004).

In addition, the team found the seminal publication "Teacher Education Through Clinical Practice: A National Strategy To Prepare Effective Teachers" (Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, 2010) to be particularly informative. Their study concluded that the training of teachers must be "turned upside down;" moving away from isolated subject-matter preparation, theory, and pedagogy to a focus on clinical practice at the center of teaching preparation. According to the report,

School-embedded experiences help teachers develop content-specific and general teaching skills and provide opportunities for candidates to become active members of learning communities, develop skills and dispositions associated with teaming, and work with parents within the community...Because teaching is a profession of practice, teacher education must focus on preparing expert practitioners who know their students, their subject area content, and pedagogy in much the way that a family doctor must master the knowledge base of medicine as well as be able to understand patients and their symptoms to deliver a course of treatment that can achieve the best possible outcome. (Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, 2010).

The panel's findings led to the development of 10 principles for designing clinically-based teacher preparation. Each of these principles reflect not only much of the research on effective alternative certification programs but they directly align to and inform the mission and goals of this initiative. These include

1. Student learning is the focus: P-12 student learning must serve as the focal point for the design and implementation of clinically based teacher preparation, and for the assessment of newly minted teachers and the programs that have prepared them.
2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way: The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation.
3. A candidate's progress and the elements of a preparation program are continuously judged on the basis of data and on observable competencies.
4. Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers. Candidates must develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making.
5. Candidates learn in an interactive professional community with multiple opportunities for substantive feedback. They must practice in a collaborative culture, expecting rigorous peer review of their practice and their impact on student learning.
6. Clinical educators and coaches are rigorously selected for their expertise and are prepared, effective practitioners, skilled in differentiating instruction, proficient in using assessment to monitor learning and provide feedback.
7. Specific sites are designated and funded to support the candidate's preparation.
8. Technology applications foster high-impact preparation. Technology should also be an important tool to share best practices across partnerships, and to facilitate on-going professional learning.

9. A powerful research and development agenda and systematic gathering and use of data supports continuous improvement in teacher preparation.
10. Strategic partnerships are imperative for powerful clinical preparation. Only when preparation programs become deeply engaged with schools will their clinical preparation become truly robust and will they be able to support the development of candidates' urgently needed skills and learn what schools really need. (Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, 2010).

Thus The GATE Program, grounded in these 10 design principles, will be an innovative approach to alternative teacher preparation in the state of South Carolina. The district-based, job-embedded clinical program will focus on fulfilling the demand for highly qualified math and science teachers and retaining them as long-term educators. It will be grounded in the characteristics of effective alternative certification programs and clinically-based models of teacher preparation; encompassing the best practices of both. It will be a competency-based program, similar to a medical residency model and will have the potential to inform other programs. It will fully integrate content, pedagogy and professional knowledge skills and attributes within a supportive, authentic school experience. But most importantly, The GATE Program will make a difference in the education of students and the future of the community in which we live.

PART V: PROGRAM ACTION PLAN

A. PROPOSED POPULATION

Preparing twenty (20) new math and science teachers through The GATE Program has the potential to impact approximately 6,000 Greenville County middle and high school students in one year's time.

B. KEY PARTNERS AND PERSONNEL (see Appendix II)

- Greenville County Schools
 - Human Resources Department
 - Academic Support Services Department
 - Professional Development, Mentoring and Evaluation Department
 - Accountability and Quality Assurance Department
- South Carolina Department of Education
- The GATE Program Advisory Council (comprised of representatives from Higher Education, GCS, Local Businesses and the Community)
- Teaching Resident Support Team

Teaching Resident Support Team (TRST) Roles and Responsibilities

Each candidate will be considered a Teaching Resident during years 1-2 and will be assigned a TRST. The TRST is comprised of a Clinical Mentor, a School Administrator, a Clinical Supervisor and the Program Director. The team is designed to provide support and supervision as well as evaluation of the Teaching Resident at appropriate points throughout the course of the program. Members will also assist in providing data and input for program assessment and improvement.

TRST Common Roles and Responsibilities

- Participating in TRST meetings.
- Participating in formal and informal observations and conferencing to provide coaching and feedback.
- Consulting with other TRST members at quarterly progress checks regarding the Teaching Resident's progress. Additional progress checks may be initiated at the discretion of any TRST member.
- Recommending actions to be included in the Professional Growth Plan to support growth in areas needing improvement.
- Assuring the Teaching Resident has the opportunity to demonstrate assessed Teacher Dispositions by the completion of the program.
- Completing, maintaining and submitting records and forms as required by the district and the program.
- Maintaining a professional, supportive, and confidential relationship in providing the Teaching Resident with guidance and support in meeting the requirements and stated competencies of the program
- Supporting the Teaching Resident, the school, the district, the program and the TRST members to ensure a rich, successful teaching experience.

Clinical School Administrator's (CSA) Role and Responsibilities

In addition to the responsibilities outlined in the TRST, the Clinical School Administrator is responsible for providing leadership, resources, involvement and oversight at the school level. The CSA will also provide support for the Teaching Resident, the Clinical Mentor, the Clinical Supervisor and the overall program.

Clinical Mentor's (CM) Role and Responsibilities

In addition to the responsibilities outlined in the TRST, the primary role of the Clinical Mentor is to assist the Teaching Resident in all areas as well as support the overall program. The CM is to assist the Teaching Resident in the collection of required documentation of his/her progress; conduct weekly observations and conferences; advise, assist and support the Teaching Resident in the development of instructional units and lesson plans, instructional strategies, classroom organization and management; nurture professional dispositions; collaborate with the TRST members and utilize good mentoring and coaching procedures to support the Teaching Resident's development as a professional. Each CM is expected to mentor the Teaching Resident for his/her first two (2) years.

Clinical Supervisor's (CS) Role and Responsibilities

In addition to the responsibilities outlined in the TRST, the primary role of the Clinical Supervisor is to work with the CM and the Teaching Resident in helping the Teaching Resident become an accomplished teacher and to support the Program. This would include, but not be limited to, conducting seminars; weekly observations and conferences; overseeing/evaluating required assessments; advising, assisting and supporting the development of instructional units and lesson plans, instructional strategies, classroom organization and management; nurturing professional dispositions; collaborating with the TRST members and utilizing good supervisory and coaching procedures to support the Teaching Resident's development as a professional.

Clinical Director's (CD) Role and Responsibilities

In addition to the responsibilities outlined in the TRST: Roles and Responsibilities, the primary role of the CD is to collaborate with Greenville County Schools personnel, the CSAs, the CMs, the CSs and the local community to provide leadership in the development, implementation, organization, recruitment, budget, personnel and assessment of the overall program; to manage and administer the ongoing operations of the program; and to conduct Teaching Resident observations, conferences and evaluations (when indicated).

*Recognition to West Georgia RESA Georgia Teacher Academy for Preparation and Pedagogy for their guidance and material use in this area.

C. PERFORMANCE STANDARDS

The following list of eight (8) Performance Standards articulate the knowledge, skills and attributes required of all teachers in the Greenville County School System and are the required competencies for Teaching Residents in this program. These performance standards are correlated to the ADEPT (State) Performance Standards and evaluated using the Greenville County Schools Performance Assessment System for Teachers (PAS-T). (See Appendix III).

1. Knowledge of Curriculum, Subject Content, and Developmental Needs

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. (APS 6)

2. Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies, and resources to address the needs of all students. (APS 1, APS 2)

3. Instructional Delivery

The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies. (APS 4, APS 5)

4. Assessment

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback. (APS 3, APS 7)

5. Learning Environment

The teacher provides a safe, student-centered environment that is academically challenging and respectful. (APS 8, APS 9)

6. Communication

The teacher communicates effectively with students, school personnel, families, and the community. (APS 10)

7. Professionalism

The teacher maintains a professional demeanor, participates in professional growth opportunities, and contributes to the profession. (APS 10)

8. Student Achievement

The work of the teacher results in acceptable, measurable progress based on established standards. (APS 5, APS 7)

D. EVALUATION AND CERTIFICATION

Multiple data points and data sources occur throughout the induction and annual contract levels to assess the growth and level of the Teaching Resident's performance, both formatively and summatively. These include weekly observations, feedback and conferences by the CM and CS; formal observations by the CM, CD and CSA; work products from professional development seminars; coursework grades; national licensure exam scores and specifically designed performance assessments. At the conclusion of years 1, 2 and 3 the Teaching Resident will be formally evaluated for certification recommendation. The TRST and personnel from GCS will

make the final decision on submitting recommendation for certification to the South Carolina Department of Education.

BENCHMARKS: Evaluation and Recommendation for Certification

UPON ACCEPTANCE TO GATE PROGRAM – recommendation to the South Carolina Department of Education for an Alternative Route Certificate – GATE and Confirmation of Employment Form (COE)

Year 1 – INDUCTION YEAR 1: During the first year, Teaching Residents will be evaluated formally and informally using formative and summative assessments. These include but are not limited to written work, scored observations, coursework, seminar assignments, the Unit Work Sample, CM and CS feedback, the PLT and professional attributes.

Upon successful completion of all GATE program requirements, GCS requirements, South Carolina Education Department requirements and recommendations of the TRST and GCS personnel, the CD will submit a recommendation for an Alternative Route Certificate - GATE to the State Department of Education and Confirmation of Employment Form (COE)

Year 2 - INDUCTION CONTRACT YEAR: In the second year, Teaching Residents will be formally evaluated through observations, course grades, seminar assignments, CM and CSA feedback and professional attributes. The Teaching Residents will also participate in the PAS-T process; including the Induction Institute (see Appendix IV) and maintaining a performance portfolio that is reviewed by their administration at the end of the school year.

Upon successful completion of all GATE program requirements, GCS requirements, South Carolina Education Department requirements and recommendations of the TRST and GCS personnel, the CD will submit a recommendation for an Alternative Route Certificate - GATE to the State Department of Education and Confirmation of Employment Form (COE).

Year 3 - ANNUAL CONTRACT YEAR: In the third year, Teaching Residents are now Annual Contract Teachers and will be summatively evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three-person team works together to evaluate the Annual Contract Teacher. This three-person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members will observe the teacher and review artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher and the CD will receive feedback in the electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

Upon successful completion of all GATE program requirements, GCS requirements, South Carolina State Department requirements and recommendations of the TRST and GCS personnel,

the CD will submit a GATE Request for Professional License to the State Department of Education.

EVALUATION AND CERTIFICATION RECOMMENDATION TIMELINE

Upon Program Acceptance → Recommendation for Alternative Route Certificate - GATE, Confirmation of Employment Form (COE) to SDE

Year 1 Induction Year

- Weekly observations, informal evaluations (by CM and CS)
- 3 formal formative observations (semester 1 by CM)
- 4 formal formative observations (semester 1 by CS)
- 3 formal formative observations (semester 2 by CM)
- 4 formal formative observations (semester 2 by CS)
- Additional observations as needed
- Midterm and Final summative evaluation – consensus TRST
- Videotaped lesson(s) and reflection (semester 1 by CS)
- UWS (semester 2 by CS)
- Dispositions (semesters 1, 2 by CM, CS and CSA)
- PLT – take and pass or take and request extension to year 2

Recommendation for Alternative Route Certificate – GATE, Confirmation of Employment Form (COE) to SDE

Year 2 Induction Year

- Induction Institute
- 3 formal formative observations (each semester by CM)
- Additional formal formative observations (as needed)
- Course grades
- Professional Portfolio

Recommendation for Alternative Route Certificate – GATE, Confirmation of Employment Form (COE) to SDE

Year 3 Annual Contract Year

- PAS-T Process summative evaluation

GATE Request for Professional License to SDE

PROGRAM COMPLETION

GATE program participants are required to complete all GATE program requirements within three academic years of receipt of the first alternative route certificate. In order to be recommended for each year's alternative route certificate and final professional license the Teaching Resident must successfully complete the year's requirements in the specified time.

It is expected that the process and timeline described above will result in a successful program completion and a professional license for each Teaching Resident. However, if a Teaching Resident considers leaving the program at the end of a contract year or needs an extension, it is strongly recommended the Teaching Resident immediately contact the members of his/her TRST

and submit a written request for a leave or extension before March of the current contract year. A meeting will then be held to discuss the rationale, district policies and possible options.

If the TRST recommends the Teaching Resident be allowed to continue in the program at a later time or provides an extension, a formal, written plan for re-admittance must be approved and signed by the TRST, the CD and the GCSD Human Resources Department. Leaves or extensions may only be approved for extremely extenuating circumstances and for only one time

If this leave or extension is not requested in writing by the Teaching Resident or is not granted, a Teaching Resident who is not on track to complete the program in the specified manner or who has not successfully completed the program within 3 years will not be allowed to continue in program or reapply.

If at any time, (1) the Teaching Resident leaves during a contract year or (2) performs in ways evaluated by members of the TRST to be detrimental to the school, the students, the District and/or the GATE program, a meeting will be immediately conducted by appropriate GATE and GCSD personnel. The Teaching Resident will not be allowed to complete the program or reapply.

E. CURRICULUM

The GATE Program curriculum framework is grounded in current educational theory and best practices research in teacher preparation and designed to develop and support these competencies. Based on the following *Clinical Preparation and Partnerships for Improved Student Learning Principles (2010)*, the curriculum emphasizes:

1. Intensive clinical preparation
2. Student learning outcomes
3. Data-based candidate evaluation and program assessment
4. Candidates who are content experts, collaborators and critical thinkers
5. Active participation in a professional learning community with multiple opportunities for substantive feedback
6. Purposefully selected, effective and skilled clinical mentors and supervisors
7. Supportive and supported clinical sites
8. Technology applications
9. Strategic partnerships

The following topics comprise the structure of the spiral curriculum which will be taught and assessed during the initial two years. Aligned with the eight (8) GCSD Performance Standards, the curriculum will be modified and revised based on annual assessment data.

CURRICULUM CONTENT

- Professional Expectations, District and Program Structure, Teacher Evaluation
- Community, School and Classroom Factors
- Learning Theory, Motivational Theory
- Learning Environment, Classroom Management
- Inclusive Practices
- Teaching Students in Poverty

- Content Area Reading and Writing
- Instructional Planning (long range and daily)
- Teaching Methods in the Content Area
- Assessment of Student Learning
- Partnerships with Family, Community
- Legal Issues
- Instructional Technology

CURRICULUM PERSONNEL

The Greenville County Schools Academic Support Services Department and the CD are responsible for the pedagogical content, professional attributes knowledge and ensuring effective instruction. The CD, in collaboration with the Accountability and Quality Assurance Department, are responsible for the design and implementation of the program evaluation plan. Members of the Teaching Resident Support Team (Clinical Mentor, Clinical School Administrator and Clinical Supervisor) are responsible for the ongoing development, implementation and evaluation of the content and pedagogical content knowledge, skills and professional attributes of the Teaching Resident.

CURRICULUM STRUCTURE

Summer sessions (prior to first year and between first and second year)

Seminars

District Orientation

Induction Institute Sessions

Clinical Supervisor and Clinical Mentor Sessions

District Professional Development Sessions

College Courses

CURRICULUM ASSESSMENT FORMATS

Instructional Process Project (Unit Work Sample) (year 1)

Clinical Observations formal and informal (year 1, year 2)

PLT National Licensure Exam (year 1)

Video-taped lessons and focused reflections (based on data driven observations) (year 1)

Course Grades (year 2)

Professional Portfolio (year 2)

PAS-T Evaluation (year 3)

CURRICULUM PERSONNEL

Greenville County Schools Academic Support Services Department

Designated Instructors

Greenville County Schools Instructional Coaches

Teaching Resident Support Team:

- Clinical Mentor
- Clinical School Administrator
- Clinical Supervisor

Clinical Director

F. THE GATE PROGRAM REQUIREMENTS AND PROCEDURES

Program Entrance Requirements:

- a. Bachelor Degree or higher (math, science discipline) from an accredited college or university, within the past 10 years
- b. Have not completed a teacher education program or held any type of teaching certificate
- c. Minimum 2.75 cumulative GPA
- d. Official transcripts from all colleges or universities attended
- e. Evidence of passing score(s) on the specialty area content examination(s) (Praxis) as required by the South Carolina and related to the college degree awarded
- f. Satisfactory completion of South Carolina Department of Education application and requirements:
 - Online certification application
 - Non-Refundable Application Fee - The \$105.00 fee is Non-Refundable and does not include the FBI fingerprint processing fee.
 - Transcript(s) – All certification processes require official college transcripts from each college you attended.
 - PRAXIS Score Report - Content PRAXIS Exam related to college degree earned (approximate cost is \$120, but varies by subject)
 - Electronic Fingerprint process –All certification applicants must complete the Electronic Fingerprint process for certification in South Carolina which generates both federal (FBI) and state (SLED) background reports. In-state applicants can schedule an appointment for fingerprinting by contacting L-1 Enrollment Services at www.identogo.com. Out-of-State applicants may request a fingerprint card from the Educator Certification web site for manual submission of fingerprints. The fingerprinting cost is \$53.25 and is payable to MorphoTrust USA LLC. Fingerprinting costs are not included in the \$105.00 application fee.
 - Copy of Social Security Card (US)
- g. Selected as a candidate through the GCS pre-screening application and program acceptance process (see below)
- h. Verification of employment offer as a teacher in GCS
- i. Agreement to a minimum 3-year commitment to teach in Greenville County Schools (upon successful completion of all requirements each year)
- j. Signed program fee/tuition agreement
- k. All forms and required documents completed, submitted and approved

Pre-Screening Application:

- a. a professional resume
- b. unofficial college/university transcripts
- c. two (2) professional references

d. GCS Online Application

Program Acceptance Process:

- a. Selection of interview candidates by the GATE Program Screening Committee (CD, HR representative, Middle Level CSA, Secondary Level CSA)
- b. Invitation to apply for program
- c. A \$100 non-refundable application fee
- d. District in-depth interview
- e. On-site writing sample
- f. Official college/university transcripts
- g. School level interview at location with vacancy
- h. Offer of employment as a Teaching Resident in a GCS school
- i. Clearance for Teacher Certification as required by the State of South Carolina
- j. Additional GCS employee and State Department of Education requirements

G. RECRUITMENT PLAN

The recruitment campaign will be developed and implemented by GCS human resource department (professional employment). The campaign will include, but not be limited to, traditional advertisement through various media platforms (newspapers, business publications, magazines, business organizations, radio/television advertisements, social media, internet, etc.). In addition to advertising the alternative certification program opportunity, recruitment will also include: information sessions (hosted in-district and off campus pop-up events); invitations to teacher recruitment events and job fairs; recruitment/job fairs other than teacher recruitment events; contacts with college career centers and math/science academic departments; program success promotion by highlighting successful participants; and word of mouth.

H. PROGRAM EVALUATION PLAN

The program evaluation plan is designed in collaboration with and supported by the Greenville County School System's Department of Accountability and Quality Assurance. The Office of Accountability and Quality Assurance ensures that the process will abide by sound research and evaluation practices.

Project Goals:

1. To increase the number of Highly Qualified middle and secondary math and science teachers to more acutely meet the needs of Greenville County Schools STEM initiatives.
2. To increase the number of Highly Qualified middle and secondary math and science Teaching Residents in underrepresented demographic groups.
3. To prepare effective middle and secondary math and science teachers through a research and performance based, district-embedded program that meets the needs of GCS and its diverse student populations.
4. To retain Highly Qualified middle and secondary math and science teachers in GCS.

The program evaluation plan utilizes a longitudinal mixed methods approach and provides formative and summative data for both program improvement and program evaluation. Quantitative data sources include aggregated PAS-T data and specific assessment data for each cohort over three years; annual metrics indicating successful program completers, retention

numbers and demographic data and qualitative data sources such as student, mentor, supervisor, administrator and Teaching Resident surveys, focus groups and structured interviews.

Apart from the candidates' evaluation, a formal evaluation of the above goals will be employed. These goals will be tracked and analyzed each year for program improvement. The Department of Accountability and Quality Assurance will assist in the design of the surveys. Implementation and analyses of the surveys will be done by the Project Director. The findings, analysis, conclusions and program revisions will be shared annually in appropriate formats with the following: the South Carolina Department of Education, Greenville County Schools, the Teaching Resident Support Teams, the Teaching Residents and the GATE Program Advisory Council.

Figure 1 below shows a logic model describing inputs/activities/outputs and short/long term objectives.

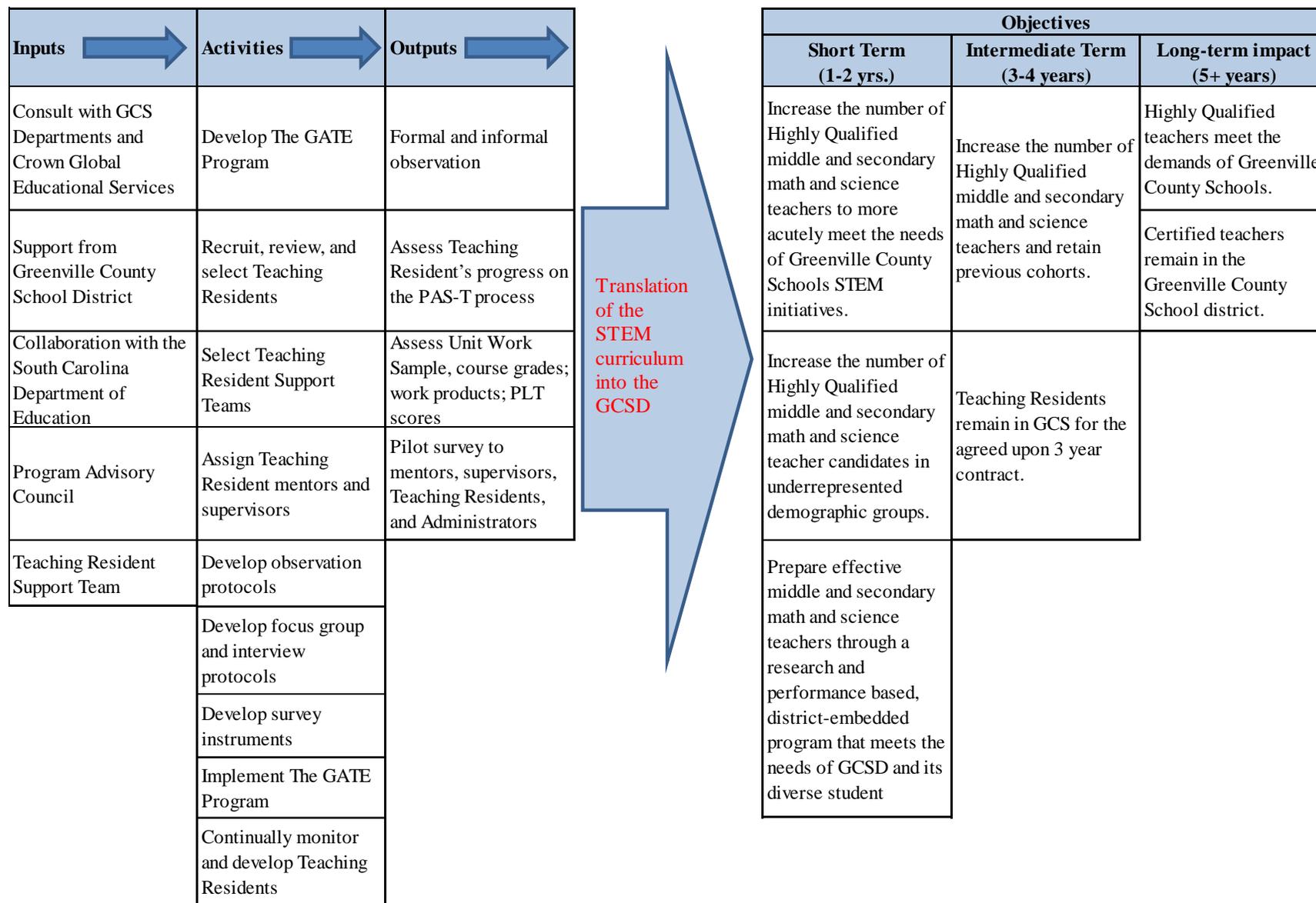


Table 1 shows how each short, intermediate, and long term outcome will be measured and who will be responsible for collecting, analyzing and disseminating the data.

Table 1. Outcome Measurement

Outcome	Data Source	Person(s) Responsible	Dissemination
<ul style="list-style-type: none"> • Increase the number of Highly Qualified middle and secondary math and science teachers to more acutely meet the needs of Greenville County Schools STEM programs. 	<ul style="list-style-type: none"> • Program records 	<ul style="list-style-type: none"> • Teaching Resident Support Teams (TRST) and Clinical Director (CD) 	<ul style="list-style-type: none"> • CD
<ul style="list-style-type: none"> • Increase the number of Highly Qualified middle and secondary math and science Teaching Residents in underrepresented demographic groups. 	<ul style="list-style-type: none"> • Program records 	<ul style="list-style-type: none"> • TRST and CD 	<ul style="list-style-type: none"> • CD
<ul style="list-style-type: none"> • Prepare effective middle and secondary math and science teachers through a research and performance based, district-embedded program that meets the needs of GCS and its diverse student populations. 	<ul style="list-style-type: none"> • Teaching Resident, Clinical Mentor, Clinical Supervisor, and Clinical School Administrator surveys • Formal Observations • Focus group • Structured interviews • PAS-T • Program Assessments • PLT scores 	<ul style="list-style-type: none"> • CD and GCS Evaluation Support • Clinical Supervisor (CS), Clinical Mentor (CM), Clinical School Administrator (CSA) • CD • CD • GCS Performance Assessment Team • CS, CD • CD 	<ul style="list-style-type: none"> • CD
<ul style="list-style-type: none"> • Retain highly qualified middle and secondary math and science teachers. 	<ul style="list-style-type: none"> • Program records 	<ul style="list-style-type: none"> • CD and GCS HR Department 	<ul style="list-style-type: none"> • CD

I. BUDGET (See Appendix V)

The GATE Program budget supports the philosophy and intent of the program to be a research-based, intensively mentored, district-embedded alternative teacher preparation program. Each of the line items reflects the ten (10) design principles of effective alternative certification programs and provides for in-depth pedagogy, meaningful student-focused learning experiences, consistent coaching and feedback from expert teachers and on-going supportive contexts.

Based on a minimum of ten (10) participant cohort, the program is designed to be self-sustaining. Participants are responsible for the majority of the revenue; paying an initial application fee, tuition, costs associated with certification requirements and personal costs incurred in attending summer sessions. Tuition is paid over two (2) years through a monthly salary deduction plan. This amount decreases significantly in the second year and there is no tuition in the third year. Costs associated with the PAS-T process and the Induction Institute are assumed by GCS as candidates will be initially certified teachers at the time of participation.

APPENDICES

APPENDIX I

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APPENDIX II

KEY PARTNERS AND PERSONNEL

- Greenville County Schools
 - Human Resources Department
 - Academic Support Services
 - Professional Development, Mentoring and Evaluation Department
 - Accountability and Quality Assurance Department
- South Carolina Department of Education
- The GATE Program Advisory Council - comprised of representatives from Higher Education, GCS, local businesses and the community
- Teaching Resident Support Team

Teaching Resident Support Team (TRST) Roles and Responsibilities*

- Participating in TRST meetings.
- Participating in formal and informal observations and meetings with the Teaching Resident to provide coaching and feedback.
- Consulting with other TRST members at the mid-year progress check regarding the Teaching Resident's progress toward meeting the eight (8) PAS-T Performance Standards
- Recommending actions to be included in the Professional Growth Plan to support growth in areas needing improvement.
- Ensuring the Teaching Resident has the opportunity to demonstrate assessed Teacher Dispositions by the completion of the program.
- Completing, maintaining and submitting records and forms as required by the program. All documentation will be used by the TRST as evidence of met competencies.
- Maintaining a professional, supportive, and confidential relationship in providing the Teaching Resident with guidance and support in meeting the requirements and stated competencies of the program
- Supporting the Teaching Resident, the school, the program and the TRST members to ensure a rich, successful teaching experience

Clinical School Administrator's (CSA) Role and Responsibilities

In addition to the responsibilities outlined in the Members of TRST: Roles and Responsibilities, the Clinical School Administrator is to support the Teaching Resident and program by:

- Assisting in assigning qualified mentor teacher
- Conducting a school orientation
- Observing the Teaching Resident according to district policy or as requested by Teaching Resident, clinical mentor and/or clinical supervisor
- Evaluating the Teaching Resident's teacher dispositions and professionalism at the end of each semester for the first year
- Consulting with members of the TRST team regarding the Teaching Resident's progress.

- Arranging release time for the Teaching Resident in order to attend seminars as required by the program
- Arranging release time for the clinical mentor to attend meetings, conference with Teaching Resident, and observe Teaching Resident so that they can effectively provide support.
- Evaluating the Teaching Resident on the eight (8) Performance Standards by the end of each semester
- Completing and submitting all records and forms as required by the program

Clinical Mentor's (CM) Role and Responsibilities

In addition to the responsibilities outlined in the Members of TRST: Roles and Responsibilities, responsibilities include, but are not limited to:

- Participating in the SDE Alternative Certification Mentor training and any additional training to fully support the Teaching Resident.
- Guiding the Teaching Resident through the daily operation of the school to create a supportive and reflective environment addressing issues facing beginning teachers.
- Modeling lessons for the Teaching Resident and being a role model in all aspects of professionalism.
- Observing weekly in the Teaching Resident's classroom and completing at least 3 formal observation cycles per semester (first year) and 2 observation cycles per semester (second year) along with pre-and post-observation conferences. Additional observations may be requested by the any member of the TRST.
- Providing coaching as well as facilitating reflective teaching opportunities for the Teaching Resident.
- Evaluating the Teaching Resident's teacher dispositions and professionalism every 9 weeks for the first year.
- Completing and submitting documentation of observations and conferences as required, including structured evaluation of the Teaching Resident's dispositions and professionalism, pre-observation conferences, post-observation conferences, conferences to discuss the Teaching Resident's self-reflection of teaching competencies and associated assessments.
- Assisting Teaching Resident in developing Professional Growth Plans and choosing appropriate professional resources that support the plan.
- Collaborating with the Teaching Resident in the development, implementation, and evaluation of units/lesson plans.
- Using effective instructional coaching to assist Teaching Resident in planning, implementing, and assessing classroom instruction and management to engage all students in active learning.
- Notifying the TRST if problems occur.
- Monitoring the Teaching Resident's progress in completing the program requirements.
- Providing support for the development of the professional portfolio.
- Evaluating the Teaching Resident on the eight (8) Performance Standards by the end of each semester. All documentation will be used as evidence of met competencies.
- Completing, and submitting all records, forms and assessments as required by the program.

Qualifications:

The clinical mentor should have the following credentials: Master's Degree or higher, five years successful classroom instruction and recommendation of the building administrator. The CM shall be certified in the same area and level that the Teaching Resident is seeking certification. Additional Alternative Certification Mentor training may also be required of this individual.

Clinical Supervisor's (CS) Role and Responsibilities

In addition to the responsibilities outlined in the Members of TRST: Roles and Responsibilities, responsibilities include, but are not limited to:

- Scheduling an initial meeting with the Teaching Resident to review requirements and to answer questions.
- Scheduling and chairing TRST meetings
- Evaluating the Teaching Resident on the eight (8) Professional Standards by the end of each semester.
- Completing Teaching Resident Support Team Meeting Records for all TRST meetings.
- Serving as the liaison between the school and the Clinical Director for assigned Teaching Residents.
- Observing and conferencing weekly in the Teaching Resident's classroom. Completing at least 4 formal observation cycles each semester.
- Completing and submitting documentation of observations and conferences as required, including structured evaluation of the Teaching Resident's dispositions and professionalism, pre-observation conferences, post-observation conferences, conferences to discuss the Teaching Resident's self-reflection of teaching competencies and associated assessments.
- Evaluating, recording and submitting all required assessment data using the designated program assessment rubrics. All documentation will be used as evidence of met competencies.
- Conferencing with the Teaching Resident's Mentor teacher and/or School Administrator during the visit(s).
- Assisting the Teaching Resident with the requirements of the portfolio, as needed.
- Performing additional observations if recommended by a member of the TRST
- Recording and submitting documentation to the Clinical Director.
- Notifying the Clinical Director if problems occur or if the Teaching Resident is exhibiting competencies below the proficient level, so that additional support can be provided.
- Supporting the Teaching Resident, the school, the system, the TRST members, and the program to ensure a rich, successful teaching experience
- Consulting with TRST members about Teaching Resident progress to achieve all competencies and to recommend actions needed to support Teaching Resident
- Scheduling and chairing final meeting of Teaching Resident presenting evidences of competencies to the TRST.

Qualifications:

The Clinical Supervisor should have the following credentials: Master's Degree or higher, five years successful classroom instruction and recommendation of the Program Director and/or the building administrator. Additional training may also be required of this individual.

Clinical Director's (CD) Role and Responsibilities

In addition to the responsibilities outlined in the Members of TRST: Roles and Responsibilities, the primary role of the CD is to collaborate with Greenville County Schools personnel, the CSAs, the CMs, the CSs and the local community to provide leadership in the development, implementation, organization, recruitment, budget, personnel and assessment of the overall program; to manage and administer the ongoing operations of the program; and to conduct Teaching Resident observations, conferences and evaluations (when indicated). Responsibilities include, but are not limited to:

- Coordinating all program efforts and activities (development, implementation, curriculum, recruitment, budget, personnel, assessment, organization).
- Counseling Teaching Residents to determine eligibility for the program.
- Managing the application process.
- Managing the recommendation for certification process.
- Ensuring all records, forms and required data are complete, maintained and submitted to district and state officials.
- In collaboration with the Accountability and Quality Assurance Department, designing and implementing a Program Assessment Plan.
- Collecting, recording, analyzing, summarizing and presenting data for program improvement
- Evaluating seminars, trainings, and program assessments.
- Collaboratively designing, reviewing and revising program based on assessment data.
- Scheduling and chairing Advisory Council meetings.
- Developing relationships with local business community, school districts, non-profits and Institutions of Higher Education.
- Attending TRST meetings.
- Reviewing roles and responsibilities of each member of the team.
- Serving as the liaison to GCSD administrators.
- Observing each Teaching Resident at least once during each semester.
- Consulting with the Teaching Resident's Mentor teacher and/or School Administrator regarding Teaching Residents' progress and the overall program.
- Consulting with CS regarding Teaching Residents' progress and the overall program.
- Supporting the Teaching Resident, the school, the system, the TRST members to ensure a rich, successful teaching experience.

Qualifications:

The Clinical Director should have the following credentials: Master's Degree or higher, five year successful classroom instruction, school administrative experience, mentoring and supervisory experience and be recommended by the GCSD administration.

*Recognition to West Georgia RESA Georgia Teacher Academy for Preparation and Pedagogy for their guidance and material use in this area.

APPENDIX III



Performance Standards in the

Performance

Assessment

System

for Teachers

A modified form of ADEPT

Performance Standard 1: Knowledge of Curriculum, Subject Content, and Developmental Needs

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Example Performance Indicators

The teacher

- ◆ effectively addresses appropriate curriculum standards.
- ◆ integrates key content elements and higher level thinking skills in instruction.
- ◆ demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- ◆ demonstrates accurate knowledge of subject matter.
- ◆ demonstrates skills relevant to the subject area(s) taught.
- ◆ bases instruction on goals that reflect high expectations, and understanding of the subject.
- ◆ understands intellectual, social, emotional, and physical development of the age group.

Performance Standard 2: Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies, and resources to address the needs of all students.

Example Performance Indicators

The teacher

- ◆ develops plans that are clear, logical, sequential, integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi) and show evidence of technology integration.
- ◆ matches content/skills taught to overall curriculum scope and sequence.
- ◆ evaluates curricular materials for accuracy, currency, and student interest.
- ◆ designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum standards and goals.
- ◆ demonstrates the ability to evaluate and refine existing materials and to create new materials when necessary.
- ◆ identifies and plans for the instructional and developmental needs of all students, including remedial, high achievers, and identified gifted students

Performance Standard 3: Instructional Delivery

The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.

Example Performance Indicators

The teacher

- ◆ modifies instruction to make topics relevant to students' lives and experiences.
- ◆ uses materials, technology, and resources to provide learning experiences that challenge, motivate, and actively involve the learner.
- ◆ uses a variety of appropriate teaching strategies, which may include grouping, cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and questioning, etc.
- ◆ paces instruction appropriately with adequate preview and review of instructional components.

- ◆ solicits comments, questions, examples, and other contributions from students throughout lessons.
- ◆ demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary.
- ◆ demonstrates effective technology integration into the curriculum.

Performance Standard 4: Assessment

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

Example Performance Indicators

The teacher

- ◆ uses pre-assessment data to develop expectations for students and for documenting learning.
- ◆ assesses student performance based on instructional standards and provides timely and specific feedback.
- ◆ uses a variety of formal and informal assessment strategies throughout instruction.
- ◆ collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- ◆ develops tools and guidelines that help students assess, monitor, and reflect on their own work.
- ◆ reteaches material and/or accelerates instruction based on assessment to pace instruction appropriately for student interest and learning.

Performance Standard 5: Learning Environment

The teacher provides a safe, student-centered environment that is academically challenging and respectful.

Example Performance Indicators

The teacher

- ◆ promotes a climate of trust and teamwork within the classroom.
- ◆ respects and promotes the appreciation of diversity within the classroom.
- ◆ emphasizes continuous improvement toward student achievement.
- ◆ creates and maintains a physical setting that minimizes disruption and promotes learning and safety.
- ◆ establishes and maintains effective classroom rules and procedures communicating them to students and families.
- ◆ models caring, fairness, humor, courtesy, respect, active listening, and enthusiasm for learning.
- ◆ creates an attractive, warm, and supportive classroom environment.

Performance Standard 6: Communication

The teacher communicates effectively with students, school personnel, families, and the community.

Example Performance Indicators

The teacher

- ◆ uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- ◆ explains directions, concepts and lesson content to students in a logical, sequential and age-appropriate manner.
- ◆ shares major instructional goals and classroom expectations with families.
- ◆ initiates communication and responds to families or guardians concerning student expectations, progress or problems in a timely and confidential manner.
- ◆ coordinates efforts with school staff, other service providers, and community resources to reach educational decisions that enhance student learning.
- ◆ supports, promotes, and communicates the strategic plan, policies, regulations, and school events.
- ◆ maintains effective and appropriate communication with other teachers and administrator

◆ **Performance Standard 7: Professionalism**

The teacher maintains a professional demeanor, participates in professional growth opportunities, and contributes to the profession.

Example Performance Indicators

The teacher

- ◆ maintains a professional demeanor and behavior (e.g., appearance, punctuality, attendance).
- ◆ respects and maintains confidentiality and assumes responsibility for professional actions.
- ◆ handles administrative routines, policies, and procedures quickly and efficiently.
- ◆ represents the school/community favorably.
- ◆ evaluates and identifies areas of personal strength and weakness related to professional skills and their impact on student learning and sets goals for improvement of skills and professional performance.
- ◆ participates in professional growth activities (e.g., mentoring, peer coaching, and/or supervising practicing teachers or interns, meeting requirements for technology proficiency, attending conferences, participating in workshops, pursuing course work, and/or belonging to professional organizations at the district, state, and/or national level).
- ◆ serves on school and/or district committees and supports school activities.

Performance Standard 8: Student Achievement

The work of the teacher results in acceptable, measurable progress based on established standards.

Example Performance Indicators

The teacher

- ◆ sets measurable and appropriate Student Learning Objectives (SLO) for student progress.

- ◆ gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.
- ◆ uses formative assessment to regularly monitor student progress and modify instruction as needed.
- ◆ provides evidence that SLOs have been met.
- ◆ communicates/collaborates with colleagues in order to improve students' performance.

APPENDIX IV

Welcome to



Induction Institute Handbook

The Induction Institute program for Greenville County Schools has been developed to help you acquire the knowledge and skills necessary for experiencing a successful transition into the teaching profession. The program is designed to address your concerns and needs while providing you with assistance and support during your first year.

The goals for the program are to:

- guide and support new teachers in developing competent teaching strategies
- create an optimal environment for teacher and student success
- create a personal and professional network of teaching colleagues

THE PROGRAM COMPONENTS

District Orientation for All Newly Hired Teachers

- An Induction Institute Orientation addressing multiple areas such as technology, curriculum, mentoring expectations, school level knowledge, classroom expectations, and more
- An Induction Orientation providing an overview of the ADEPT Regulation and the Performance Assessment System for Teachers (PAS-T) Evaluation System

Time for Professional Growth

- Observations of master teachers (a minimum of two observations per year)
- Participation in Summer Session Induction Institute, Induction Orientation, Professional Learning Communities, and Putting It All Together session
- Professional development geared to the specific needs of the first year teacher

Ongoing Professional Development

Induction Institute Professional Learning Communities are designed to support first year teachers. The PLCs provide participants with real world experiences in the first year teacher's classroom, hands-on experiences and strategies focusing on the PAS-T Performance Standards, and opportunities for growth from second year teachers.

The Support Team

You will be assigned a team which will provide and coordinate support for you throughout the school year. Your team will consist of the following members:

- a building administrator (principal, assistant principal, or administrative assistant)
- a building mentor teacher (a continuing contract teacher who is familiar with the grade level and/or content taught by the Induction teacher)
- The GATE Program Teaching Residents will continue with their same clinical school administrator and clinical mentor. There will also be the opportunity for additional support and assistance from a clinical supervisor.

Mentoring

- Mentors are assigned to all Induction teachers by the principal.
- Mentors are trained according to state regulations.
- Mentors teach in the same building as the Induction teacher (special positions may not apply).
- Mentors provide feedback to Induction teachers specific to the PAS-T Performance Standards.

Observation and Feedback for Induction Teachers

Your building administrator and your mentor will meet with and observe you on a regular basis throughout the school year. The purpose of the observations and subsequent conferences are to assist you in developing effective teaching skills. Observations may be announced or unannounced. Observations are intended to analyze and give feedback regarding typical teaching performance. Observations by mentors are not for the purpose of evaluation. The feedback given after these observations will focus on the PAS-T Performance Standards.

The GATE Program Teaching Residents may also have additional formal and informal observations and evaluations by a Clinical Supervisor.

You should be given a copy of all written feedback, which will become part of your PAS-T handbook. Formal, written feedback will be given twice on ePAS: prior to the winter break and on or before April 30th.

Each Induction teacher is required to observe two experienced teachers and write a brief synopsis of each observation, which will become a part of your PAS-T handbook. (A form is provided.)

Responsibilities for the Induction Teacher

The Induction teacher is responsible for:

- attending one (1) Summer Session Induction Institute, one (1) Induction Overview Orientation, two (2) Induction Institute Professional Learning Communities, and one (1) Putting It All Together session
 - A record of your attendance should be maintained in your PAS-T handbook.
- observing and consulting with competent teachers who demonstrate proficiency in each of the eight PAS-T performance standards
 - A summary sheet should be kept as part of your Induction Handbook. A minimum of two observations per year is required.
- seeking advice from mentors and asking questions when there is a lack of understanding
- implementing strategies suggested by mentors and administrators as feedback is given
 - Feedback forms should become part of your Induction Handbook.
- keeping the mentor and building administrator informed of potential problems

- The GATE Program Teaching Resident will also be responsible for any program requirements.

The relationship between the Induction teacher and the mentor should be a positive experience for both parties. If you feel your mentor is not meeting your needs, you should talk with him/her first. If the problem cannot be resolved between the two of you, you may want to request another mentor from your building administrator.

Responsibilities of the Building Administrator

The building administrator is responsible for:

- assigning a mentor to each Induction teacher
- conducting a school orientation for all Induction teachers
- providing written feedback to all Induction teachers in each of the eight PAS-T Performance Standards prior to the winter break and prior to April 30th
- providing opportunities for Induction teachers to observe and consult with experienced classroom teachers
 - A minimum of two observations per year is required.
- conducting an end-of-year review of the Induction teacher's performance and reviewing the Induction teacher's handbook
- recommending specific professional development for the Induction teacher as needed
- monitoring the Induction teacher throughout the year and providing assistance when needed
- making district employment decisions regarding the Induction teacher

Responsibilities of the Mentor

The mentor is responsible for:

- possessing knowledge of the eight PAS-T Performance Standards
- establishing a positive relationship with the Induction teacher to enhance communication and the sharing of ideas
- providing assistance, encouragement, and feedback when needed
- conducting a minimum of two unannounced, brief (minimum of 20 minutes) classroom observations and providing written feedback in ePAS
- holding periodic collaboration with Induction teachers
 - These meetings will afford opportunities to discuss issues such as content, teaching strategies, classroom management, resources, planning, and assessment.
- working collaboratively with the administrators to assist in developing a professional growth plan for the Induction teacher

The relationship between the mentor and the Induction teacher should be a positive experience for both parties. The administrator may make changes in assignments if there is a conflict that cannot be overcome.

APPENDIX V

Budget

(Based on 10 Teaching Residents)

PARTICIPANT COST BREAKDOWN			
Year 1: Based on 10 participants	Cost	Quantity	Total
Part time Director	\$ 40,000.00	1	\$ 40,000.00
Supervisor	\$ 3,000.00	2	\$ 6,000.00
Mentoring Stipend	\$ 250.00	10	\$ 2,500.00
IC Stipend	\$ 250.00	5	\$ 1,250.00
Curriculum: Pre-Service (Foundational)			
Program and District Introduction and Expectations	\$ 100.00	1	\$ 100.00
Instructor Stipend: Instructional Planning Middle/High	\$ 100.00	4	\$ 400.00
Instructor Stipend: Classroom Organization and Management Middle/High	\$ 100.00	4	\$ 400.00
Instructor Stipend: Assessment of Student Assessment Middle/High	\$ 100.00	2	\$ 200.00
Instructor Stipend: Legal Issues	\$ 200.00	1	\$ 200.00
Instructor Stipend: Learning Theory and Motivation	\$ 100.00	1	\$ 100.00
Curriculum District Delivery (Deep Dive)			
Instructor Stipend: Content Area Reading and Writing	\$ 300.00	1	\$ 300.00
Instructor Stipend: Differentiated Instruction	\$ 300.00	1	\$ 300.00
Instructor Stipend: Instructional Planning	\$ 300.00	1	\$ 300.00
Instructor Stipend: Teaching Methods in the Content Area	\$ 300.00	1	\$ 300.00
Instructor Stipend: Assessment of Student Learning	\$ 300.00	1	\$ 300.00
Instructor Stipend: Learning Environment/Classroom Management	\$ 300.00	1	\$ 300.00
Instructor Stipend: Instructional Technology	\$ 300.00	1	\$ 300.00
Community, School, and Classroom Contextual Factors	\$ 100.00	4	\$ 400.00
		Total	\$ 53,650.00
Year 2 Cost: Based on 10 participants			
Supervisor	\$ 3,000.00	2	\$ 6,000.00
Mentoring Stipend	\$ 250.00	10	\$ 2,500.00
IC Stipend	\$ 250.00	5	\$ 1,250.00
Year 2 Program Overview and Expectations	\$ 100.00	1	\$ 100.00
Curriculum: Coursework			
SPED: Inclusive Practices	\$ 2,000.00	1	\$ 2,000.00
Teaching Students in Poverty	\$ 2,000.00	1	\$ 2,000.00
		Total	\$ 13,850.00
ANNUAL COST SUMMARY			
Year 1: Cost per Participant	\$ 5,250.00		
Year 2: Cost per Participant	\$ 1,500.00		
Year 3: Cost per Participant	\$ -		
PARTICIPANT ANNUAL SALARY (less fringe)			
Year 1 Participant Salary: (Based on 1st Year Teacher Pay less Program Costs) \$33,259-\$5250	\$ 28,009.00		
Year 2 Participant Salary: (Based on 2nd Year Teacher Pay less Program Costs) \$34, 271-\$1500	\$ 32,771.00		
Year 3 Participant Salary: According to District Salary Schedule for 3rd Year	District Salary Schedule		

***Does not include a \$100 application fee (non-refundable), costs required for SC Department of Education application and certification or personal costs associated with summer sessions.**