Components of the Essentials of Effective Teaching Course

The GaTAPP program is based on the 24 competencies described in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. Participants will increase their knowledge and understanding of the essentials fundamentals of effective teaching. The components of the essential fundamentals will be analyzed and discussed. The course is built around four key components (essentials, evidence, engagement, and environment) that characterizes a classroom of excellence.

**What does "A Framework for Teaching" mean?**

It is (1) a description of the teacher responsibilities that promote improved student learning; (2) a definition of what teachers know and be able to do in the exercise of their profession, based on research and best practices; (3) a common language that allows opportunities for educators to discuss good teaching; and (4) a structure designed to address the complexities of teaching applicable to all practitioner levels from novice through accomplished.

Over the course of two weeks we will review each of the four Domains, and their components, which comprise A Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

**Philosophy of Education:**

First you will be asked to give a statement on your Philosophy of Education by answering the following questions: (1) What are your belief statements?, (2) What would teaching look like in you classroom?, (3) What are your goals? and (4) How do students learn? At the end of the program you will be encouraged to look at how you answered the questions, and how you would answer them after completing a year in the classroom.

**Standards and Elements:**

You will be shown how to locate your standards and then how to deconstruct your standards. You will be asked what you think you would see in a standards-based classroom and given the following questions: (1) What elements would be present in the physical setting of the classroom?, (2) What would be the classroom atmosphere (working relationship)?, (3) What would the teacher be doing?, and (4) What would the students be doing? Examples will be given to describe how your classroom will look if you have answered these questions. Standards are what we want our students to know, understand, and be able to do in a specific content area and grade level. Standards are the instructional goals

**Unit/Lesson Plans:**

A unit is a comprehensive set of curriculum, assessments, and instruction used for planning, assessing, and teaching students. Using sample units as a guide, you will be taught what the components of a unit are and how to write your unit based on what you want your students to know, what you want your
students to do or use with what they know, and what you want your students to understand. Your unit plans will be aligned to the standards.

Differentiation:

Differentiation is a response to different student's learning needs. You will be taught how to identify, design and incorporate differentiation strategies into your classroom instruction.

Classroom Management and Survival Skills:

Incorporated into the Essentials course is a two-day seminar conducted by Dr. Gary Alderman entitled, Strategies and Techniques for Dealing with the Most Difficult to Manage Students. Dr. Alderman gives easy to follow proven methods to maintain order in your classroom from the first day. You will learn the importance of establishing class rules, a discipline plan and procedures, and understand that procedures must be rehearse over and over until they become routine.

Ethics:

A legal representative from PAGE will go over the code of ethics involved in teaching, and using real life scenarios instruct you on being careful to be aware of your behavior at all times and misuse of electronic devices.

Assessments:

Assessment is a very important part of instruction. It provides evidence that students have learned what you want them to learn...it provides evidence that your instruction was effective and it can also be used as a teaching tool to motivate students to strive for excellence. You will learn the difference between summative (to measure and document the extent to which students have achieved a learning target) and formative (to inform instruction and provide feedback to students on their learning) assessments, and how to use your assessments to alter your teaching and improve your lesson plans.

Electronic Portfolio:

Candidates are required to develop an Electronic Portfolio containing evidence of high teaching quality and professionalism in the four domains and their components, which will be scored by each member of the Candidate Support Team. Samples of Electronic Portfolios will be shown so candidates can see the kind of evidence which would be appropriate for each domain.