

**2007 Innovations Awards Program
APPLICATION**

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ID # (assigned by CSG): 07-S-50GATAPP

Please provide the following information, adding space as necessary:

State: **Georgia**

Assign Program Category (applicant): **Human Resources/Education – Workforce Development**

1. Program Name
Teacher Alternative Preparation Program (TAPP)
2. Administering Agency
Clayton County Public Schools
3. Contact Person (Name and Title)
Dr. Bobbi Ford
Coordinator of Professional Learning
4. Address
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9. Please provide a two-sentence description of the program.
The Teacher Alternative Preparation Program (TAPP) is a rigorous two-year program that provides a route for an individual with a baccalaureate degree in a field outside education to become certified while serving as a classroom teacher.

10. How long has this program been operational (month and year)? Note: the program must be between 9 months and 5 years old on April 2, 2007, to be considered.

The TAPP program was started in July 2003, making the program almost four years old.

11. Why was the program created? What problem[s] or issue[s] was it designed to address?

The rationale for initiating such a program as TAPP was based in the following four points:

- **To meet the need for highly Qualified Teachers, per No Child Left Behind**
- **To address a nationwide teacher shortage**
- **Provide a time and cost effective program that recognizes the education and experiences of each candidate**
- **Prepare qualified candidates to earn clear, renewal Georgia teaching certificates**

12. Describe the specific activities and operations of the program in chronological order.

Potential candidates attend an informational meeting which outlines the program requirements:

- **2.5 GPA**
- **Praxis I or GACE Basic skills passed**
- **Praxis II/GACE passed on content areas**
- **Hold a degree in the subject area for which they plan to be certified**

Once accepted into the program, they seek a job opportunity in our system

Once hired, they are assigned

- **a field supervisor to oversee their program,**
- **a school based mentor to support their day to day practice at their school,**
- **an administrator to provide evaluation to their day to day practice, and**
- **a content specialist to observe their content knowledge.**

The field supervisor observes the candidate a minimum of 12 times per year. The school based mentor observes the candidate a minimum of 12 times per year. The school administrator and curriculum specialist observes on an as needed basis, but at the minimum 3 times per year.

Each candidate is supplied with a list of courses that must be satisfactorily completed over the two year program. The first course begins the summer before the school year begins and involves 120 hours of essential information to begin teaching. Special Education and Early Childhood Education participants must complete an additional 560 hours of instruction to support their teaching practice. Secondary candidates must complete at least 260 hours of instruction specifically focusing on pedagogy since they are admitted to the program on their content degrees. Additional coursework is required to meet all state and federal guidelines for content knowledge.

Each candidate while completing classes is creating a portfolio based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. They must provide evidence in all 22 areas of the framework that indicates that they mastered the components of accomplished teaching. This portfolio documents the candidates' work over the two year TAPP program.

Each candidate is required to do 50 hours of observations over the 2 years of the TAPP program. This allows them to view techniques of experienced, master teachers and apply

them to their teaching practice. Each candidate is provided with 5 release days over the course of the TAPP program and the school based mentor is provided with 3 days.

At the end of the 2nd year, each TAPP applicant's records are reviewed to be sure that all requirements have been met. If so, they are recommended for a clear, renewable teaching certificate.

13. Why is the program a new and creative approach or method?

The Teacher Alternative Preparation Program allows non-education majors to use their college degrees to begin a teaching career. It is different from the traditional teacher education program in that it allows the mid life career changer or the military retiree or the young person who obtained a degree in something that they now find not very interesting to answer the call of their heart for teaching.

The candidate's college degree serves as a baseline for content knowledge that allows them to be the teacher in the classroom while they are completing coursework specifically tailored for their subject or grade level. The practicum experiences and the portfolio process allow them to reflect on their teaching and improve their practice in a timely and effective manner.

The support of the field supervisor, the mentor and the content specialist adds several layers of support that a new teacher from a traditional teacher education program would not necessarily have in a district as large as ours. TAPP provides a deep and effective support network for teachers. Providing release days for both the candidate and the school based mentor allows observation and coaching experiences that provide a rich dimension resulting in well-prepared teachers.

14. What were the program's start-up costs? (Provide details about specific purchases for this program, staffing needs and other financial expenditures, as well as existing materials, technology and staff already in place.)

The initial start-up costs for the program were \$6,610 per student. This included the costs of materials for the courses, instructor costs, salaries for mentors and stipends, five release days for each candidate over the two-year period, three release days per candidate over the two-year period, secretarial help, and other discretionary costs. (See attached budget)

**Georgia TAPP
Clayton County Program
Projected Costs Per Teacher**

| | Year 1 | Year2 |
|------------------------------|----------|----------|
| Instructor Cost* | \$320.00 | \$320.00 |
| Release days for mentor (3) | \$270.00 | \$270.00 |
| Release days for protégé (5) | \$270.00 | \$270.00 |

| | | |
|---|------------------|------------------|
| Mentor payment | \$1000.00 | \$1000.00 |
| External Supervisor (includes travel) \$450.00 per semester | \$900.00 | \$900.00 |
| Books/Materials/Videos/Printing | \$300.00 | \$300.00 |
| Clerical assistance | \$100.00 | \$100.00 |
| Costs of initial course | \$150.00 | \$0 |
| Benefits | <u>\$70.00</u> | <u>\$70.00</u> |
| Cost per TAPP participant | \$3380.00 | \$3230.00 |

Total for 2 years: **\$6610.00**

Existing support includes the salary of the Program Coordinator, professional library, facilities that house the coursework and the technology to support the maintenance of records.

15. What are the program's annual operational costs?

It varies based on the number of candidates enrolled. The cost per candidate per year is now approximately \$4,875. This is an increase of the original costs at the initiation of the program. The cost for this year was almost \$1,000,000.

16. How is the program funded?

Federal funds - Title IIA

17. Did this program require the passage of legislation, executive order or regulations? If YES, please indicate the citation number.

No.

18. What equipment, technology and software are used to operate and administer this program?

Equipment:

- **AS400 – computer server system**
- **Computers**
- **Laptop computers. Each teacher is provided a laptop computer for their use while in the system**
- **Electronic Whiteboard**
- **Graphic calculators**
- **Specific Special education software which may include:**
 - **Kursweil**
 - **Board Maker**

- **Write Out Loud**

Technology and Software:

- **Microsoft Suite**
- **Internet Explorer**
- **Integration Software such as:**
 - **Inspiration**
 - **Kidspiration**
 - **Print Shop**
 - **Graph Club**
- **InTel Teach to the Future Essentials Course for all TAPP teachers**
- **InTel Teaching Thinking with Technology Courses**
- **Blackboard: elearning portal for on line courses**

Data warehousing (record keeping) through our school system Management Information System

GSTAR – State level record management system for the TAPP program

19. To the best of your knowledge, did this program originate in your state? If YES, please indicate the innovator's name, present address, telephone number and e-mail address.

No.

20. Are you aware of similar programs in other states? If YES, which ones and how does this program differ?

The answer is yes, there are a number of locales that have similar type programs including communities in Florida, Texas, New York, California, Kansas, Illinois, to name a few.

Our program differs from these in two critical areas:

Course Rigor – The TAPP process requires 680 hours of intensive instruction that has been likened to a college-based teacher education program.

Participant Support – The TAPP process provides two levels of support for the program's participants from a supervisory level and from the school-level in the form of mentors.

21. Has the program been fully implemented? If NO, what actions remain to be taken?

Yes.

22. Briefly evaluate (pro and con) the program's effectiveness in addressing the defined problem[s] or issue[s]. Provide tangible examples.

Due to its rigor and support structure, TAPP has been extremely effective in helping our district to meet mandated benchmarks as established in the No Child Left Behind act while providing much need staff to alleviate teacher shortages in a number of critical areas. The retention rate for the teachers that emerge from this program is 91 percent. A number of teachers emerging from TAPP have earned numerous awards. Three are at present completing Ph.D. requirements.

There is very little negative to say about this program, except it represents a five-year commitment on the part of the participant

23. How has the program grown and/or changed since its inception?

The program's format has remained constant. Content has been altered to meet state mandates and requirements in the specific subject areas and in teacher qualifications. The first TAPP class included 74 participants and the second 96. This year we intend to begin a program cycle with 250 participants.

24. What limitations or obstacles might other states expect to encounter if they attempt to adopt this program?

1 – Regulatory – state/local statutes or requirements

2 – Teacher availability – some states/communities do not need a TAPP-type program

3 – Culture – some may have a prejudiced view of alternative certification programs

2007 Innovations Awards Program Program Categories and Subcategories

Use these as guidelines to determine the appropriate Program Category for your state's submission and list that program category on page one of this application. Choose only one.

Infrastructure and Economic Development

- Business/Commerce
- Economic Development
- Transportation

Government Operations

- Administration
- Elections
- Public Information
- Revenue

Health & Human Services

- Aging
- Children & Families
- Health Services
- Housing
- Human Services

Human Resources/Education

- Education
- Labor
- Management
- Personnel
- Training and Development
- Workforce Development

Natural Resources

- Agriculture
- Energy
- Environment
- Environmental Protection
- Natural Resources
- Parks & Recreation
- Water Resources

Public Safety/Corrections

- Corrections
- Courts
- Criminal Justice
- Drugs
- Emergency Management
- Public Safety

Save in .doc or rtf. Return completed application electronically to innovations@csg.org or mail to:

CSG Innovations Awards 2007
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This application is also available at www.csg.org, in the Programs section.

Deadline: April 2, 2007