Georgia Professional Standards Commission

Guidance for Interpreting and Implementing Rule 505-3-.01

Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs
(Rule Effective date June 15, 2023)

Version 6, June 2023

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Introduction

Georgia Professional Standards Commission (GaPSC) Educator Preparation Rule 505-3-.01, *Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs*, establishes the requirements and standards for all entities and programs preparing individuals for Georgia educator certification. In an October 2016 revision, amendments included a number of substantial changes and additions impacting the design and operation of preparation programs offered by Georgia educator preparation providers (EPPs), as well as out-of-state EPPs offering programs to Georgia residents. Rule changes were broadly categorized as follows:

- Clinical expectations
- Educator assessment
- Approval review information
- Program admission
- Advanced preparation/degree-only programs
- Reporting

The 2016 version of the rule reflected an overarching goal of improving educator preparation such that upon entering the profession, program completers will be ready to positively impact P-12 student growth and learning. Also reflected is a continued emphasis on clinical preparation and the importance of mutually beneficial partnerships among EPPs and P-12 schools, along with a definition of year-long teacher residency, terms associated with clinical preparation, and a revision of expectations for clinical supervisors.

Subsequent rule revisions reflected in Versions 2, 3, 4, and 5 of this document include amendments adopted in 2018, 2019, 2020, 2021, January 2022, and July 2022. Included in this updated 6th version, are amendments adopted by the Commission that became effective June 15, 2023, which include the replacement of the InTASC Model Core Teaching Standards with the Teacher Assessment on Performance Standards (TAPS), published by the Georgia Department of Education, as well as minor clarifications in language related to dyslexia and the teaching of reading. Appendix C, Related Fields of Certification has also been updated. All rule references in this document reflect paragraph and page numbers in the June 15, 2023, version of Rule 505-3-.01.

The purpose of this document is to assist EPPs in interpreting terminology and rule revisions, in understanding the implications of rule changes and additions as they relate to program design and delivery, and in planning for implementation of rule requirements. Most, if not all, significant rule revisions are addressed as distinct topics and included for each topic are rule references, relevant definitions, implementation timelines, and guidance.

Program providers are encouraged to consider this document an important guide for understanding GaPSC expectations, and for planning and implementing rule changes impacting all preparation programs. Implementation timelines should be considered as requirements; for instance, some rule revisions take effect immediately, while others will be expected to be phased into program operations over time. The implementation timeline in [Appendix A](#) provides a quick reference guide for expected implementation dates. As a part of all approval reviews occurring during or after the semester of implementation, reviewers will seek evidence of implementation of all applicable rule revisions. Guidance related to program design and delivery is not intended to be mandatory, as we understand there are many ways to meet standards and accomplish certain requirements; however, variances should be justifiable.

Questions about guidance or other information provided herein, or topic suggestions should be submitted to the EPP's assigned GaPSC Education Specialist. As revisions are made, new versions will be shared with EPP heads and posted on the GaPSC website page dedicated to providing resources for program providers at https://www.gapsc.com/EducatorPreparation/Resources/IHE.aspx. Document footers indicate the latest revision date.

Guidance Topics

CLINICAL EXPECTATIONS

1. **Year-long Residency: Definition and Clarification of Expectations**

    Rule page number and paragraph: Page 6, Paragraph (2) (av)

    Rule Statement:

    (ax): Year-long residency: An extended clinical practice lasting the entire length of the B/P-12 school year, in the same school, in which candidates have more time to practice teaching skills with students under the close guidance of experienced and effective B/P-12 teachers licensed in the content area the candidate is preparing to teach. Candidates fully participate in the school as a member of the faculty, including faculty meetings, parent conferences, and professional learning activities spanning, if feasible, the beginning (e.g. pre-planning) and ending (post-planning) of the academic year. (Candidates may participate in post-planning at the end of the junior year if it is not possible for them to participate at the end of the senior year). These extended residencies also include supervision and mentoring by a representative of the preparation program who, along with the B/P-12 supervisor, ensures the candidate is ready for program completion and is eligible for state certification.

    Guidance:

    Year-long residency is not a requirement of the GaPSC; however, it is highly recommended in order to contribute to the success of both teacher candidates and B/P-12 students. While candidate involvement in pre/post planning may pose some challenges for EPPs, it is aspirational and can be accommodated in a variety of ways. For example, candidates may participate in post-planning at the end of the junior year if it is not possible for them to participate at the end of the senior year. These extended residencies also include supervision and mentoring by a representative of the preparation program who, along with the B/P-12 supervisor (as defined by the [Qualifications of Mentor/Supervising B/P-12 Educators](#)), ensures the candidate is prepared to be an effective educator.

    Implementation Timeline: October 15, 2016

2. **Expectations of Out-of-State EPPs: Pre-service Certificate and Field and Clinical Requirements**

    Rule page number and paragraph: Page 10, Paragraph (3) (d) 12.

    Rule Statement:

    (d) 12: Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE. Out-of-state institutions preparing candidates for Georgia certification must also ensure their candidates meet all program completion assessment requirements outlined in this rule in paragraphs (3) (e) (6) (i) and (ii); the requirements specified in GaPSC Certification Rule 505-2-.22, CERTIFICATION BY STATE-APPROVED PROGRAM, paragraph (2) (d) 2; and the requirements outlined in GaPSC Certification Rule 505-2-.04, INDUCTION CERTIFICATE**, including the required amount of time spent in the culminating clinical experience (i.e., student teaching or internship occurring after, and not including, field experiences),** and passing the ethics and content assessments.

Guidance:

In order to request Georgia Pre-Service Certificates, out-of-state (OOS) EPPs with candidates who plan to fulfill any field and clinical experiences in Georgia B/P-12 schools must ensure that their eligible educator preparation programs are entered accurately in the GaPSC Traditional Program Management System (TPMS). Representatives from OOS EPPs begin this process by contacting the GaPSC educator preparation division at eduprep@gapsc.com. To be eligible for entry into TPMS, OOS programs must be approved by the home state of the institution, and they must lead to an area of certification issued by the state of Georgia (certification fields are listed at www.gapsc.com/Commission/Rules).

OOS EPPs must also identify a staff person who will establish and maintain an account on the GaPSC portal, www.gapsc.org, in order to enter candidates into TPMS and initiate certification transactions using the GaPSC "ExpressLane."

Once programs have been entered accurately into TPMS, OOS EPPs must enter admitted candidates' information into the system. Candidates are then required to set up a MyPSC account on the mypsc.gapsc.org portal and claim that they are, in fact, enrolled in the OOS EPP. Candidates must also pass the Georgia Educator Ethics Assessment (360). After a candidate has passed the Ethics Assessment (360), the OOS EPP representative submits application materials for a Pre-Service Certificate to GaPSC via ExpressLane. Application materials include:

- a signed GaPSC Pre-Service Certificate Application for Certification (only available through www.gapsc.org), including completed Personal Affirmation Questions and signature authorizing a criminal background check;
- documentation of a passing score on the GACE Program Admission assessment or documentation of meeting exemption criteria outlined in GaPSC Rule 505-2-.26 CERTIFICATION & LICENSURE ASSESSMENTS (GaPSC-approved program candidates only);
- a signed and notarized Verification of Lawful Presence (VLP) affidavit; and
- a copy of supporting documentation for VLP, such as a valid driver's license.

GaPSC will conduct a Georgia Crime Information Center (GCIC) criminal record check. If the VLP documents are accepted and the criminal record check is cleared, the Pre-Service Certificate will be issued for a five-year validity period. Candidates completing field/clinical experiences in Georgia B/P-12 schools must hold the Pre-Service Certificate prior to fieldwork that is required as a part of enrollment in the preparation program. Fieldwork that is completed *prior to enrollment* (observational experiences, fieldwork required for pre-enrollment coursework, etc.) should include no more than 60 hours.

The rule statement shown above in bold font was added in the July 2020 revision to ensure candidates enrolled in out-of-state programs complete the Georgia requirement of a minimum of one full semester of clinical practice (e.g., student teaching, internship). Prior to program completion, all OOS program candidates who are doing field experiences in Georgia schools should attempt the appropriate GACE Content Assessment (all applicable parts). While GaPSC cannot legally require OOS institutions to require Georgia assessments of their candidates, passing scores on GaPSC approved assessments are required for certification. Again, these assessments must be passed in order for the candidate to obtain the Induction Certificate. OOS EPPs are expected to support their candidates placed in Georgia schools through the process of completing these requirements.

Implementation Timeline: July 1, 2020

3. EPP Program Decisions Based on P-12 Partner Needs

Rule page number & paragraph: Page 10, Paragraph (3) (d) 10; *and* Page 14, Paragraph (3) (e) 5. (i)

Rule Statement:

(d) 10: GaPSC-approved EPPs shall make program decisions based upon program purpose, institutional mission, supply and demand data, and B/P-12 partner needs, and shall attempt to include a variety of options for program completion (e.g., multiple delivery models, degree options, and individualized programs; additional examples are provided in the guidance document accompanying this rule).

(e) 5 (i): Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools, which are formalized as partnerships and focused on continuous school improvement and student growth and learning through the preparation of candidates, support of induction phase educators, and professional development of B/P-20 educators. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness, as described in the guidance document accompanying this rule.

Guidance:

EPPs are expected to make decisions regarding which educator preparation programs to offer based upon their institutional/agency mission. In addition, Rule 505-3-.01 sets forth an expectation that EPPs will consider the needs of their B/P-12 partners and other B/P-12 schools in their service areas when making such decisions. To the extent that such data are available, EPPs should carefully consider supply and demand data, as well as other factors, such as distance to the nearest EPP, when considering program additions or when discontinuing programs. For instance, before deciding to offer an Elementary Education program, the EPP should consider how many Elementary programs are offered in the region, what percentage of program completers secure Elementary teaching positions upon program completion, and how many non-certified individuals fill Elementary positions. Although Elementary certified educators are over-produced in some areas of the state, there are not enough of them to fill vacant positions in other parts of the state.

In addition to considering supply and demand data, Rule 505-3-.01 sets forth an expectation that EPPs will consider the needs of their B/P-12 partners when making program decisions, actively seeking their input to help inform those decisions where appropriate. Rule paragraph (e) 4 (i) specifies that EPP and P-12 partnerships should be mutually beneficial and focused on continuous school improvement and student growth and learning. It follows, then, that an EPP's intentional focus on B/P-12 partner school improvement and student learning would involve offering educator preparation programs aimed at meeting the specific school improvement and learning needs identified by partner schools. For instance, a school or school district seeking to improve student performance in K-5 mathematics might ask an EPP partner to offer the K-5 Mathematics Endorsement to practicing teachers on a P-12 campus. This is one of many examples of an EPP basing program decisions on the learning needs of B/P-12 schools.

Implementation Timeline: Fall 2017

4. Powerful Partnerships

Rule page number and paragraph: Page 14, Paragraph (3) (e) 5. (i)

Rule Statement:

(e) 5. (i): Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools, which are formalized as partnerships and focused on continuous school improvement and student growth and learning through the preparation of candidates, support of induction phase educators, and professional development of B/P-20 educators**. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness**, as described in the guidance document accompanying this rule.

Guidance:

Georgia's definition of partnerships is intended to improve the preparation of educators and, ultimately, student achievement. It is designed to more broadly define the roles of school partners—the cooperating teachers, school administrators, and others—in preparing educators, and to more deeply engage with them in the teaching and learning process for the entire school.

Georgia is nationally recognized for the strength of partnerships between EPPs and B/P-12 schools. Since the inclusion of higher expectations related to partnerships in Rule 505-3-.01 in 2013, EPPs have worked diligently to improve existing partnerships and create new alliances aimed at ensuring such relationships are mutually beneficial. The P-20 Regional Collaboratives serve as a primary example of the exponential growth of Georgia EPP/school partnerships. Across the state, partnerships have evolved such that schools benefit by hosting candidates and EPP faculty benefit by participating in the school environment, thereby remaining more current and connected to the work of the field.

In the 2016 version of the rule, the intent was to continue to enhance and expand partnerships; to carry forward the momentum gained since 2013, when the partnership expectations were implemented. The rule statement above, shown in bold font, is **aspirational** in nature. In 2015, the GaPSC Partnership Task Force, comprised of EPP, P-12, and state agency representatives, developed a definition of *Powerful Partnerships* and an accompanying self-study tool that may serve as useful resources to EPPs seeking to grow their partnership networks and expand and enhance the services they provide to B/P-12 schools. These resources are provided in Appendix B.

Implementation Timeline: October 15, 2016

5. Field Experience Expectations

Rule page number and paragraph: Page 14-15, Paragraph (3) (e) 5. (ii) and (iii)

Rule Statement:

(e) 5. (ii): GaPSC-approved EPPs shall require in all programs leading to initial certification in teaching, leadership, or service fields, and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings providing them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in all applicable institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their

knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences requiring active professional practice or demonstration and including substantive work with B/P-12 students or B/P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with different learning needs and varied backgrounds in at least two settings during the clinical practice. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.

(e) 5. (iii): GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth Through Kindergarten programs, field experiences are required at three (3) age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For Elementary Education programs (P-5), field experiences are required in three (3) grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two (2) grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four (4) grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two (2) grade levels: 6-8 and 9-12.

Guidance:

The COVID-19 pandemic caused school districts to limit the number of guests allowed in their buildings, creating challenges for traditional EPPs in placing candidates for field and clinical experiences. During the pandemic, EPPs prioritized clinical practice placements in the limited number of opportunities made available to them by partner schools and used other methods for field experiences. A frequently used method for facilitating field experiences during the pandemic is the utilization of video exemplars requiring candidates to write reflections on their observations.

Providing teacher candidates with opportunities to analyze videos of exemplary classroom practice in a variety of settings helps them identify the visible and invisible facets of practice and identify the professional intentions behind enactments of practices and routines. Using videos of effective teaching also provides teacher candidates and early educators with a clear picture of what accomplished teaching looks like and an understanding of how accomplished teachers think. Because of the many benefits of using video exemplars, EPPs may utilize this practice to demonstrate evidence of one of the field experience settings for their candidates.

Unlike traditional undergraduate programs in which candidates complete field experiences prior to the culminating clinical practice experience (residency/internship), in post-baccalaureate programs some candidates are employed as teachers while they are enrolled. In such cases, the employment is considered the clinical practice, and field experiences must be conducted simultaneously. In post-baccalaureate programs such as M.A.T., certification-only, and GaTAPP, where teacher candidates are completing clinical practice in their place of employment, field experiences should occur outside candidates' classrooms in at least two settings, with students with different learning needs and from varied backgrounds. Rather than removing these employed educators from their classrooms, EPPs may utilize video exemplars as one setting and require candidates to document their reflections.

In programs where candidates are employed as a teacher while being prepared, it is important for the grade-band requirements described in (e) 4 (iii) to be met. For example, individuals employed in a middle

school, seeking middle grades' certification in 4-8, will need to complete field experiences in either 4th or 5th grade to satisfy the grade-band requirement.

Candidates enrolled in M.A.T. or certification-only programs who are not simultaneously employed as educators are expected to complete meaningful field experiences in all applicable grade bands prior to beginning clinical practice.

Implementation Timeline: Spring 2022

6. Qualifications of Mentor/Supervising B/P-12 Educators

Rule page number and paragraph: Pages 15-16, Paragraph (3) (e) 5. (v)

Rule Statements:

(v): B/P-12 educators who supervise candidates (mentors, cooperating teachers, educational leadership coaches/mentors, service field supervisors) in residencies or internships at Georgia schools shall meet the following requirements:

(I): B/P-12 supervisors shall have a minimum of three (3) years of experience in a teaching, service, or leadership role; and

(II): If the residency or internship is completed at a Georgia school requiring GaPSC certification, the B/P-12 supervisor shall hold renewable Professional Level Certification in the content area of the certification sought by the candidate. In cases where a B/P-12 supervisor holding certification in the content area is not available, the candidate may be placed with a Professionally Certified educator in a related field of certification (related fields are provided in Appendix C). For teaching field candidates who are employed as the full-time teacher of record while completing residency or internship in a school requiring GaPSC certification, the B/P-12 supervisor must hold Professional Certification.

(III): If the residency or internship is completed at a Georgia school that has the legal authority to waive certification, the B/P-12 supervisor must hold a Clearance Certificate.

(IV): The Partnership Agreement shall describe training, evaluation, and ongoing support for B/P-12 supervisors and shall clearly delineate qualifications and selection criteria mutually agreed upon by the EPP and the B/P-12 partner. The Partnership Agreement shall also include a principal or employer attestation assuring educators selected for supervision of residencies/internships are the best qualified and have received an annual summative performance evaluation rating of proficient/satisfactory or higher for the most recent year of experience.

(V): Certificate IDs (to include Clearance Certificate IDs as applicable) of B/P-12 supervisors must be entered in TPMS or NTRS prior to the completion of the residency or internship.

It is the responsibility of GaPSC-approved EPPs and out-of-state EPPs who place candidates seeking Georgia certification in Georgia schools for field and clinical experiences to ensure these requirements are met.

Guidance:

The residency/internship portion of an educator's preparation is critical in terms of ensuring readiness for the profession, and the B/P-12 supervisor to which the candidate is assigned can have a significant impact (positive or negative) on an educator's career trajectory. Given the high-stakes nature of certification assessments and attaining an induction certificate, this culminating clinical experience is even more critical now than ever before. To that end, EPPs are expected to make every reasonable effort to place candidates with B/P-12 supervisors who hold the same field of certification sought by the candidate. Of equal importance, however, is the requirement for supervisors to be experienced and accomplished educators who possess the skills and dispositions necessary for effective coaching and supervision of residents/interns. To ensure the proper *fit*, representatives of the B/P-12 partner school must be involved with EPP representatives in making placement decisions. Rule 505-3-.01 sets boundaries related to placement decisions for the purpose of ensuring residencies/internships are of the highest possible quality for candidates and to ensure these experiences will support their readiness for the profession.

In schools requiring certification:
Ideally, candidates should be placed with supervisors holding professional certification in the field of certification sought by the candidates. If, for instance, a candidate is seeking certification in a low-incidence field such as Physics, placement with another science teacher may be appropriate. Recognizing there are instances when the only individual who holds a matching certification is simply not a good fit (for performance or dispositional issues), the EPP must work with a school partner representative to identify a better fit using the list of related fields in Appendix C as a guide.

For candidates in service fields such as Curriculum and Instruction, Instructional Technology, or Teacher Leadership, mentors certified in the matching field may not be available. In such cases, the EPP should:

- work with the partner school or district to identify and select mentors with appropriate expertise and experiences in the field(s) of certification sought by candidates (i.e., experience serving as a teacher leader or working with curriculum);
- document the selection process for approval purposes; and
- as needed in applicable reports, assure the best available mentors were selected.

The list of related fields in Appendix C may also serve as a useful guide in these situations.

In schools legally able to waive certification:
Many of Georgia's charter schools employ educators who choose to maintain certification. If, after confirming a certified mentor is not available in either a matching or related field (as defined in Appendix C), a mentor who holds only a GaPSC-issued Clearance Certificate may be selected. Clearance Certificates are issued, where appropriate, at the request of the employer to educators who satisfactorily complete fingerprint and criminal background check requirements outlined in Certification Rule 505-2-.42 and do not have a certificate that is currently revoked or suspended in Georgia or any other state. All educators employed by a local unit of administration (LUA), which includes state chartered special schools and commission charter schools, must hold a Clearance Certificate. As there are no academic requirements necessary to qualify for this certificate, the EPP will be expected to work closely with the school to assure the mentor has the appropriate expertise and dispositions to serve as a mentor. The same documentation, reporting, and assurance expectations mentioned above apply in these instances.

Implementation Timeline: October 15, 2016

7. Clinical Practice settings and alignment of placement with field of certification sought

Rule page number and paragraph: Page 15, Paragraph (3) (e) 5. (iv)

Rule Statement:

(iv) GaPSC-approved EPPs shall ensure candidates complete supervised clinical practice (residency/internships) in the field of certification sought and only in fields for which the EPP has been approved by the GaPSC. Clinical practice for all fields must occur in regionally accredited schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, private schools accredited by a GaPSC-accepted accreditor, Department of Defense schools, or in international settings meeting accreditation criteria specified in GaPSC Rule 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools, in pre-schools or child care centers licensed by the Georgia Department of Early Care and Learning (DECAL, also known as Bright from the Start), or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. Candidates of GaPSC-approved EPPs must meet all applicable Pre-Service Certificate requirements, regardless of clinical practice placement location. Clinical practice must be designed and implemented cooperatively with B/P-12 partners and candidates' experiences must allow them to demonstrate their developing effectiveness and positive impact on all students' learning and development. Although year-long residencies/internships as defined herein (see paragraph (2) (av)) are recognized as most effective, teacher candidates must spend a minimum of one (1) full semester or the equivalent in residencies or internships. GaPSC preparation program rules for service and leadership fields may require more than one (1) full semester of clinical practice; see GaPSC Rules 505-3-.63 through 505-3-.81

Guidance:

Additions to paragraph (e) 5. (iv) specify that for the culminating internship/residency clinical practice, candidates must be placed in settings that match the field of certification sought and only in fields for which the EPP is approved. For instance, an EPP placing a candidate in a secondary mathematics classroom must be approved to offer secondary mathematics and the candidate must be entered in TPMS as seeking certification in the field of secondary mathematics.

In addition, eligible placement settings are expanded to include private schools accredited by a GaPSC-accepted accreditor, Department of Defense schools, and pre-schools or child care centers licensed by the Georgia Department of Early Care and Learning. Information on GaPSC-accepted accreditors can be found in GaPSC Certification Rule 505-2-.31 and at https://www.gapsc.com/ProspectiveEducator/acceptedAccredition.aspx. Although not explicitly listed in the rule, Georgia Network for Educational and Therapeutic Support (GNETS) centers are also acceptable sites for clinical practice.

Implementation Timeline: Spring Semester 2022

EDUCATOR ASSESSMENT

8. Definition of an Assessment Attempt

Rule page number and paragraph: Pages 16-17, Paragraphs (e) 6. (i), (ii), and (iii)

Rule Statements:

(i)   State-approved Content Assessment.

(I)   Eligibility: EPPs shall determine traditional program candidates' readiness for the state-approved content assessment and shall authorize candidates for testing only in their field(s) of initial preparation and only at the appropriate point in the preparation program.

(II) Attempts: GaPSC-approved EPPs shall require all enrolled candidates to attempt the state-approved content assessment (resulting in an official score on all parts of the assessment) within the content assessment window of time beginning on a date determined by the EPP after program admission and ending on August 31 in the year of program completion, and at least once prior to program completion. Candidates enrolled in a traditional (IHE-based), initial preparation program leading to Middle Grades certification must attempt the state-approved content assessment in each of the two (2) areas of concentration, as required for program completion and receive an official score on each assessment prior to program completion. For more information on Middle Grades areas of concentration, see GaPSC Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM.

(III) Passing Score: A passing score on all applicable state-approved content assessments is not required for program completion, except in the GaTAPP program, which is a non-traditional, certification-only program (See GaPSC Rule 505-3-.05); however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS, and GaPSC Rule 505-2-.08, PROVISIONAL CERTIFICATE.

(ii) State-approved Performance-based Assessments.

(I)   Eligibility: EPPs shall determine initial preparation program candidates' readiness for the state-approved performance-based assessments in state approved Teacher Leadership programs and Educational Leadership Tier II programs and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program.

(II) Attempts: GaPSC-approved EPPs shall require candidates enrolled in Educational Leadership Tier II preparation programs to attempt the state-approved performance-based assessment (resulting in an official score on all tasks within the assessment) prior to program completion.

(III) Passing Score: A passing score on all applicable state-approved performance-based assessments is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS, Rule 505-2- .153, EDUCATIONAL LEADERSHIP CERTIFICATE, and 505-2-.149, TEACHER LEADERSHIP.

(iii) State-approved Educator Ethics Assessment.

(I)   Program Admission:

A.   Candidates who enroll in initial teacher preparation programs must pass the Georgia Educator Ethics Assessment prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced Professional Certificate are not required to pass the assessment if they enroll in an initial preparation program for the purpose of adding a new teaching field.

B. Candidates who enroll in any GaPSC-approved Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment – Program Exit prior to beginning program coursework.

Guidance:

GACE Content Assessments: Attempting the assessment means the examinee received an official score on all tests within the assessment.

Performance-based GACE assessments [Teacher Leadership GACE; Performance Assessment for School Leaders (PASL)]: Attempting the assessment means the examinee received an official score on each task within the assessment. An examinee who receives a task(s) score of zero (0) is not considered to have attempted the assessment. Teacher Leadership candidates have one year after program completion to attempt the GACE Teacher Leadership Assessment.

Georgia Educator Ethics Assessment (360) and Georgia Ethics for Educational Leadership Assessment (380): Attempting the assessment means the examinee received an official score on each module of the assessment.

Implementation Timeline: July 1, 2020

9. Middle Grades GACE Content Assessment

Rule page number and paragraph: Page 16, Paragraph (3) (e) 6. (i) (II)

Rule Statements:

(i) (II): …Candidates enrolled in a traditional (IHE-based), initial preparation program leading to Middle Grades certification must attempt the state-approved content assessment in each of the two (2) areas of concentration, as required for program completion and receive an official score on each assessment prior to program completion. For more information on Middle Grades areas of concentration, see GaPSC Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM.

Guidance:

Candidates enrolled in initial teaching GaPSC-approved preparation programs must attempt the appropriate GaPSC state-approved content assessment (GACE). Candidates enrolled in a middle grades education program leading to initial certification must attempt the GACE content assessment in both fields of preparation prior to program completion to be considered a program completer.

Although middle grades candidates enrolled in a traditional, undergraduate preparation program must attempt the GACE content assessment in two middle grades content fields, due to an amendment to the Middle Grades Education Program rule (505-3-.19, effective January 15, 2020), candidates enrolled in post-baccalaureate programs may be prepared in one content field and are therefore required to test in only one field.

Candidates enrolled in initial teaching OOS middle grades preparation programs who are completing field and clinical experiences in B/P-12 Georgia schools are also expected to attempt the GACE content assessment in both fields of preparation prior to program completion. (See Section 2 in this document for more information on expectations of OOS program providers.)

Implementation Timeline: October 15, 2016

10. Removal of the edTPA

Rule page number and paragraph: Page 16-17, Paragraph (e) 6. (Shown above in section 8.)

Guidance:

At the June 2020 meeting, the Professional Standards Commission adopted amendments to Rule 505-3-.01 that removed the edTPA as a program completion and certification requirement. Although EPPs may continue to require edTPA, GaPSC will no longer provide support or technical assistance. Additional guidance related to this change is available at:

> https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx
> https://www.gapsc.com/EducatorPreparation/Assessment/documents/EdTPA-Rules_Action_Memo_6-12-20.pdf

Implementation Timeline: July 1, 2020

11. Educator Ethics Assessment Requirements

Rule page numbers and paragraphs: Page 11, Paragraphs (3) (e) 1. (i), and page 17, paragraph (3) (e) 6. (iii)

Rule Statements:

1. (i) The Georgia Educator Ethics Assessment must be passed prior to enrollment in a traditional or non-traditional initial educator preparation program and to qualify for the Pre-Service Teaching Certificate (see GaPSC Rule 505-2-.03, PRESERVICE TEACHING CERTIFICATE).

6. (iii) State-approved Educator Ethics Assessment.
   (I) Program Admission:
   A. Candidates who enroll in initial teacher preparation programs must pass the Georgia Educator Ethics Assessment prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced Professional Certificate are not required to pass the assessment if they enroll in an initial preparation program for the purpose of adding a new teaching field.
   B. Candidates who enroll in any GaPSC-approved Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework.

Guidance:

Effective July 1, 2020, the Educator Ethics Assessment – Program Entry was removed as a program admission requirement and a requirement was put in place to pass the one remaining assessment (360) at program entry. Initial teaching candidates must pass the Georgia Educator Ethics Assessment (360) prior to beginning program coursework, unless they are enrolled in an initial preparation program for the purpose of adding a new field to their certificate. Educational Leadership candidates must pass the Georgia Ethics for Educational Leadership Assessment (380) prior to beginning program coursework.

Implementation Timeline: July 1, 2020

APPROVAL REVIEW INFORMATION

12. Definition of Branch Campus

Rule page number and paragraph: Page 1, Paragraph (2) (g)

Rule Statement:

(g) Branch campus: A campus that is physically detached from the parent university or college and has autonomous governance. A branch campus generally has full student and administrative services with a CEO and is regionally accredited separately from the parent campus. For approval purposes, GaPSC considers branch campuses distinct from the parent institution and therefore a separate EPP. For approval purposes, a branch campus located in the state of Georgia having an original, or main, campus located in another state or country is considered an out-of-state institution and is therefore ineligible to seek GaPSC approval as an EPP.

Guidance:

GaPSC considers branch campuses distinct from the parent institution and therefore a separate EPP.   For approval purposes, a branch campus located in the state of Georgia having an original, or main, campus located in another state or country is considered an out-of-state institution and is therefore ineligible to seek GaPSC approval as an EPP. Similarly, a GaPSC-approved (Georgia-based) EPP operating a branch campus within the state of Georgia would be considered as two distinct EPPs and would be treated as such with regard to approval processes and decisions. GaPSC-approved EPP branch campuses located outside the state of Georgia are not subject to GaPSC approval.

Implementation Timeline: October 15, 2016

13. First Continuing Review

Rule page number and paragraph: Page 3, Paragraph (2) (u)

Rule Statement:

(u) First Continuing Review: Formerly called the *Initial Performance Review*, the First Continuing Review is conducted three (3) <u>to four (4)</u> years after a Developmental Review to determine if the EPP and/or initial educator preparation program(s) have evidence of meeting all applicable standards.

Guidance:

The First Continuing Approval Review replaces the terminology for the method of review previously known as the Initial Performance Approval Review. The First Continuing Approval Review is conducted for the purpose of determining whether performance data indicate the educator preparation provider and/or educator preparation programs are meeting standards and that candidates in programs are meeting performance expectations delineated in standards. The First Continuing Approval Review typically occurs three-to-four years after the educator preparation provider and/or educator preparation programs are granted Developmental Approval.

The First Continuing Approval Review essentially commences the cycle of determining whether performance data indicate the educator preparation provider and educator preparation programs are focused on continuous improvement. The First Continuing Approval Review precedes the Continuing Approval Review method of reviews which occurs every seven years and involves a review of the educator

preparation provider and educator preparation programs. Continuing Approval Reviews are for the purpose of verifying that the educator preparation provider and educator preparation programs continue to meet the Georgia Approval Standards.

The First Continuing Approval Review typically occurs via an electronic or virtual review format utilizing real-time online meeting, desktop sharing and video conferencing software, and/or conference calling technology.

Implementation Timeline: January 1, 2022

14. Approval Review Cycle for Endorsement Programs

Rule page numbers and paragraphs: Page 8, paragraph (3) (c) 7. and page 10, paragraph (3) (d) 7.

Rule Statements:

(c) 7. For EPPs offering only endorsement programs, GaPSC EPP approval cycles shall include Developmental Approval valid for seven (7) years and Continuing Approval every seven (7) years thereafter.

(d) 7. GaPSC approval of new endorsement programs shall include an Administrative Approval process to determine if the new program has the capacity to meet state standards followed by a Continuing Approval Review of the program in conjunction with the next scheduled EPP Continuing Review, and Continuing Reviews every seven (7) years thereafter.

Guidance:

As of May 11, 2020, endorsement programs no longer undergo a Developmental Approval Review and due to previous rule amendments, they are also not subject to the First Continuing Review. GaPSC-approved Educator Preparation Providers (EPPs), both traditional and non-traditional, seeking approval for a new endorsement program (embedded or stand-alone) submit an approval application for staff review and administrative approval. The application should be submitted at least one month prior to the planned start date, when candidates will be admitted to the program. The Administrative Approval process is aimed at helping GaPSC-approved EPPs respond quickly to the expressed needs of P-12 schools.

Once administratively approved by GaPSC staff, the program may begin. At the next meeting of the Professional Standards Commission, Developmental Approval will be granted. During the next Continuing Approval Review for the EPP, the new endorsement program will be reviewed against all applicable standards, along with all other programs offered by the EPP. For more information on the Administrative Approval process, see section 19.

EPPs seeking Administrative Approval of an endorsement program are required to have at least one endorsement program representative (faculty or coordinator) participate in two Endorsement Program Professional Learning Webinars per year facilitated by GaPSC staff. These webinars provide EPPs with a professional learning community and with the support necessary to ensure programs are operating according to the GaPSC Approval Standards. The interactive webinars feature discussions of effective practices and examples of evidence for meeting standards.

Implementation Timeline: January 1, 2022

15. Procedures for EPPs Seeking or Maintaining CAEP Accreditation

Rule page number and paragraph: Page 7, Paragraph (3) (c) 3. and page 8, (3) (c) 6.

Rule Statement:

(c) 3: EPPs administratively based in the state of Georgia for which GaPSC has regulatory authority may choose to seek and/or maintain CAEP accreditation. If the accreditation visit was conducted jointly by GaPSC and CAEP, the GaPSC will accept CAEP accreditation of an EPP and the EPP shall be recognized as approved by GaPSC until the end of the seven (7)-year approval cycle, or for a shorter period of time if, during the seven (7)-year cycle GaPSC action is necessitated by persistently low (Low Performing) Preparation Program Effectiveness Measures (PPEMs) ratings or non-compliance with GaPSC rules. If CAEP accreditation of the EPP is delayed, denied, or revoked, GaPSC will render an EPP approval decision. If the accreditation visit is conducted solely by CAEP, GaPSC approval of the EPP will be based upon the implementation of the state approval process and a final EPP approval decision will be rendered by the Commission. Program approval is contingent upon EPP approval.

(c) 6.: … For IHEs seeking to maintain CAEP accreditation, the <u>state</u> Continuing Review will be <u>scheduled such that the state review will be completed and the resulting GaPSC approval decision will be rendered prior to the beginning of the CAEP site visit</u>.

Guidance:

The Georgia partnership with CAEP ended June 30, 2021, and as a result, GaPSC no longer conducts joint approval reviews with CAEP. However, EPPs currently accredited by CAEP may choose to continue CAEP accreditation and EPPs not currently accredited may seek CAEP accreditation. In either circumstance, the CAEP accreditation review will be conducted separately from the GaPSC approval review. Georgia EPP approval decisions will be made by the Commission independently of any CAEP accreditation decisions. For EPPs accredited by CAEP GaPSC will accept CAEP accreditation of the EPP for state approval until the end of the seven-year approval cycle, or until any changes in approval status are warranted due to persistently low (Low Performing) PPEM ratings or non-compliance with GaPSC rules.

Although there are some minor adaptations, the Georgia Standards for Approval of Educator Preparation Providers and Programs are aligned with CAEP Standards.

Implementation Timeline: January 1, 2022

16. Notification to Candidates of Change in Approval Status

Rule page number and paragraph: Page 9, Paragraph (3) (c) 9.

Rule Statement:

(c) 9.: GaPSC-approved EPPs shall notify all enrolled candidates when EPP and/or program approval is <u>revoked or when approval status is changed to Probation</u>. Notification must be made within sixty (60) days after such a GaPSC decision is granted in written form via letter or e-mail, and a copy must be provided to GaPSC by the EPP head. This notification must clearly <u>describe</u> the impact of the <u>approval status</u> change on candidates and the options available to them. The EPP must maintain records of candidates' acknowledgement of receipt of the notification.

Guidance:

Members of the GaPSC reserve the right and have the authority to render a change in the approval status of an EPP. In some instances, approval decisions are of an adverse nature. For example, the GaPSC may decide that an EPP can no longer admit candidates into programs until certain conditions are remedied. The GaPSC may grant an EPP Approval with Probation and prescribe provisions, or requirements, which must be met within a specified period of time. Adverse approval decisions are not intended to prevent enrolled candidates from completing preparation programs. Therefore, it is critical that enrolled candidates are notified when a GaPSC approval decision negatively impacts the approval status of their program. In cases where a negative approval decision is rendered, the GaPSC will direct the EPP to notify enrolled candidates of the change in status. As specified in the rule, notification must be made within two months and may be made via a letter or e-mail, and the EPP is expected to verify candidates' receipt of the information. A copy of the notification message must also be sent to the EPP's assigned GaPSC Education Specialist by email. The notification should describe any changes to the program of study or program requirements as a result of the change in approval status. When approval is revoked, the EPP will be expected to establish and send to GaPSC the list of enrolled students (already documented as enrolled in TPMS) and the timeline by which they will complete the program.

Implementation Timeline: January 1, 2022

17. SPA Recognition or National Accreditation of Programs

Rule page number and paragraph: Page 9, Paragraph (3) (d) 5.

Rule Statement:

(d) 5: GaPSC-approved EPPs, in conjunction with preparations for an EPP approval review, shall submit program reports conforming to GaPSC program standards and program review requirements for approval by GaPSC. Programs may also be submitted to GaPSC-accepted Specialized Professional Associations or program accrediting agencies for national recognition or accreditation. If the highest level of recognition or accreditation, in most cases National Recognition or Accreditation, is granted for a program, state approval procedures will be reduced to remove duplication and will include only those components necessary to ensure Georgia-specific standards and requirements are met. Programs submitted for national recognition or accreditation that are not granted National Recognition (e.g., granted Recognition with Conditions or any level of recognition lower than National Recognition) or Accreditation must comply with all applicable GaPSC program approval review requirements. See the guidance document accompanying this rule for the list of GaPSC-accepted SPAs and program accrediting agencies.

Guidance:

The SPA review process ensures program curricula and requirements are aligned with national standards published by professional associations. EPPs may submit program reports to SPAs for review by content-specific experts identified by the professional associations. Successful completion of the SPA process may result in "National Recognition" for specialty licensure areas (i.e., Elementary Education, Mathematics Education, Special Education, etc.). Each SPA determines the recognition status of the specialty licensure area based on its specific national standards, and recognition decisions are the responsibility of the SPA.

Currently, the following Georgia certification fields are aligned with the associated SPAs:

Georgia Certification Fields	Specialized Professional Associations (SPAs)
Educational Leadership	National Policy Board for Educational Administration (NPBEA)
English/Language Arts Education	National Council of Teachers of English (NCTE)
English to Speakers of Other Languages	Teachers of English to Speakers of Other Languages (TESOL)
Foreign Language Education	American Council on the Teaching of Foreign Language (ACTFL)
Health and Physical Education	Society for Public Health Education (SOPHE) Society of Health and Physical Educators (SHAPE)
Mathematics Education	National Council of Teachers of Mathematics (NCTM)
Media Specialist	American Library Association (ALA)/American Association of School Librarians (AASL)
Middle Grades Education	Association for Middle Level Education (AMLE)
School Counseling	American School Counselor Association (ASCA)
School Psychology	National Association of School Psychologists (NASP)
Social Studies fields (Economics, Geography, History, Political Science)	National Council for the Social Studies (NCSS)
Special Education (all fields)	Council for Exceptional Children (CEC)

For some programs, national review is conducted by a specialty area accreditor, rather than a SPA. Certain national program accreditors are accepted by GaPSC.

The following Georgia certification fields may be submitted for national accreditation by the corresponding accrediting agency:

Georgia Certification Fields	National Accrediting Agency
Art Education	National Association of Schools of Art and Design (NASAD)
Dance Education	National Association of Schools of Dance (NASD)
Drama Education	National Association of Schools of Theatre (NAST)
Family and Consumer Sciences	American Association of Family and Consumer Sciences (AACS)
Music Education	National Association of Schools of Music (NASM)
School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Speech Language Pathology	American Speech-Language-Hearing Association (ASHA)

All initial preparation programs offered by Georgia EPPs will be reviewed by the GaPSC; however, the level of state review required will depend upon the level of national recognition or accreditation earned.
Programs receiving National Recognition or National Accreditation will submit to GaPSC information

addressing applicable elements of Georgia Standard 6. The SPA or accrediting agency report will be uploaded as evidence into the GaPSC Provider Reporting System (PRS), along with how areas for improvement are being addressed. Programs receiving any recognition status lower than National Recognition or Accreditation (examples include National Recognition with Conditions, National Recognition with Probation, Conditional Accreditation, or Denial of Accreditation) will submit to GaPSC evidence of meeting all components of Standard 1 and applicable components of Standard 6.

Of critical importance is early, frequent, and close communication between EPPs and GaPSC Education Specialists as EPPs are preparing for approval reviews. GaPSC staff must be aware of SPA and national accrediting agency program review submissions (and plans to submit) in order to accurately plan for the state program review process. Prior to the opening of PRS for the EPP's Continuing Approval Review, evidence of national recognition or accreditation must be submitted.

Implementation Timeline: January 1, 2022

18. Expectations for Embedded Endorsement Programs

Rule page number and paragraph: Pages 13-14, Paragraph (3) (e) 4. (ix)

Rule Statement:
3. (ix): GaPSC-approved EPPs offering endorsement programs shall ensure the programs are designed to result in candidates' expanded knowledge and skills in creating challenging learning experiences, supporting learner ownership and responsibility for learning, and in strengthening analysis and reflection on the impact of planning to reach rigorous curriculum goals as specified in GaPSC Rules 505-3-.82 – 505-3-.115. Unless specified otherwise in GaPSC Rules 505-3-.82 through 505-3-.115, endorsement programs may be offered as stand-alone programs or embedded in initial preparation or degree-only programs. Embedded endorsement programs must include field experiences specifically for meeting endorsement standards and requirements, as well as any additional grade levels addressed by the endorsement. These field experiences must be in addition to those required for the initial preparation program. Although field experiences in specific grade bands are not required for endorsement programs, candidates must have opportunities to demonstrate the knowledge and skills delineated in endorsement standards in as many settings as necessary to demonstrate competence with children at all developmental levels addressed by the endorsement. In addition to field experience requirements, the GaPSC Continuing approval process for embedded endorsement programs will require EPPs to provide evidence of meeting a minimum of one (1) of the following two (2) options:

(I) Option 1: Additional Coursework. Endorsement programs are typically comprised of three (3) or four (4) courses (the equivalent of nine (9) or twelve (12) semester hours). Although some endorsement standards may be required in initial preparation programs, (e.g., Reading Endorsement standards must be addressed in Elementary Education programs) and in such cases some overlap of coursework is expected, it may be necessary to add endorsement courses to a program of study to fully address the additional knowledge and skills delineated in endorsement standards.

(II) Option 2: Additional Assessment(s). Candidates' demonstration of endorsement program knowledge and skills must be assessed by either initial preparation program assessments or via additional assessment instruments specifically designed to address endorsement program content

Guidance:
Currently, seven endorsement programs cannot be embedded in initial preparation programs because certification is required for program admission. Three of the seven endorsement programs require a valid,

level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate for program admission because some teaching experience is necessary as a foundation for success in these areas. These three programs are:

- Intervention Specialist Endorsement (see Rule 505-3-.91)
- K-5 Mathematics Endorsement (see Rule 505-3-.92)
- K-5 Science Endorsement (see Rule 505-3-.93)

For four other endorsement programs, a valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate is required for program admission. These four programs are:

- Coaching Endorsement (Educators holding leadership, Life, or service certificates must have held a Professional teaching certificate; see Rule 505-3-.85.)
- Multi-Tiered System of Supports Facilitator Endorsement (An Induction certificate is also accepted for admission; see Rule 505-3-.103.)
- Teacher Leader Endorsement (An Induction Certificate is also accepted for admission and at least one year of successful classroom teaching experience is required. See Rule 505-3-.104.)
- Teacher Support and Coaching Endorsement (Educators holding leadership, Life, or service certificates must have held a Professional teaching certificate; see Rule 505-3-.105.)

For all other endorsement programs, GaPSC-approved EPPs may seek approval to offer them either as a stand-alone program or as an embedded program within a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program in a teaching (T), leadership (L), or service (S) field. While endorsements may be offered by EPPs in either stand-alone or embedded format, for state approval purposes, they are always treated as stand-alone programs and distinct approval decisions are rendered for all endorsement programs. For instance, if an EPP offers a Reading Endorsement embedded within an Elementary Education program, two program reports will be prepared (one for the Elementary program and one for the Reading Endorsement), each program will be reviewed according to all applicable standards and requirements, and two approval decisions will be rendered.

Endorsement programs are either an extension of foundational knowledge in a subject area or they provide additional, or new, content expertise. Beginning teachers who have completed embedded endorsements are assumed by hiring principals to be well prepared and ready to teach in their particular fields of certification. Therefore, when embedding endorsement programs, EPPs are expected to provide evidence that candidates' knowledge and skills extend beyond what is expected at the foundational level and that candidates demonstrate having met all endorsement standards. To ensure that candidates are receiving more than the foundational knowledge regarding the content of the endorsement, the program approval process for reviewing endorsements will be enhanced. There are two options for providing evidence of the enhancement to an initial preparation program, and EPPs have flexibility in determining which one of these options they will employ. Programs with candidates who are completing an initial preparation program (or degree-only program) and an endorsement embedded within that program must provide evidence of meeting one of the following:

1. Additional coursework: If an initial preparation program contains 120 credit hours, candidates completing an embedded endorsement may be required to complete more hours in their

program. Endorsements are typically nine (9) or twelve (12) hours in length. Because some of the endorsement standards may be required in the initial preparation program, as well, some overlap is expected in some cases. However, an EPP might require an extra course or two that demonstrates evidence of addressing all endorsement program standards and requirements in addition to what is required for the initial preparation program; or

2. Additional assessment(s): If the initial preparation program and the embedded endorsement are so intertwined that a reviewer might not be able to tell where one ends and the other begins, an additional assessment (or more than one) may be administered. For instance, EPPs might require a portfolio as a key assessment in the endorsement program that demonstrates evidence of applying the endorsement standards (throughout the embedded coursework and fieldwork).

Endorsement candidates should demonstrate enhanced performance as they are gaining additional, or extended, knowledge and skills throughout an endorsement program. Programs are aligned to TAPS standards, and it will be important to demonstrate through key assessments that completers have developed enhanced knowledge and skills.

Endorsements that may be embedded include:

505-3-.82	Birth Through Kindergarten Endorsement Program
505-3-.83	Autism Education Endorsement Program
505-3-.84	Career Technical Instruction (CTI) Endorsement Program
505-3-.86	Computer Science Endorsement Program
505-3-.87	Coordinated Career Academic Education (CCAE) Endorsement Program
505-3-.88	Culinary Arts Endorsement Program
505-3-.89	English To Speakers Of Other Languages (ESOL) Endorsement Program
505-3-.90	Gifted In-Field Education Endorsement Program
505-3-.94	Stem Education Endorsement Program
505-3-.95	Online Teaching Endorsement Program
505-3-.97	Safety and Driver Education Endorsement Program
505-3-.98	Special Education Deaf Education Endorsement Program
505-3-.99	Special Education Physical and Health Disabilities Endorsement Program
505-3-.100	Special Education Preschool (Ages 3-5) Endorsement Program
505-3-.101	Special Education Transition Specialist Endorsement Program
505-3-.102	Special Education Visual Impairment Endorsement Program
505-3-.106	Work-Based Learning Endorsement Program
505-3-.107	Dual Immersion Elementary Education Endorsement Program
505-3-.108	Personalized Learning Endorsement Program
505-3-.109	Positive Behavior Intervention and Supports (PBIS) Endorsement Program
505-3-.110	Urban Education Endorsement Program
505-3-.111	Elementary Agriculture Education (P - 5) Endorsement Program
505-3-.112	Dyslexia Endorsement Program
505-3-.113	Financial Literacy Endorsement

Implementation Timeline: Spring Semester 2022

19. Administrative Approval Process for Endorsement Programs

Rule page number and paragraph: Page 10, Paragraph (3) (d) 7.

Rule Statement:

7. GaPSC approval of new endorsement programs shall include an Administrative Approval process to determine if the new program has the capacity to meet state standards followed by a Continuing Approval Review of the program in conjunction with the next scheduled EPP Continuing Review, and Continuing Reviews every seven (7) years thereafter.

Guidance:

Effective May 2020, endorsement programs no longer undergo a Developmental Approval Review. To seek approval via the new process, GaPSC-approved Educator Preparation Providers (EPPs) submit an approval application for staff review and administrative approval. This change applies to non-traditional and traditional EPPs seeking approval to offer stand-alone or embedded endorsement programs.

The Endorsement Approval Application provides basic information about the program, including:

- GaPSC Educator Preparation Program Rule alignment (e.g., Rule 505-3-.112 Dyslexia Endorsement Program);
- Program start date (no less than one month from the application submission date); and
- Program delivery mode (i.e., Face-to-face, Online, or Hybrid).

EPPs must include with the application a Curriculum Map describing how the program content standards (e.g., Gifted Endorsement standards 1-7) are addressed in courses, the program's alignment to TAPS Standards, and a brief description of the three key assessments.

Once administratively approved by GaPSC staff, the EPP may begin enrolling candidates and offering courses. At the next Continuing Approval Review for the EPP, all administratively approved endorsement programs will be reviewed against all applicable standards, along with all other programs offered by the EPP.

Implementation Timeline: May 2020

PROGRAM ADMISSION

20. Removal of GPA Requirement at Program Admission and Candidate Monitoring and Support

Rule page number and paragraph: Page 11, Paragraph (3) (e) 3.

Rule Statement:

Candidate Monitoring and Support. EPPs shall monitor each cohort aggregate GPA for changes, document any point at which the cohort GPA is less than 3.0, disaggregate the data by race and ethnicity and any other mission-related categories, analyze the data to identify specific needs for candidate support, and develop and implement plans to provide the needed supports.

Guidance:

Effective July 1, 2022, GaPSC no longer requires a minimum GPA for program admission. However, EPPs are expected to regularly monitor the average GPA of each cohort and take action if the average GPA falls

below 3.0. EPPs are advised to develop and implement a schedule for monitoring the cohort GPA at certain intervals, such as the end of each semester. In addition, EPPs are expected to disaggregate GPA data to identify which candidates and/or groups of candidates may need support and in which areas. Once the needed supports are identified, EPPs are expected to develop and implement plans to help candidates improve. Evidence of monitoring, analyzing the data, and of developing and implementing supports will be expected during approval reviews.

Implementation Timeline: July 1, 2022

21. Removal of Program Admission Assessment Requirement

Rule page number and paragraph: N/A

Rule Statements: N/A

Effective July 1, 2022, GaPSC no longer requires a passing score or exemption on the Program Admission Assessment.

Implementation Timeline: July 1, 2022

22. Pre-Service Certificate Request

Rule page number and paragraph: Page 11, Paragraph (3) (e) 2. (i)

Rule Statement:

2. (i): EPPs must request the Pre-Service Certificate for all candidates admitted to traditional initial teacher preparation programs at the baccalaureate level or higher, except for candidates who hold a valid professional Georgia teacher certificate and are currently employed in a Georgia school. Out-of-state EPPs must request the Pre-Service Certificate for candidates enrolled in initial teacher preparation programs and completing field and clinical experiences in Georgia schools; such candidates must be enrolled in programs leading to a certification field offered by the GaPSC. See GaPSC Rule 505-2-.03, PRE-SERVICE CERTIFICATE for Pre-Service certification requirements.

Guidance:

The intent of the language specified in paragraph (e) 2. (i) is to ensure all teacher candidates have met requirements for and have been issued a Pre-Service Certificate prior to beginning program field and clinical experiences in Georgia B/P-12 schools. As described in GaPSC Certification Rule 505-2-.03, the foremost purpose of the Pre-Service Certificate is to assure the safety of school children.

The process for requesting the Pre-Service Certificate is primarily managed through TPMS. For information related to the Pre-Service Certificate, please see: http://www.gapsc.com/Certification/TieredCertification/preService.aspx.

Please note that documents demonstrating evidence of Verification of Lawful Presence (e.g., driver's license, passport) are often difficult to read when uploaded. Ensuring that these pieces are scanned accurately will allow candidates' certification paperwork to be processed more quickly.

Implementation Timeline: October 15, 2016

23. Criminal Record Check

Rule page number and paragraph: Page 11, Paragraph (3) (e) 2. (ii)

Rule Statement:
2. (ii): Successful completion of a criminal record check is required to earn the Pre-Service Certificate.

Guidance:
Before the criminal record check can occur, the following actions must be completed by the EPP and candidate.

- The candidate must be admitted to a program,
- the EPP must have entered the candidate in TPMS,
- the candidate must have passed the Ethics Assessment and the completion must be posted to the candidate's MyPSC account, and
- the candidate must claim enrollment with the EPP.

Once all of these steps have been completed, the candidate must submit through their MyPSC account the Pre-Service Certificate Application, including the Personal Affirmation Questions and signature authorizing a criminal background check. Because many of these requirements are the candidate's responsibility, EPPs are advised to send a letter to each candidate upon enrollment, explaining the importance of completing these actions and the consequences for not doing so.

GaPSC conducts the Georgia Crime Information Center (GCIC) criminal record check. If the candidate responds "No" to all Personal Affirmation questions on the application and the criminal record check does not contradict those answers, the Pre-Service Certificate is issued through the candidate's MyPSC account. If the candidate responds "Yes" to any Personal Affirmation questions, or the answers are not consistent with the report generated by GaPSC, an ethics investigation is conducted. Members of the Professional Standards Commission Educator Ethics Committee review the results and recommend action to the full membership of the Commission, which will issue one of the following decisions:

- The candidate is cleared and the Pre-Service Certificate is issued.

- The candidate is given a warning and the Pre-Service Certificate is issued.

- The candidate is given a reprimand and the Pre-Service Certificate is issued.

- The candidate is denied the Pre-Service Certificate.

Because there is the potential for lengthy periods of time between the submission of documents to GaPSC and an ethics case review by the Commission, it is important for EPPs to encourage candidates to submit application documents as soon as possible after they have been admitted. Should candidates need to submit application materials very close to the beginning of the semester when field experiences will begin, EPPs should e-mail a request to expedite the process to certhelp@gapsc.com and include a Certification ID number with each candidate's name. GaPSC staff will conduct the criminal record check and process the certification paperwork as soon as possible.

Implementation Timeline: October 15, 2016

24. Post-baccalaureate Program Admission Requirements

Rule page number and paragraph: Page 11, Paragraph (3) (e) 1. (ii)

Rule Statement:

(e) 1. (ii): GaPSC-approved EPPs shall ensure candidates admitted to initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC-accepted accredited institution. Candidates seeking certification in Career Technical and Agricultural Education (CTAE) fields must hold a high school diploma or GED, or an associate's degree or higher in the field of certification sought, as delineated in applicable GaPSC Certification Rules. CTAE candidates admitted with a high school diploma or GED must complete both the associate's degree and the initial teacher preparation program to earn a professional certificate. The preparation program must be completed within three years; an additional year is allowable if needed to complete the associate's degree.

Guidance:

EPPs admitting candidates to post-baccalaureate programs must ensure candidates are well prepared for success in programs. To do so, it is important to verify that baccalaureate studies were completed at an accredited institution. GaPSC-accepted accredited institutions must be accredited by an organization recognized by either The Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (U.S. DOE). See GaPSC [Certification Rule 505-2-.31](#) for details.

Career Technical and Agricultural Education (CTAE) fields include the following:
- Agriculture (Grades 6-12)
- Business (Grades 6-12)
- Career and Technical Specializations (Grades 6-12)
- Computer Science (Grades P-12)
- Engineering and Technology (Grades P-12)
- Family and Consumer Sciences (Grades P-12)
- Healthcare Science (Grades 6-12)
- Marketing (Grades 6-12)

GaPSC Certification Rules related to Career Technical and Agricultural Education (CTAE) fields are available at:
- [Rule 505-2-.90 Career and Technical Specializations](#)
- [Rule 505-2-.87 Healthcare Science](#)
- [Rule 505-2-.57 Teaching Fields](#)

Implementation Timeline: January 1, 2022

PROGRAM CONTENT

25. Inclusion of Content Addressing Dyslexia and Other Related Disorders

Rule page numbers and paragraphs: Definitions - page 2-3, paragraph (2) (p); Program content requirements – page 12, paragraph (3) (e) 4. (v)

Rule Statements:

(v) GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate knowledge of the definitions and characteristics of dyslexia and other related disorders; competence in the use of evidence-based instruction, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders; and competence in the use of a multi-tiered systems of support framework addressing reading, writing, mathematics, and behavior, including:

(I) Universal screening;

(II) Scientific, research-based interventions;

(III) Progress monitoring of the effectiveness of interventions on student performance;

(IV) Data-based decision making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs; and

(V) Application and implementation of response-to-intervention and dyslexia and other related disorders instructional practices in the classroom setting.

Guidance:

Overview
EPPs may include content required by GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) in the exceptional education course required for all education majors Pre-K through grade 12. The following should be broadly covered in the course:

- Definitions
- Characteristics of dyslexia and related disorders
- Evidence-based intervention
- Structured multisensory instruction
- Multi-Tiered System of Supports
- Accommodations

For elementary education majors and middle grades majors, EPPs may include content required by GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) either in an existing course (special education or general education) or provide an additional course in which the following information is comprehensively covered:

- Definitions
- Knowledge of characteristics of dyslexia and related disorders
- Evidence-based interventions
- Structured multisensory instruction
- Multi-Tiered System of Supports
- Accommodations

Outline of Essential Components
GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate:

- Knowledge of the definitions and characteristics of dyslexia and other related disorders

- • Competence in the use of evidence-based interventions, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders
- • Competence in the use of a multi-tiered systems of support framework addressing reading, writing, mathematics, and behavior, including:
  - Universal screening
  - Scientific, research-based interventions
  - Progress monitoring of the effectiveness of interventions on student performance
  - Data-based decision making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs
  - Application and implementation of multi-tiered systems of support and dyslexia and other related disorders instructional practices in the classroom setting

Definitions

The following definitions are found in GaPSC Rule 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs and are included here to support better understanding of content-specific terminology.

Dyslexia: Dyslexia is a specific learning disability that is neurological in origin, which is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Aphasia: Aphasia is a condition characterized by either partial or total loss of the ability to communicate verbally or through written words. A person with aphasia may have difficulty speaking, reading, writing, recognizing the names of objects, or understanding what other people have said. The condition may be temporary or permanent and shall not include speech problems caused by loss of muscle control.

Dyscalculia: Dyscalculia is the inability to understand the meaning of numbers, the basic operations of addition and subtraction, or the complex operations of multiplication and division or to apply math principles to solve practical or abstract problems.

Dysgraphia: Dysgraphia is difficulty in automatically remembering and mastering the sequence of muscle motor movements needed to accurately write letters or numbers.

Knowledge of Characteristics of Dyslexia and Other Related Disorders

Students with dyslexia struggle with the relationship between letters and sounds. Because of this, they have a hard time decoding, or sounding out, unfamiliar words, and instead often misread them based on an overreliance on their sight-word memory. Deficits are unexpected relative to cognitive abilities in that the student's skills are lower than their overall ability and are not due to a lack of intelligence. Screening for characteristics of dyslexia is a proactive way to address skill deficits through appropriate interventions. Screening results that reflect characteristics of dyslexia do not necessarily mean that a student has dyslexia nor can dyslexia be diagnosed through a screening alone.

More information is available in the [Georgia Dyslexia Informational Handbook](#), pp. 8-11.

Evidence-based Interventions

Once a school identifies that a student shows characteristics of dyslexia, it is important to provide aligned interventions. School and district leaders should evaluate their existing instructional resources to ensure they include evidence-based interventions that include all of the following principles:

- Explicit – explains skills, directly teaches, and models what is expected.

    Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

- Systematic and cumulative – introduces concepts in a definite, logical sequence; orders concept from simple to more complex.

    "Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26).

- Multi-sensory – links listening, speaking, reading, and writing together; involves movement and "hands-on" learning (visual, auditory, kinesthetic, tactile).

    - "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).
    - Writing words and sentences with tactile materials
    - Physical activities to practice spelling
    - Scavenger hunts for letters and words
    - Shared reading

- Language-based – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax). Mather and Wendling (2012, p. 171) state individuals with dyslexia need to:

    - Understand how phonemes (sounds) are represented with graphemes (letters);
    - Learn how to blend and segment phonemes to pronounce and spell words;
    - Learn how to break words into smaller units, such as syllables, to make them easier to pronounce;
    - Learn to recognize and spell common orthographic graphic patterns (e.g., -tion);
    - Learn how to read and spell words with irregular elements (e.g., ocean); and
    - Spend time engaged in meaningful reading and writing activities.
    - Aligned to individual student need – addresses the skill deficit(s) identified through targeted assessments. "The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27).

More information is available in the [Georgia Dyslexia Informational Handbook](#), p. 24.

Structured Multisensory Approaches to Teaching Language and Reading Skills

The International Dyslexia Association provides guidance on the instructional features of structured multisensory approaches to teaching language and reading skills, which include:

- Instructional tasks are modeled and clearly explained, especially when first introduced or when a child is having difficulty.
- Highly explicit instruction is provided, not only in important foundational skills such as decoding and spelling, but also in higher-level aspects of literacy such as syntax, reading comprehension, and text composition.
- Important prerequisite skills are taught before students are expected to learn skills that are more advanced.
- Meaningful interactions with language occur during the lesson.
- Multiple opportunities are provided to practice instructional tasks, such as:
  - Interactive read-alouds
  - Supported reading
  - Discussion
  - Verbal memory activities
  - Writing about reading
  - Sustained reading practice
  - Free writing
  - Small group work
- Student effort is encouraged.
- Lesson engagement during teacher-led instruction is monitored and scaffolded.
- Lesson engagement during independent work is monitored and facilitated.
- Students successfully complete activities at a high criterion level of performance before moving on to more advanced skills.

More information is available in the Georgia Dyslexia Informational Handbook, pp. 24-29.

Accommodations for Students Displaying Characteristics of Dyslexia and/or Other Related Disorders
Instructional accommodations may include how instruction is provided, how the child is expected to respond to instruction, how the child participates in classroom activities and the kinds of instructional materials used. Accommodations provide children with disabilities a variety of ways to access the Georgia Standards of Excellence, so their disabilities are not barriers to achievement. Children receiving accommodations are still expected to meet the same grade level standards as their peers without disabilities. For example, a child might listen to portions of a text rather than reading it, answer questions orally, or use a computer keyboard instead of writing with a pencil.

More information is available in the Georgia Dyslexia Informational Handbook, pp. 31-32.

Multi-Tiered Systems of Support (MTSS)
A Multi-tiered System of Supports (MTSS) is a data-driven prevention framework that uses assessment (screening and progress monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

MTSS is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior problems. The Tiered System of Supports for Students includes school wide implementation that focuses on the "what and how of instruction" and the provision of services and supports to students that meet their unique, whole-child needs. Georgia's MTSS framework consists of three levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports. The levels are Tier I: Primary Level – Instruction/Core Curriculum; Tier II: Secondary Level – Intervention; and Tier III: Tertiary Level - Intensive Intervention.

Response to Intervention (RTI) is a process within the system of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select new, or continue) an intervention based on a student's progress toward the trajected goal.

GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) requires that candidates seeking teacher certification demonstrate competence in the use of a response-to-intervention framework addressing reading, writing, mathematics, and behavior. A response-to-intervention framework includes the following components:

- Universal screening

  The purpose of screening is to identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness. Screening assessments typically are brief and usually are administered to all students at a grade level. Additionally, these assessments should be valid, reliable, and evidence-based. The data obtained from screening assessments should be used with other data sources to verify decisions made about whether a student is or is not at risk or in need of enrichment/acceleration. Screening is a critical and necessary step in making informed choices about how to meet the unique needs of the whole child in Georgia's Tiered System of Supports for Students.

- Progress monitoring of the effectiveness of interventions on student performance

  Progress monitoring is a part of RTI and should be frequent and ongoing. The data should be used to monitor a student's progress on both the content covered during the intervention lessons and the student's progress toward meeting grade level standards. The data will drive decisions regarding details such as frequency, length, duration, intensity of sessions.

- Data-based decision making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs; and

  Data-based decision making, an essential component of Georgia's Tiered System of Supports for Students, is in alignment with coherent instruction and crucial to the school improvement process. Coherent instruction and the school improvement process are a part of Georgia's Systems of Continuous Improvement. Data-based decision making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. The data-based decision process consists of using data to identify needs of all students, selecting and implementing evidence-based practices and interventions, monitoring the progress of students' responsiveness to an intervention and making adjustments based on progress monitoring data, as needed.

More information is available in the Georgia Dyslexia Informational Handbook pp. 17-20 and the Georgia Department of Education document, *What is MTSS in Georgia*?

Additional guidance and references for the citations included above are provided in the GaPSC Dyslexia Endorsement Guidance Document.

Implementation Timeline: Fall 2024

26. Teacher and Leader Preparation Programs' Incorporation of TAPS Standards

Rule page number and paragraph: Page 11, Paragraph (3) (e) 4. (i)

Rule Statement:

4. (i): Preparation programs for educators prepared as teachers shall incorporate the latest version of the Teacher Assessment on Performance Standards (TAPS) published by the Georgia Department of Education. Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the TAPS standards as they apply to the preparation and continued growth and development of teachers.

Guidance:

The InTASC Model Core Teaching Standards (MCTS) were replaced with the state-developed Teacher Assessment on Performance Standards (TAPS), which define and describe for Georgia, effective teaching practice. These are the ten standards upon which the observation component of Georgia's statewide teacher effectiveness system is based. GaPSC-approved EPPs must incorporate these standards into their teacher preparation programs. Educators preparing for roles as instructional leaders and principals must also to be familiar with the TAPS.

Implementation Timeline: Fall 2024

27. Content Field Coursework in Middle Grades and Secondary Programs

Rule page number and paragraph: Page 12, Paragraph (3) (e) 4. (ii)

Rule Statement:

3. (ii): GaPSC-approved EPPs shall require a major or equivalent in all secondary and P-12 fields, where appropriate. The equivalent of a major is defined for middle grades (4-8) as a minimum of 15 semester hours of coursework in the content field and for secondary (6-12) as a minimum of 21 semester hours of coursework in the content field. Content field coursework must meet expected levels of depth and breadth in the content area (i.e., courses above the General Education level) and shall address the program content standards required for the field as delineated in GaPSC [Educator Preparation Rules 505-3-.19 through 505-3-.53](#).

Guidance:

Middle grades and secondary candidates are expected to have the necessary content knowledge in the field(s) of certification they seek. As a means of obtaining that content knowledge, candidates in middle grades programs (4-8) should have a minimum of 15 semester hours in each of the two certification fields sought, and secondary (6-12) candidates should have a minimum of 21 semester hours of coursework in the certification field sought. This content coursework should be at a level above what is required at the general education level and should address all appropriate program content standards.

In middle grades' programs, coursework taken to meet the teaching reading and writing requirement may be used toward meeting the 15 semester hours of content coursework in either of the concentration areas of language arts or reading. (See GaPSC [Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM](#)).

These courses may be offered by the School of Arts and Sciences or by the School of Education.

Implementation Timeline: October 15, 2016

28. Teacher Candidates' Incorporation of Key Skills in Instruction

Rule page number and paragraph: Page 12, Paragraph (3) (e) 4. (iv)

Rule Statement:

4. (iv): GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards [GPS]; Georgia Performance Standards (CCGPS), Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. **Within the context of core knowledge instruction, providers shall ensure candidates are prepared to develop and deliver instructional plans which incorporate critical thinking, problem solving, communication skills and opportunities for student collaboration**. EPPs shall ensure candidates are also prepared to implement any Georgia mandated educator evaluation system. EPPs shall ensure educational leadership candidates understand all state standards and have the knowledge and skills necessary to lead successful implementation of standards in schools.

Guidance:

The portion of this paragraph addressed in this guidance topic is shown in bold font above. The language reflects TAPS, Standards 7 and 8, *Positive Learning Environment* and *Academically Challenging Environment* by emphasizing the development of teacher candidates' skills related to teaching their P-12 students to think critically. Teacher candidates must also be able to design lessons that include P-12 students' use of problem solving, communication, collaborative learning, and positive social engagement. These skills are widely recognized as necessary for student success and are therefore worthy of emphasis within programs.

Implementation Timeline: Fall 2018

29. Educational Leadership Candidates' Understanding of State Standards

Rule page number and paragraph: Page 12, Paragraph (3) (e) 4. (iv)

Rule Statement:

4. (iv): GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards (GPS); Georgia Performance Standards (CCGPS), Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. Within the context of core knowledge instruction, providers shall ensure candidates are prepared to develop and deliver instructional plans which incorporate critical thinking, problem solving, communication skills and opportunities for student collaboration. EPPs shall ensure candidates are also prepared to implement any Georgia mandated educator evaluation system. **EPPs shall ensure educational leadership candidates understand all state standards and have the knowledge and skills necessary to lead successful implementation of standards in schools.**

Guidance:

The new portion of this paragraph addressed in this guidance topic is shown in bold font above. Georgia's tiered certification and preparation structure for Educational Leadership are designed to ensure school leaders are well prepared to positively impact teaching and learning. Tier I programs emphasize, among other foundational skills, the knowledge, skills, and dispositions necessary to design, implement, and assess instructional programs. Therefore, it is critical that educational leadership preparation programs

ensure leader candidates are familiar with all relevant Georgia P-12 standards and demonstrate knowledge and skills related to how those standards are best implemented in schools. For more guidance on this requirement see the document titled, *Georgia Professional Standards Commission Educational Leadership Program Guidelines* (updated March 2019).

Implementation Timeline: Fall 2018

30. Candidates' Understanding of Technology and Media

Rule page number and paragraph: Page 13, Paragraph (3) (e) 4. (vi)

Rule Statement:

4. (vi): GaPSC-approved EPPs shall require candidates seeking certification to demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in **integrating Information, Media and Technology Literacy into curricula and instruction, including incorporating B/P-12 student use of technology, and to use technology effectively to collect, manage, and analyze data for the purpose of improving teaching and learning**. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. At a minimum, candidates shall be exposed to the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

Guidance:

The portion of this paragraph addressed in this guidance topic is shown in bold font above. The terms, *Information Literacy*, *Media Literacy*, and *Technology Literacy* are included in Rule 505-3-.01. The definition of each term is provided below, and reflected in each are skills necessary for success in P-20 education and careers. Given the needed emphasis on these skills, Rule 505-3-.01 Task Force members suggested this language be added to the rule:

(z) Information Literacy: An intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical discernment and reasoning (adopted from The Association of College and Research Libraries).

(ac) Media Literacy: The ability to encode and decode the symbols transmitted via media and the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. Also known as the skillful application of literacy skills to media and technology messages (adopted from the National Association for Media Literacy Education).

(at) Technology Literacy: Using technology as a tool to research, organize, evaluate, and communicate information and understanding the ethical and legal issues surrounding the access and use of information.

These may include, but are not limited to assuring that candidates are able to:
- use technologies to extend the possibilities for learning both locally and globally;
- employ technology to support assessment practices to engage learners more fully and to assess and address learner needs;
- plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;

- o continuously monitor student learning;
- o engage learners in assessing their progress, and adjust instruction in response to student learning needs; and
- o engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

Implementation Timeline: Fall 2018

31. Candidates' Working Knowledge of Differentiation and Multi-Tiered Structures of Support

Rule page number and paragraph: Page 13, Paragraph (3) (e) 4. (vii)

Rule Statement:

4. (vii): GaPSC-approved EPPs shall require candidates seeking certification in a Teaching (T) field, the field of Educational Leadership (L) or the Service (S) fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program (see Rule 505-2-.24, SPECIAL GEORGIA REQUIREMENTS). In addition, **candidates in all fields must have a working knowledge of Georgia's framework for the identification of differentiated learning needs of students and how to implement multi-tiered structures of support addressing the range of learning needs.**

Guidance:

Because all candidates in teacher preparation programs will need to be aware of the Multi-Tiered Structures of Support, it is incumbent upon the provider to assure that each candidate understands the components of an effective and well-designed framework, as well as the application of the components in the general and special education classroom as it promotes the culture of meeting the needs of every child. This information may be provided during the course describing the identification and education of children who have special needs, or it may be integrated into the content and pedagogy courses completed by the candidates.

Implementation Timeline: Fall 2018

32. Candidates' Understanding of Tiered Certification, Professional Learning, and Employment

Rule page number and paragraph: Page 14, Paragraph (3) (e) 4. (x)

Rule Statement:

4. (x): GaPSC-approved EPPs shall provide information to each candidate on Georgia's tiered certification structure, professional learning requirements, and employment options.

Guidance:

In recent years, there have been many changes to certification and professional learning for educators. Therefore, EPPs must inform their candidates of these initiatives. Making candidates aware of additional requirements to move from the Induction Certificate to the Professional Certificate will be essential for

their success. In addition, candidates need to have an understanding of their employment options based on the program they complete.

One of the most significant changes is the paradigm shift from using Professional Learning Units (PLUs) for certificate renewal to participating in job-embedded professional learning. Candidates will need to consider how that might look in their future classrooms. EPPs will need to describe some of the ways professional learning can be job embedded, such as participating in Professional Learning Communities. EPPs will need to emphasize to candidates the importance of working collaboratively with their peers, to be open to peer observation and analysis of instructional practice, and to be able to provide feedback to their colleagues. EPPs can also train candidates to examine data and then determine what potential professional learning could be used to improve their performance.

Implementation Timeline: Fall 2017

33. Candidates' Use of Data to Inform Professional Learning

Rule page number and paragraph: Page 17, Paragraph (3) (e) 7. (iv)

Rule Statement:

7. (iv): GaPSC-approved EPPs shall provide performance data to candidates that they may use to inform their individual professional learning needs during induction.

Guidance:

All induction-level teachers are required to develop a Professional Learning Plan (PLP) for each of their first three years of teaching. Employing districts have flexibility to create the plans based on teachers' needs. EPPs, however, must prepare candidates for future teaching positions by helping them use data and experiences from their teacher preparation program (GACE content assessment results and internship performance results) to inform their PLP. Although each EPP can produce a template and/or guiding questions to help candidates with this task, GaPSC staff members encourage P-20 Regional Collaboratives to come together as a region and consider how to help their candidates use these data and experiences to inform their in-service practice and their PLP.   This guiding information might be provided to candidates through seminars or integrated into coursework throughout the program. While the rule does not indicate that providers must create a PLP with the candidate, they must ensure candidates are encouraged to use these data and experiences so they are well-prepared to form a quality plan.

Implementation Timeline: Fall 2017

34. Preparation for Teaching in a Distance Learning Environment

Rule page number and paragraph: Page 13, Paragraph (3) (e) 4. (vi)

Rule Statement:

4. (vi) GaPSC-approved EPPs shall require candidates seeking certification to demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating Information, Media and Technology Literacy into curricula and instruction, including incorporating B/P-12 student use of technology, and to use technology effectively to collect, manage, and analyze data for the purpose of improving teaching and learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. **Candidates shall**

demonstrate the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

Guidance:

As distance learning is rapidly becoming more prevalent, teachers need to be prepared to provide effective instruction remotely. This rule amendment increases the expectation from exposing candidates to the necessary knowledge and skills for teaching remotely, to requiring that they demonstrate those skills prior to program completion. Comprehensive and extensive guidance on this topic is provided in the document, *Distance Learning Guidance Document* available on the [Resources for Program Providers website](#).

Implementation Timeline: Fall 2021

35. Preparation of Teachers of Reading (SB 88, 2021)

Rule page number and paragraph: Page 13, Paragraph (3) (e) 4. (viii)

Rule Statement:

(e) 4. (viii) GaPSC-approved EPPs shall ensure candidates being prepared to teach in the fields of Elementary Education, Middle Grades Education, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Elementary Education (P-5) demonstrate competence in the knowledge of methods of teaching reading. Teachers will be equipped to develop students' foundational reading skills, to include phonemic awareness, phonics, fluency, and vocabulary, with the ultimate goal of reading comprehension.

Guidance:

The underlined sentence at the end of paragraph (e) 4 (viii). was added in response to the passage of SB88 (2021), Governor Kemp's Teacher Pipeline Bill. The revised language requires EPPs to provide documentation that programs in which teachers are prepared to teach reading (Elementary Education, Middle Grades, and the special education fields of General Curriculum, Adapted Curriculum, General Curriculum/Elementary Education (P-5), and the Reading Endorsement), ensure candidates are prepared to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension. These changes coincide with the development of GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language, which if adopted June 8, 2023, will become effective July 1, 2023. Refer to the guidance document for Rule 505-3-.03, Foundations of Reading, Literacy, and Language for more information.

Implementation Timeline: Fall 2024

ADVANCED PREPARATION/DEGREE-ONLY PROGRAMS

36. Advanced (Degree-only) Programs Eligible for Upgrades

Rule page number and paragraph: Page 10, Paragraph (3) (d) 9.

Rule Statement:

(d) 9. …Although advanced/degree-only preparation programs are neither reviewed nor approved by GaPSC, those accepted by GaPSC for the purposes of certificate level upgrades must be listed in the GaPSC Certificate Upgrade Advisor.

Guidance:

GaPSC-approved providers are expected to maintain up-to-date listings of programs eligible for certificate upgrades in the Certificate Upgrade Advisor. Periodically, GaPSC staff contact IHEs and request a review of programs listed in the GaPSC Certificate Upgrade Advisor. This is the mechanism by which the GaPSC assures that advanced programs are listed appropriately, that any new programs have been added to the Advisor, and/or that any programs no longer offered by the IHE are removed. In addition, this provides an opportunity for IHEs to add notes to advanced programs (e.g., this degree will only upgrade educators with a certificate in Middle Grades Social Science) that clarify the certification field for appropriate infield certificate upgrades. It is the responsibility of the IHE to respond to this communication, review the GaPSC Certificate Upgrade Advisor, and inform GaPSC staff of changes.

Maintaining an accurate list of programs in the GaPSC Certificate Upgrade Advisor is one way that IHEs can protect themselves from any negative ramifications associated with individuals who unknowingly enroll in and complete programs that will not lead to an upgrade. GaPSC staff strongly encourage IHEs to ask for evidence that individuals seeking enrollment in an advanced degree program for the purpose of earning an upgrade have used the Advisor and have documentation of GaPSC verification that their program of interest will indeed lead to an upgrade. All educators seeking information on whether or not a program will lead to an upgrade are directed to log in (with their Certificate ID) to the Advisor to search for eligible programs. Logging in to the Advisor assures a record will be created of the search, along with the resulting list of eligible programs; and saving the information through the Advisor creates a permanent record of the GaPSC degree advisement. This record can be printed by the individual, and EPPs are advised to ask candidates for documentation that the program in which they are enrolling will lead to an upgrade when advising potential students about program selection. The GaPSC Certificate Upgrade Advisor may be accessed from the GaPSC website at GaPSC Certificate Upgrade Advisor.

Implementation Timeline: October 15, 2016

REPORTING

37. Reporting Timelines: Enrollments, Completions, Withdrawals, and Title II

Rule page number and paragraph: Page 8, Paragraph (3) (c) 8.

Rule Statement:

(c) **8.** GaPSC-approved EPPs shall comply with all GaPSC reporting requirements, to include the submission of data in all appropriate candidate-level, program-level, and EPP-level reporting systems (e.g., Traditional Program Management System [TPMS], Non-Traditional Reporting System [NTRS], Provider Reporting System [PRS], and federal annual reports on the performance of the EPP and all educator preparation programs). Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall comply with all applicable GaPSC reporting requirements, to include the submission of data in TPMS and other systems that may become applicable. EPPs shall report according to the schedules and timelines below and shall accurately provide all data elements. Failure to report on time and accurately may negatively impact EPP approval status. See GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(i)   Enrollments. GaPSC-approved EPPs shall, through the appropriate GaPSC reporting system (i.e., Non-Traditional Reporting System [NTRS] or Traditional Program Management System [TPMS]), enter all applicable data for candidates enrolled in Teaching (T), Leadership (L), and Service (S)

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field programs leading to initial Georgia certification, and in Endorsement programs according to the following schedule:

(I) October 31: The deadline for entering all candidates enrolled in current academic year summer and fall semesters.

(II) March 31: The deadline for entering all candidates enrolled in current academic year spring semester.

(ii) Completions and Withdrawals. GaPSC-approved EPPs shall, through the appropriate GaPSC reporting system (i.e., Non-Traditional Reporting System [NTRS] or Traditional Program Management System [TPMS]), enter all applicable data related to candidate completions and withdrawals within sixty (60) days of the event.

(iii) For federal, Title II, reporting purposes, October 7 is the deadline for entering all initial teaching candidates who were enrolled, withdrawn, or completed during the prior reporting year (September 1 – August 31).

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Guidance:

GaPSC reporting systems, NTRS and TPMS, are designed to serve as the basis for a number of important procedures related to candidate enrollment, testing, program completion, and certification. In addition to serving as the "backbone" of the data set, these systems save EPP staff time and effort by automatically triggering procedures that were previously conducted by EPP staff (i.e., certification paperwork, federal reports). Therefore, it is crucial that EPPs maintain current and accurate data on all actively enrolled program candidates. To that end, Rule 505-3-.01 specifies two deadlines for entering enrolled candidates and states that EPPs have up to 60 days after a completion or withdrawal to update a candidate's record in the appropriate data system. Each data system contains fields and specific codes for entering the type of event and, if appropriate, a reason for the event. For more information, please see the NTRS or TPMS user guides provided within each system in the GaPSC secure portal at www.gapsc.org.

Implementation Timeline: Fall 2022

38. Verifying Current Knowledge for Completers after Five Years

Rule page number and paragraph: Page 18, Paragraph (3) (f) 4.

Rule Statement:

(f) 4.: Should program completers return to their GaPSC-approved EPP more than five (5) years after completion to request verification of program completion, providers shall require those individuals to meet current preparation requirements to assure up-to-date knowledge in the field of certification sought.

Guidance:

Although it is always best for EPP program completers to apply for certification at the time they complete a teacher preparation program, circumstances in completers' lives do not always lead them to apply for their certificate right away. There is a window of time following the completion of the teacher preparation program in which the candidates' knowledge may be considered current. We have defined that period of time as five years. After the five-year window has closed, if completers return to the EPP requesting to be certified, EPPs may require those individuals to complete or redo a portion of their training, take

additional coursework, or compile a portfolio to measure their understanding of current practices in education. EPP representatives should keep in mind that candidates who must be placed in a P-12 classroom in order to demonstrate current knowledge or skills would need to apply for the Pre-service Certificate.

The important thing to remember is that when an EPP notifies GaPSC of a candidate's readiness for certification, that EPP is asserting that the individual's knowledge and skills are up-to-date. If the program were completed many years ago, the individual may need to repeat coursework and/or clinical practice, including all of the assessments required for demonstrating effective instruction and assessment techniques. The EPP determines those requirements.

From a logistical perspective, once an EPP has verified a candidate's current knowledge, the designated Certification Official may verify program completion using the electronic Approved Program Completion form available via the CERT tab at www.gapsc.org. The candidate must also submit to the GaPSC Certification Division a current Application for Certification, as well as an official transcript reflecting completion of all coursework required by the EPP to satisfy current preparation requirements (if applicable).

Implementation Timeline: Fall 2017

39. Reporting Candidate Violations of the Code of Ethics

Rule page number and paragraph: Page 18, Paragraph (3) (f) 5.

Rule Statement:
(f) 5.: GaPSC-approved EPPs shall immediately report to GaPSC any violations of the Georgia Code of Ethics for Educators by enrolled candidates. Failure to report ethical violations may result in changes in approval status that could include revocation of approval. Out-of-state EPPs placing candidates in Georgia schools for field and clinical experiences are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations.

Guidance:
Reporting ethical violations is an important aspect of an EPP's work with teacher candidates. Immediately after the EPP has become aware of the violation, a report should be submitted following the instructions at http://www.gapsc.com/Ethics/Complaint.aspx. Because reports must be submitted by residents of the state of Georgia, OOS EPPs must work with their P-12 partner districts to report ethical violations of candidates.

Implementation Timeline: Spring 2017

Appendix A
Implementation Timeline

Guidance Sec. # & Pg. #	Rule Pg. # & para.	Rule Change	Fall 2024
Section 25 Page 29	p. 13 (3) (e) 4. (v)	Dyslexia and other related disorders	✓
Section 26 Page 34	p. 12 (3) (e) 4. (i)	Teacher and Leader preparation programs' incorporation of Teacher Assessment on Performance Standards (TAPS)	✓
Section 35 Page 39	p. 13 (3) (e) 4. (viii).	Preparation of teachers of reading (SB88, 2021)	✓

Appendix B
Partnership Resources

Powerful Partnerships

"Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools which are **[1]formalized as partnerships** and **[2]focused on continuous school improvement and student growth and learning** through the **[3]preparation of candidates, support of induction phase educators**, and **[4]professional development of B/P-20 educators**. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness…" *GaPSC Educator Preparation Rule 505-3-.01, paragraph (e) 5. (i).*

[1]Formalized as Partnerships
A formalized and sustainable partnership requires a written agreement developed and implemented collaboratively by respective educator preparation providers (EPPs) and P-12 schools/school districts that establishes a focused mission and vision; delineates the interdependent roles, responsibilities, and expectations of all partners; creates a flexible structure for ongoing governance, reflection, and collaboration; and utilizes dedicated and shared resources to support the work.

[2]Focused on Continuous School Improvement and Student Achievement
Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

[3]Preparation of Candidates and Support of Induction Phase Educators
All stakeholders in all educational environments mutually benefit from the partnership agreement; stakeholders also agree upon joint responsibilities for the preparation and induction of educator candidates. Partnerships serve as an expansion of the postsecondary environment and enrich the professional knowledge and skills of the pre-service educator.

[4]Professional Development of P-20 Educators
Partnership stakeholders collaboratively identify and work together to meet the professional development needs of both EPP and P-12 educators, including clinical educators supervising candidates.

Therefore…
A formalized and sustainable partnership:

- Requires a written agreement
- Establishes a focused mission and vision
- Delineates roles, responsibilities, and expectations
- Creates a flexible structure for ongoing governance, reflection, and collaboration
- Utilizes dedicated and shared resources to support the work
- Mutually benefits all stakeholders
- Serves as an expansion of the postsecondary environment
- Enriches the professional knowledge and skills of the pre-service educator

Partnership stakeholders agree on joint responsibilities for the preparation of candidates and induction of professional educators. They collaboratively work together to meet the professional development needs of both EPP and P-12 educators. Participants use data to respond to the needs of all learners, to improve the school as part of

the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Framework for Evaluating Partnerships

Step 1: The EPP conducts a Self-study/Reflection of Partnership(s) [this might be included in the self-study or in program reports and available to site visitors prior to the off-site visit]

Self-study/reflection components:

Part 1: Identify the current status of partnerships using the Partnership Progression

- Identify the level at which partnership(s) is/are currently operating (Using Std. 2 as a guide and knowing that the development of Powerful Partnerships is the current highest level aspiration).

Part 2: Identify what accounts for the success (or lack thereof) of partnership(s)

- Use the color bar to indicate the status of partnerships in each of the four categories.
- List sources of evidence and for each include a rationale explaining why/how that source of evidence substantiates the level of partnership (data might be included here).

Part 3: Impact statement(s)

- Describe the impact of partnerships on candidates, P-12 schools and students, community, others (data should be included here)

Part 4: Plans for Continuous Improvement of Partnerships (next steps)

- How will partnerships be continuously improved?
- What specific strategies or projects will be implemented and when?
- What are the expected/desired outcomes?

Step 2: During the approval visit site visitors will use the completed self-assessment as a source of information and seek to triangulate evidence by conducting interviews, reviewing additional evidence/data, etc.

**EPP/P-12 Partnership -- Self-Assessment/Reflection Tool**

Part 1: Partnership Progression	
Standard 2 – Clinical Partnerships and Practice	**Powerful Partnerships**
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.	**Formalized as Partnerships** A formalized and sustainable partnership requires a written agreement developed and implemented collaboratively by respective educator preparation providers (EPP) and P-12 schools/school districts that establishes a focused mission and vision; delineates the interdependent roles, responsibilities, and expectations of all partners; creates a flexible structure for ongoing governance, reflection, and collaboration; and utilizes dedicated and shared resources to support the work.
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.	**Preparation of Candidates** All stakeholders in all educational environments mutually benefit from the partnership agreement; stakeholders also agree upon joint responsibilities for the preparation and induction of educator candidates. Partnerships serve as an expansion of the postsecondary environment and enrich the professional knowledge and skills of the pre-service educator.
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	**Professional Development of P-20 Educators** Partnership stakeholders collaboratively identify and work together to meet the professional development needs of both EPP and P-12 educators, including clinical educators supervising candidates. **Focused on Continuous School Improvement and Student Achievement** Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Summary: Powerful Partnerships

A formalized and sustainable partnership:
- Requires a written agreement
- Establishes a focused mission and vision
- Delineates roles, responsibilities, and expectations
- Creates a flexible structure for ongoing governance, reflection, and collaboration
- Utilizes dedicated and shared resources to support the work
- Mutually benefits all stakeholders

- Serves as an expansion of the postsecondary environment
- Enriches the professional knowledge and skills of the pre-service educator

Partnership stakeholders agree on joint responsibilities for the preparation of candidates and induction of professional educators. They collaboratively work together to meet the professional development needs of both EPP and P-12 educators. Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Parts 2 - 4: Evidence of Success, Impact, and Plans for Continuous Improvement

Rating Scale: Red, Amber Red, Amber Green, Green
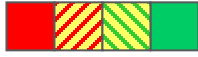
Green: Good--Can be considered proficient in this area
Amber Green: Mixed--Some good aspects, but a few require attention
Amber Red: Problematic--Requires substantial attention, some urgent action
Red: Highly Problematic--Requires urgent and decisive action, not on track for success

	Self-Assessment *(where are we now)*	Evidence and/or Rationale *(proof of where we are now)*
Formalized as Partnerships	*Enter Green, Amber Green, Amber Red, or Red*	
a. Focused mission and vision		
b. Delineates the interdependent roles, responsibilities, and expectations of all partners		
c. Creates a flexible structure for ongoing governance, reflection, and collaboration		
d. Utilizes dedicated and shared resources to support the work		

	Self-Assessment *(Where are we now?)*	Strategies *(What are we doing?)*	Evidence & Outcomes *(What evidence supports our assessment?)*	Next Steps for Continuous Improvement & Desired Outcomes
Preparation of Candidates				
a. Preparation				
b. Induction				
Analyzing the Impact of "Preparation of Candidates" *(on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:*				

Professional Development of P-20 Educators	Self-Assessment *(Where are we now?)*	Strategies *(What are we doing?)*	Evidence & Outcomes *(What evidence supports our assessment?)*	Next Steps for Continuous Improvement & Desired Outcomes
a. P-12				
b. Clinical				
c. EPP				

Analyzing the Impact of "Professional Development on P-20 Educators" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:

Focused on Continuous School Improvement and Student Achievement	Self-Assessment *(Where are we now?)*	Strategies *(What are we doing?)*	Evidence & Outcomes *(What evidence supports our assessment?)*	Next Steps for Continuous Improvement & Desired Outcomes
a. Learning				
b. School improvement				
c. Effectiveness of Partnership Work				

Analyzing the Impact of "Continuous Improvement" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit

Appendix C
Related Fields of Certification
for the Purposes of Matching B/P-12 Supervisors
to Candidates in Residency or Internship

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Birth Through Kindergarten	Elementary Special Education Preschool
Elementary Education	Special Education General Curriculum Elementary Education (P-5)
Middle Grades Education – Reading	Middle Grades Language Arts Elementary Education
Middle Grades Education – Language Arts	English Middle Grades Reading Elementary Education
Middle Grades Education – Mathematics	Mathematics Physics Elementary Education
Middle Grades Education – Science	Biology Chemistry Earth/Space Science Physics Science Elementary Education
Middle Grades Education – Social Science	Economics Geography History Political Science Elementary Education
Economics Education	Middle Grades– Social Science Business Geography History Political Science
English Education	Middle Grades– Language Arts
Geography Education	Middle Grades– Social Science Earth/Space Science Economics History Political Science

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
History Education	Middle Grades– Social Science Economics Geography Political Science
Mathematics Education	Middle Grades– Mathematics
Political Science Education	Middle Grades– Social Science Economics Geography History
Science Education	Middle Grades– Science Biology Chemistry Earth/Space Science Physics
Speech Education	Drama English Marketing Political Science
Agriculture Education	Biology Business Earth/Space Science
Business Education	Economics Marketing
Family and Consumer Sciences Education	Business Economics Career and Technical Specializations
Healthcare Science	Biology Chemistry Earth/Space Science Physics Science
Marketing Education	Business
Engineering and Technology Education	Physics Career and Technical Specializations
Career and Technical Specializations	Business Engineering and Technology Marketing

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Art Education	Drama Music Physical Education
Dance Education	Art Music Physical Education
Drama Education	Art Music English Education
English to Speakers of Other Languages (ESOL) Education	Elementary English Education Foreign Language Middle Grades– Language Arts Middle Grades– Reading
Foreign Language Education	English to Speakers of Other Languages
Health and Physical Education	Art Dance Drama Health Music
Music Education	Art Dance Drama Physical Education
Special Education Adapted Curriculum	Behavior Disorders Learning Disabilities Special Education Physical and Health Disabilities Special Education General Curriculum
Special Education General Curriculum	Special Education General Curriculum Elementary Education (P-5) Special Education Adapted Curriculum
Special Education General Curriculum Elementary Education (P-5)	Elementary Special Education Adapted Curriculum Special Education General Curriculum
Special Education Deaf Education	Special Education Adapted Curriculum Speech and Language Pathology
Special Education Physical and Health Disabilities	Special Education Adapted Curriculum

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Special Education Preschool (Ages 3-5)	Birth Through Kindergarten Special Education Adapted Curriculum Special Education General Curriculum
Special Education Visual Impairments	Special Education Adapted Curriculum
Curriculum and Instruction	Educational Leadership Teacher Leadership
Instructional Technology	Media Specialist
Media Specialist	Instructional Technology Reading Specialist
Reading Specialist	Media Specialist
School Counselor	School Psychologist
School Nutrition Director	Educational Leadership
School Psychologist	School Counselor
Speech and Language Pathology	Audiology
Teacher Leadership	Educational Leadership
Educational Leadership	

*This list of related fields is intended only for the purpose of determining if a B/P-12 supervisor who is certified in a field other than the field of certification sought by the candidate is eligible to supervise that candidate. EPPs are cautioned against applying this chart in any other way and such use will neither be honored nor supported by GaPSC.

Appendix D
Commonly Used Acronyms

B/P-12 – Birth (pre-K) through grade 12 schools or settings

CAEP – Council for Accreditation of Educator Preparation

CCRS – College and Career Ready Standards

CTAE – Career Technical and Agricultural Education

EPP – Educator Preparation Provider

ERP – Evaluation Review Panel

GACE – Georgia Assessments for the Certification of Educators

GCIC – Georgia Crime Information Center

GaPSC – Georgia Professional Standards Commission

GaTAPP – Georgia Teacher Academy for Preparation and Pedagogy

GPA – Grade Point Average

GSE – Georgia Standards of Excellence

IHE – Institute of Higher Education

LUA – Local Unit of Administration (i.e., a local school system or charter school district or school)

M.A.T. – Masters of Arts in Teaching

MTSS – Multi-Tiered Structures of Support

NCATE - National Council for the Accreditation of Teacher Education

NTRS – Non-Traditional Reporting System

OOS – Out-of-State

PASL – Performance Assessment for School Leaders

PBIS – Positive Behavior Intervention and Supports

PLP – Professional Learning Plan

PLUs – Professional Learning Units

PPEM – Preparation Program Effectiveness Measures

PRS-III – Provider Reporting System – version III

RESA – Regional Educational Service Agency

SPA – Specialized Professional Association

TSC – Teacher Support and Coaching Endorsement

TPMS – Traditional Program Management System

TPPEM – Teacher Preparation Program Effectiveness Measures

USG – University System of Georgia

Appendix E
Summary of Guidance Document Version Updates

Version 6 – Published June 2023

Rule amendments effective **June 15, 2023** include the following:

1. The terms *diverse* and *diversity* were removed from the glossary. In two instances, the term *diverse* was replaced with *different.* No guidance is included on this topic.

2. In section (e) Educator Preparation Program Requirements, paragraph 4. Program Content and Curriculum Requirements, the following changes were made:

   a. In sub-paragraph (i), the InTASC Model Core Teaching Standards were replaced with the Teacher Assessment on Performance Standards (TAPS). Guidance related to these changes is in section 26. References to the InTASC Model Core Teaching Standards and/or Learning Progressions were also removed from guidance sections 18, 19, 28, 30, and 33.

   b. In sub-paragraph (v), clarifications were made related to dyslexia. Guidance related to these changes is in section 25.

   c. In sub-paragraph (viii), clarifications were made related to the preparation of teachers to teach reading. Guidance related to these changes is in section 35.

Due to the March 2023 adoption of Rule 505-3-.113, Financial Literacy Endorsement, section 18 was updated to include it in the list of endorsements.

Appendix C was updated to add fields to the list of certification fields considered related for the purposes of supervision of clinical practice. Secondary English Education (6-12) was added as a related field for ESOL, and Elementary Education (P-5) was added as a related field for Middle Grades.

Version 5 – Published August 1, 2022

Rule amendments effective **July 1, 2022** include the following:

1. Removal of two program admission requirements, the minimum GPA of 2.5 and the Program Admission Assessment. These revisions are in Rule 505-3-.01, paragraph (3) (e) page 11. Guidance related to these changes is in sections 20 and 21.

2. The addition of reporting deadlines for program enrollments, completions, withdrawals, and Title II reporting. This revision is in Rule 505-3-.01, paragraph (3) (c) 8., page 8. Guidance related to this requirement is in section 37.

Version 4 – Published March 1, 2022

Rule amendments effective **January 1, 2022** include the following:

1. To address SB88, requirements for the preparation of teachers of reading are revised to include the development of fundamental reading skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. These revisions are in Rule 505-3-.01, paragraph (3) (e) 4. (viii), on page 13. Guidance related to these requirements is in section 35.

2. Program admission requirements are updated for consistency with revised approval standards effective academic year 2022-23. Included are more flexibility options for EPPs with regard to GPA and the Program Admission Assessment. As a result, significant changes and additions were made to Rule 505-3-.01 paragraph (3) (e) 1., which starts on page 11. Guidance related to these revisions is in sections 20, 21, and 24.

3. Requirements are revised for embedded endorsement programs. These changes are reflected in Rule 505-3-.01 paragraph (3) (e) 4. (ix), starting on page 13. Guidance on these revisions is provided in section 18.

4. In rule paragraph (3) (a) 1. (p. 6), changes and clarifications are made to the types of organizations eligible to seek GaPSC approval. Specifically, the new language specifies that out-of-state entities of any kind are not eligible to seek GaPSC approval. No guidance is included on this topic.

5. In rule paragraph (3) (e) 5. (iv), starting on page 15, clinical experience requirements are clarified. Related guidance is in section 7.

6. Approval review procedures are updated for EPPs seeking or maintaining CAEP accreditation. These changes are in Rule 505-3-.01 paragraphs (3) (c) 6. (p. 8), and in paragraph (d) 5. (p. 9). Related guidance is in sections 13 and 15, and changes impacting national recognition or accreditation of programs are reflected in section 17.

7. In rule paragraph (3) (c) 9. (p. 9), the requirement to notify candidates of approval status changes is clarified to include only a change to Probation or Revocation of approval. Related guidance is in section 16.

Version 3 – Published January 4, 2021

Rule amendments addressed in this version were adopted by the Commission and became effective October 15, 2020 and January 1, 2021. All rule references in this document reflect paragraph and page numbers in the current version.

Rule amendments effective **January 1, 2021** include the following:

1. Paragraph (3) (a) 1. was revised to clarify/simplify the language related to those entities/organizations eligible for GaPSC EPP approval (p. 6).

2. Paragraph (3) (c) 3. was revised to reflect the changing status of the Georgia – CAEP Partnership. After the partnership ends in July 2021, site reviews will be conducted separately and CAEP accreditation will no longer be accepted for state approval of the EPP (p. 7). Guidance addressing this change is in section 15.

3. Language related to CAEP accreditation and GaPSC/CAEP joint visits was removed from paragraph (3) (c) 6. (p. 8).

4. Revisions to paragraph (3) (e) 4. (vi), raise the expectations related to preparing candidates to teach in distance learning environments. The previous requirement to *expose* candidates to the specialized knowledge and skills necessary was changed to *demonstrate* (p. 13). Guidance addressing this change is in section 34.

Rule amendments effective **October 15, 2020**, addressed the new Administrative Approval process for endorsement programs offered by GaPSC-approved educator preparation providers. In addition to non-substantive numbering changes, the following rule paragraphs were amended or added:

1. Paragraph (2) (b) – The definition of *Administrative Approval* was added (p. 1).

2. Paragraph (3) (d) 2. – The term *initial* was added to exclude endorsement programs from those that must have governing board approval prior to a request for GaPSC approval (p. 9).

3. Paragraph (3) (d) 6. – Revisions were made to clarify that initial preparation programs in teaching, leadership, and service fields are subject to Developmental Approval Review, thus excluding endorsement programs (p. 10).

4. Paragraph (3) (d) 7. – Revised to include the Administrative Approval process for endorsement programs and establish the schedule for subsequent approval reviews (p. 10). Guidance addressing this change is in section 19.

Version 2 – Published August 26, 2020

Rule amendments addressed in this version were adopted by the Commission and became effective in January 2018, October 2018, July 2019, January 2020, April 2020, and July 2020. All rule references in this document reflect paragraph and page numbers in the current version.

Rule amendments effective **July 1, 2020** include the following:

1. The edTPA was removed as a certification and program completion requirement. See rule paragraph (3) (e) 6., p. 16-17. Guidance addressing the removal of edTPA is included in [section 10](#).

2. The Educator Ethics Assessment – Program Entry was eliminated and a passing score is now required on the Educator Ethics Assessment for admission to all Teaching and Leadership initial preparation programs. See rule paragraph (3) (e) 6. (iii), p. 17. Guidance addressing these changes is in [section 11](#).

Rule amendments effective **April 15, 2020** include the following.

1. Removed from paragraph (3) (e) 1. (i) (p. 10) the requirement that for admission, the GPA in a major or in content area coursework be used rather than the overall GPA. The July 1, 2022 version reflects the removal of the GPA requirement at program admission.

2. In response to Senate Bill 48 (passed May 2019), Rule 505-3-.01 was amended to include Dyslexia-related definitions (paragraph (2) (r), p. 2-3), as well as expectations for preparing all teachers to recognize the characteristics of dyslexia and other related disorders and demonstrate competence in using appropriate interventions (paragraph (3) (e) 4. (v), p. 12-13). Guidance related to this new requirement is addressed in [section 25](#).

3. Removed from paragraph (3) (e) 5. (ii) (II) the requirement that teacher candidates in post-baccalaureate programs (GaTAPP, M.A.T., or certification-only) attempt the edTPA by the end of the third semester of concurrent employment and program enrollment. No guidance was added to address this rule amendment.

Rule amendments effective **January 1, 2020** were in response to state budget cuts and focused on streamlining GaPSC processes for both EPPs and GaPSC staff. In addition to updating references to Certification rule title changes, substantive changes to Rule 505-3-.01 include the following.

1. Language was removed from paragraph (3) (a) 1. (p. 6), which allowed for the review and approval of out-of-state educational leadership programs and national non-profit organizations that prepare teachers. Paragraph (3) (d) 6. (p. 10), which included language specifically related to GaPSC review/approval of out-of-state educational leadership programs was also removed and subsequent paragraphs were re-numbered. As a result, GaPSC no longer reviews or approves qualifying entities that are not administratively based in the state of Georgia. No guidance was added to address these rule amendments.

2. Due to the elimination of the Preparation Approval Annual Report (PAAR), language referencing PAAR in paragraph (3) (c) 7. was removed. No guidance was added to address this amendment.

3. In paragraph (3) (d) 1., language was removed to reflect the elimination of EPP reporting (in TPMS) on advanced/degree-only programs that do not lead to a certificate or endorsement. No guidance was added to address this rule amendment and related guidance in version 1 of this document was removed.

4. In paragraphs (3) (c) 7. (p. 8) and (3) (d) 7. (p. 10) amendments reflect the elimination of the First Continuing Review (three years after Developmental Approval was granted) for endorsement programs. Guidance addressing these rule amendment is in [section 14](#).

5. In paragraph (3) (d) 12. (p. 10), along with references to applicable Certification rules, language was added to clarify student teaching/internship requirements for teacher candidates enrolled in out-of-state programs and completing field and clinical experiences in Georgia schools. This amendment is explained in [section 2](#).

Rule amendments effective **July 1, 2019** include the following. No guidance was added to address these rule amendments.

1. To adjust for the change of the P-5 field name *Early Childhood Education* to *Elementary Education*, in Rule 505-3-.01 all instances of *Early Childhood Education* were changed to *Elementary Education*.

2. Outdated language regarding the moratorium for review/approval of out-of-state educational leadership preparation programs in paragraph (3) (a) 1. was removed. The moratorium ended October 2018.

Rule amendments effective **October 15, 2018** adjusted program admission requirements for transitioning military personnel and spouses of active-duty military personnel (paragraph (3) (e) 1. (ii) (I), p. 11). . The July 1, 2022 version reflects the removal of the GPA requirement at program admission.

Rule amendments effective **January 15, 2018** include the following. No guidance was added to address these rule amendments.

1. Out-of-state institutions preparing candidates for Georgia certification must ensure their candidates meet all program completion assessment requirements outlined in paragraph (3) (e) (6) (i) and (ii), and requirements outlined in GaPSC Rule 505-3-.04, <u>INDUCTION CERTIFICATE</u>, including passing the ethics, content, and content pedagogy assessments

(in 7/1/22 version, para. (3) (d) 12., p. 10; the content pedagogy assessment is no longer required).

2. Exemption options for GPA at program admission were clarified, along with the fact that exempted GPAs are not included in the calculation of the average GPA for the admitted cohort (paragraph (3) (e) 1. (i), p. 10-11). The July 1, 2022 version reflects the removal of the GPA requirement at program admission.

3. Language was added to include leadership and service field programs in field and clinical experience requirements (paragraph (3) (e) 5. (ii) and (iv), p. 14-15).

4. In paragraph (3) (e) 5. (v) (V), a reference to the Non-traditional Reporting System (NTRS) was added. TPMS was referenced and NTRS had been unintentionally omitted (p. 16).

5. In paragraph (3) (e) 6. (p.18), sub-paragraph (v) was deleted. The deleted paragraph required candidates to complete the GaPSC Completer Survey prior to the EPP's verification of program completion in NTRS or TPMS.

Version 1 – Published November 15, 2016