505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM

(1)   **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2)   **Requirements.**

(a)   To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the standards and requirements delineated below. The standards are adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC), the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP), and the standards published in 2007 by the Association for Childhood Education International (ACEI). A guidance document accompanying this rule provides supporting explanations for the scope and focus of each standard.

(b)   The program shall prepare elementary education professionals to meet the following indicators based on content standards published by the Association for Childhood Education International (2007):

1.   Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.   Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

3.   Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

4.   Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a democratic society and interdependent world;

5.   The Arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

6.   Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

7.   Physical Education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(c)   The program shall prepare elementary education professionals to meet the following pedagogical standards adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP).

1.   <u>Understanding and Addressing Each Child's Developmental and Learning Needs</u>: Candidates use their understanding of child growth and development, individual differences, and different families, and communities to plan and implement learning environments that provide each child with access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

   (i)   Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.

2.   <u>Working with Families and Communities</u>: Candidates use their understanding of individual differences and different families, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments.

   (i)   Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments.

   (ii)   Candidates get to know the unique contexts of children and families to appropriately plan and program experiences.

   (iii)   Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation.

   (iv)   Candidates communicate with families in ways which foster respect, partnerships, and engagement.

3.   <u>Understanding and Applying Content and Curricular Knowledge for Teaching</u>: To support a coherent curriculum, candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across language and literacy, mathematics, science, social studies, approaches to learning, and social emotional learning. Candidates know the essential concepts, inquiry tools, and structure of content areas, including all academic subjects, and can identify resources to deepen their learning. Candidates know how particular content topics and expectations are connected to each other throughout the early learning (Preschool-Kindergarten), primary (1-3), and intermediate (4-5) grades. Candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level progressions. Candidates include digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education.

(i)   Candidates demonstrate and apply understandings of the elements of language and literacy critical for purposeful oral, print, and digital communication.

(ii)   Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

(iii)   Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

(iv)   Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

(v)   Candidates demonstrate understanding, capabilities, and practices associated with approaches to learning such as initiative and exploration, attentiveness and persistence, and play for young learners.

(vi)   Candidates demonstrate and apply understandings and integration of social emotional development and learning including self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

4.   <u>Assessing, Planning, and Designing Contexts for Learning</u>: Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use developmentally appropriate formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learner differences. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. Candidates build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.

(i)   Candidates use content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(ii)   Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

(iii)   Candidates use assessment results to improve instruction and monitor learning.

(iv)   Candidates plan instruction including goals, materials, learning activities, and assessments.

(v)   Candidates differentiate instructional plans to meet the unique needs of each student in the classroom.

(vi)   Candidates demonstrate competency in a variety of assessment techniques and tools for young children including observation, work samples, and screening.

(vii)   Candidates demonstrate the ability to assess learning and development through play for young learners.

5. <u>Guidance, Classroom Management and Challenging Behaviors</u>: Candidates explicitly support motivation and engagement in learning through a variety of evidence-based practices.

    (i)   Candidates implement developmentally appropriate positive direct guidance practices with young children.

    (ii)   Candidates utilize developmentally appropriate indirect guidance strategies to foster positive and healthy relationships with young children.

    (iii)   Candidates manage the classroom by establishing and maintaining social norms and developmentally appropriate behavioral expectations.

    (iv)   Candidates understand how to manage challenging behaviors using developmentally appropriate evidence based practices.

    (v)   Candidates use developmentally appropriate strategies to promote classroom community and prosocial skills.

6. <u>Supporting Each Child's Learning Using Effective Instruction</u>: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices and modalities that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

    (i)   Candidates use a variety of instructional practices that support the learning of every child.

    (ii)   Candidates teach a cohesive sequence of lessons to ensure sequential and developmentally appropriate learning opportunities for each child.

    (iii)   Candidates explicitly teach concepts, strategies, and skills, as developmentally appropriate, to guide learners as they think about and learn academic content.

    (iv)   Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

    (v)   Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the participation of every child in the classroom.

    (vi)   Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

    (vii)   Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

    (viii) Candidates teach concepts and support development through child selected play utilizing developmentally appropriate strategies for young learners.

7. <u>Developing as a Professional</u>: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

   (i) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

   (ii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

   (iii) Candidates participate in peer and professional learning communities to enhance student learning.

8. <u>Teaching of Reading</u>: The program shall prepare elementary education professionals to meet the Elementary Education (P-5) standards specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(d) The program shall assure field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through fifth grade children in all three age groups (PK-K, 1-3, and 4-5), and in a variety of settings that offer elementary education. The indicators are as follows:

1. Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private settings, centers, schools, and community agencies);

2. Work effectively over time with P-5 students with varying abilities from a variety of family systems;

3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and

4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

Authority O.C.G.A. § 20-2-200