505-3-.63 CURRICULUM AND INSTRUCTION PROGRAM

(1)   Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve in Curriculum and Instruction roles in P-12 educational settings and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Curriculum and Instruction Programs will be classified as Service field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees. Programs leading to initial certification in the field, regardless of degree level, must be approved by the GaPSC.

(2)   Admission Requirements.

(a)   A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for program admission.

(3)   Completion Requirements.

(a)   Candidates seeking initial certification in the field must complete the following requirements at the appropriate level:

1.   Master's Degree level: a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. These hours may be satisfied through advanced pedagogy courses in which candidates are required to demonstrate advanced pedagogical skills or understandings related to their field(s) of certification. All six (6) hours may also be satisfied through a thesis focused on the content knowledge of a certificate field held by the educator.

2.   Specialist or Doctoral degree level: a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All six (6) hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills or understandings related to their field of certification, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

(4)   Program Approval.

(a)   To receive program approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1.   Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning as indicated by the following:

(i)   Completers recognize the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design;

(ii)   Completers can align curriculum across local, state, and national standards within and across subject areas;

        (iii)   Completers have knowledge of resources, including technology, to support evidence-based teaching practices; and

        (iv)   Completers can evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

2.   <u>Knowledge of Instruction</u>. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning as indicated by the following:

        (i)   Completers can design and modify environments that promote learning and are based on appropriate, evidence-based practices and student performance data;

        (ii)   Completers can differentiate instruction through the use of evidenced-based practices, student performance data, appropriate resources, and culturally responsive pedagogy; and

        (iii)   Completers can evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.

3.   <u>Knowledge of Content</u>. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy as indicated by the following:

        (i)   Completers can apply current research and data as they demonstrate content knowledge, and identify appropriate resources to promote student success; and

        (ii)   Completers can plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit each student.

4.   <u>Knowledge of Students</u>**.** Program completers will demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional, social, cultural, environments, and economic factors as indicated by the following:

        (i)   Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning;

        (ii)   Completers can design instruction to meet the unique needs of each student; and

        (iii)   Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

5.   <u>Knowledge of Research</u>. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession as indicated by the following:

        (i)   Completers can apply theoretical insights and research findings to curriculum, instruction, and assessment in P-12 systems to improve student learning, classroom processes, and /or institutional practices; and

        (ii)   Completers can use quantitative, qualitative, and/or mixed research methods to investigate education problems and are able to articulate the findings to a variety of audiences.

6. <u>Knowledge of Assessment</u>. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning as indicated by the following:

   (i) Completers demonstrate knowledge of assessment that enables appropriate analysis and interpretation for facilitating effective instruction and student learning;

   (ii) Completers demonstrate an understanding of the principles of assessment design;

   (iii) Completers can use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning;

   (iv) Completers can conduct program evaluations to determine the effectiveness of curriculum and instructional practices; and

   (v) Completers can use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information to a variety of audiences.

7. <u>Professional Practices</u>. Program completers will demonstrate high standards for professional practice as indicated by the following:

   (i) Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity;

   (ii) Completers participate in and/or lead professional learning experiences to promote effective practices; and

   (iii) Completers advocate for the profession by modeling collaboration, leadership, and professionalism.

Authority O.C.G.A. § 20-2-200