



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Foundations of Reading, Literacy, and Language Implementation Guide for Educator Preparation Providers

GaPSC Rule 505-3-.03, effective July 1, 2023

Version 1.2, July 2023

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Introduction

According to the National Assessment of Educational Progress (NAEP), approximately 33% of fourth graders performed at or above the proficient level, and 37% of students performed below the basic level on the 2022 reading assessment (2022). Georgia is among 22 states where there were no significant changes in scores from 2019 to 2022, and these numbers have remained stagnant for nearly thirty years. Similarly, on 2021-22 Georgia Milestones assessments of English/Language Arts administered to third graders, only 33% of the males tested and 40% of females tested scored at or above the proficient level (GOSA, 2023). These data serve as an urgent imperative for change. It is more important than ever for Georgia educators and those who prepare educators to take steps to ensure students can accurately decode and fully comprehend grade-level text by third grade and beyond. A first and crucial step in altering this trajectory is to enhance educator knowledge in the science and research of how students learn to read, as well as instructional approaches that align with this research.

In January 2023, the Georgia Professional Standards Commission and the University System of Georgia convened a Reading Task Force comprised of subject matter experts representative of Georgia P-12 schools, RESAs, colleges and universities, other state agencies, non-profit, and professional organizations. The Reading Task force concluded its work in late March 2023. Chief among its recommendations was the necessity to confirm pre-service teacher knowledge in the foundations of reading. To achieve this goal, the task force developed [Educator Preparation Rule 505-3-.03, Foundations of Reading, Literacy, and Language](#), which was adopted by the Georgia Professional Standards Commission June 8, 2023, and became effective July 1, 2023. This rule impacts Georgia Educator Preparation Providers (EPPs) by specifying standards grounded in the science of reading that describe the knowledge and skills pre-service teachers must acquire by the completion of a preparation program. The standards differ by the grade levels and fields of certification sought, such that programs in, for example Elementary Education require more in-depth demonstration of knowledge and skill than programs in secondary (6-12) education fields.

Concurrently, the 2023 Georgia General Assembly passed [HB538, the Georgia Early Literacy Act](#), which was signed into law by Governor Brian Kemp on April 13, 2023. With a July 1, 2023, effective date, the new law requires GaPSC to create standards designed to ensure that postsecondary students completing Georgia teacher certification programs graduate with the knowledge and skills necessary to teach reading (HB538, 2023). Also passed in the 2023 legislative session and signed into law by Governor Kemp, is [SB211](#), which established the Georgia Council on Literacy for the purpose of conducting comprehensive reviews of birth to postsecondary programs, ensuring the alignment of state support for such programs, and other

initiatives aimed at improving the literacy outcomes of Georgia students (SB211, 2023). The adoption of GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language, aligns Georgia educator preparation with these legislative measures, and it serves as a call to action for program providers.

This document provides implementation requirements, timelines, guidance, and resources for GaPSC-approved EPPs, and it describes GaPSC plans for monitoring implementation. More in-depth resources and guidance will be provided to GaPSC-approved EPPs in the Foundations of Reading, Literacy, and Language Guidance Document, currently in development and planned for release in August 2023.

What is Meant by *Science of Reading*?

The Science of Reading is defined as empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes. The term "scientific reading instruction" means an approach by which candidates learn to teach reading, which includes syllables, morphology, sound-symbol correspondence, semantics, and syntax, in a clear, systematic, and diagnostic manner. This approach holistically integrates speaking, listening, reading, and writing by offering explicit, systematic, and tailored instruction in areas such as phonological and phonemic awareness, syllable patterns, morphology, semantics, and syntax, ensuring a comprehensive and inclusive literacy development experience.

Rule 505-3-.03 Overview

Grounded in the intent to ensure all teachers understand the science of reading and that teachers at certain levels are prepared to teach reading using methods aligned with the science of reading, Rule 505-3-.03 delineates requirements for all programs leading to certification in a Teaching (T) field. In the Rule, programs are grouped according to grade levels or subject areas. Although there are similarities, standards differ for each grouping based on the level of knowledge and skill required for the particular grade level or subject taught—either candidates must be able to demonstrate the knowledge and skills (e.g., elementary teachers) or they must be aware of the knowledge and skills (e.g., secondary teachers). Rule 505-3-.03 teacher preparation program groupings are shown in Tables 1 and 2.

What is the difference between demonstration and awareness? While both demonstration and awareness are grounded in the same essential components, they differ in the depth of understanding of the content, as well as in the application of the content. Educator candidates requiring demonstration will understand the research and frameworks related to the science of reading, as candidates pursuing these certifications are those who will be directly

supporting students in developing skilled reading. These educator candidates are required to dive deeper into the elements of literacy including explicit, systematic instruction in phonology, phonics, decoding, encoding, vocabulary, semantics, and syntax to develop comprehension, and will be trained in how to apply that knowledge to ensure instruction and assessment are aligned with science of reading practices. The ultimate goal is to prepare all teachers with the knowledge and skills to teach reading using scientific reading instruction and ensure Georgia students can accurately decode and fully comprehend grade-level text by third grade and beyond.

Other programs impacted by Rule 505-3-.03 include Leadership (L) and Service (S) fields that prepare individuals to support teachers. Although these fields, listed below in Table 3, are not mentioned in Rule 505-3-.03, amendments to each rule describe the related expectations.

Table 1. Programs Requiring Demonstration of Knowledge and Skills

<p style="text-align: center;">Programs in these fields must ensure completers <u>DEMONSTRATE</u> knowledge and skills specified in the standards. Programs are grouped in Rule 505-3-.03 as shown below and the standards differ by group.</p>	<p style="text-align: center;">Rule 505-3-.03 Paragraph</p>
<p>Birth Through Kindergarten and Special Education Preschool (Ages 3-5).</p>	<p style="text-align: center;">(3) (b)</p>
<p>Elementary Education (P-5), Special Education General Curriculum / Elementary Education (P-5), and Middle Grades Education (Reading Concentration).</p>	<p style="text-align: center;">(3) (c)</p>
<p>Special Education Adapted Curriculum, Special Education General Curriculum, Special Education Deaf Education, Special Education Physical and Health Disabilities, and Special Education Visual Impairment.</p>	<p style="text-align: center;">(3) (f)</p>

Table 2. Programs Requiring Awareness of Knowledge and Skills

<p>Programs in these fields must ensure completers demonstrate <u>AWARENESS</u> of the standards at the applicable level. Programs are grouped in Rule 505-3-.03 as shown below and the standards differ by group.</p>	<p>Rule 505-3-.03 Paragraph</p>
<p>Middle Grades Education (English Language Arts, Math, Science, and Social Studies Concentrations).</p>	<p>(3) (d)</p>
<p>Secondary (6-12) fields: Agriculture Education, Business Education, Career & Technical Specializations, Economics Education, English Education, Family and Consumer Sciences Education, Geography Education, Healthcare Science, History Education, Marketing Education, Mathematics Education, Political Science Education, Science Education, and Speech Education.</p>	<p>(3) (e)</p>
<p>Art Education, Computer Science, Dance Education, Drama Education, Engineering and Technology Education, English to Speakers of Other Languages Education, Health and Physical Education, Music Education, and World Languages Education (formerly Foreign Language Education).</p>	<p>(3) (g)</p>

Table 3. Other Programs Impacted by Changes in Reading Standards/Expectations

<p>Alternative Preparation for Educational Leadership</p>	<p>Rule 505-3-.76, paragraph (3) (b)</p>
<p>Educational Leadership</p>	<p>Rule 505-3-.77, paragraph (3) (a)</p>
<p>Literacy Specialist</p>	<p>Rule 505-3-.66, paragraphs (1) & (2) (a)</p>
<p>Reading Education</p>	<p>Rule 505-3-.51, paragraph (1)</p>
<p>Reading Endorsement</p>	<p>Rule 505-3-.96, paragraph (1)</p>

Note that effective July 1, 2024, the Reading Endorsement will no longer be embedded in initial teacher preparation programs because of the level of reading preparation that will be integrated in initial programs by that time. As of fall 2024, the Reading Endorsement will provide an enhanced level of knowledge and skill, building upon the foundational skills acquired in initial preparation programs. All candidates who are enrolled in the Reading Endorsement embedded in an initial preparation program prior to July 1, 2024, will be eligible for the endorsement. Note that “enrolled” is defined as *admitted and taking coursework*. Candidates enrolled in initial preparation programs after July 1, 2024, who have not begun the coursework for an embedded endorsement will not be eligible for the endorsement. Approved endorsement providers are encouraged to adjust the program as needed to meet the needs of in-service teachers in need of science of reading professional development.

Implementation Timeline and GaPSC Monitoring

GaPSC-approved EPPs are required to implement the standards specified in Rule 505-3-.03 in all applicable preparation programs (see Tables 1, 2, and 3) by August 2024. In the summer of 2023, EPPs will complete a Readiness Assessment to determine necessary modifications to their preparation programs in accordance with the integration of the new standards.

GaPSC will monitor implementation in three phases: Phase One involves readiness assessment and action planning. In Phase Two, EPPs will provide evidence of implementation, and in Phase Three evidence will be expected during approval reviews. All EPPs are subject to two submission deadlines, with the first submission in October 2023 (Readiness Assessments and Action Plans), and the second in October 2024 (Evidence of Implementation). Phase Three begins in Fall 2025, when candidate performance data will be required evidence in approval reviews. This document provides information and requirements for Phase One, and a preview of documentation required for Phase Two. In the following paragraphs, each phase is described.

Phase One: October 2023

Step 1: Readiness Assessment.

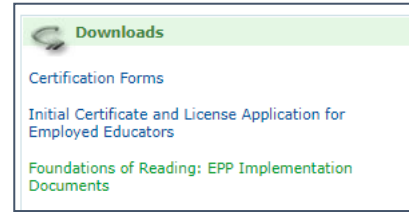
EPPs will begin Phase One by completing Readiness Assessments, designed to identify the changes necessary to fully implement Rule 505-3-.03 standards in all applicable programs. Readiness Assessments are provided for each of the program groupings in Rule 505-3-.03:

- Birth Through Kindergarten and Special Education Preschool.
- Elementary Education, Special Education General Curriculum/Elementary Education, and Middle Grades Reading.
- Middle Grades-- English Language Arts, Mathematics, Science, and Social Science.
- Secondary (6-12) Fields—Economics, English, Geography, History, Mathematics, Political Science, Science, Speech, Agriculture, Business, Family and Consumer Sciences, Healthcare Science, Marketing, and Career and Technical Specializations.
- Special Education (P-12) Fields—General Curriculum, Adapted Curriculum, Deaf Education, Physical and Health Disabilities, and Visual Impairments.
- P-12 Fields—Art, Computer Science, Dance, Drama, Engineering and Technology, English to Speakers of Other Languages, World Languages, Health and Physical Education, and Music.
- Reading Endorsement.

Readiness Assessments are not included in this document; they are available for downloading from the GaPSC secure portal at www.gapsc.org. After logging in, navigate to the Downloads section near the bottom of the page (depicted in Figure 1), select Foundations of Reading: EPP Implementation Documents, and click the Readiness

[Assessments](#) link. From there, you will select the program-specific assessments needed.

Figure 1: GaPSC Secure Portal-Downloads Section



Step 2: Action Planning.

After identifying the changes needed to fully implement Rule 505-3-.03, EPPs will complete Action Plans, describing all EPP and program-level plans to ensure Rule 505-3-.03 standards will be fully implemented in all applicable preparation programs by August 2024. EPPs will use the EPP and Program Action Plan templates provided by GaPSC to describe all planned action steps addressing components such as, faculty training and ongoing development, alignment of standards (e.g., crosswalk development) with coursework and assessments, program of study/course revisions, reviews and any necessary revisions of course materials (textbooks, articles, etc.), candidate assessments, and syllabi. The Action Plans will also include a timeline for monitoring progress and completing all of the above, as well as any other related work the EPP deems necessary. Partial depictions of the Action Plan templates are provided below in Figure 2, and instructions are provided in [Appendix A](#).

Figure 2: GaPSC Action Plan Templates

EPP Action Plan for Implementation of Rule 505-3-.03 and Other Reading-related Requirements			
EPP Name:			
Element 1. EPP oversight for program revisions and implementation: How will departments/programs be held accountable for making the changes identified through completion of the Readiness Assessment? What systematic procedures will be utilized to monitor implementation and at what frequency?			
Action Steps	Person(s) Responsible	Planned Completion Dates	Evidence of Success <i>How will you know the action step was successfully completed?</i>

Program Action Plan for Implementation of Rule 505-3-.03 and Other Reading-related Requirements			
EPP Name:			
Program(s) Addressed in this Action Plan:			
Element 1. Program of Study Adjustments: Will course sequences change? Will new courses be added; if so, how many and what are their titles? When will new courses be developed and by whom? Will existing courses be modified; if so, which courses?			
Action Steps	Person(s) Responsible	Planned Completion Dates	Evidence of Success <i>How will you know the action step was successfully completed?</i>

Readiness Assessments and Action Plans must be submitted to GaPSC no later than **October 18, 2023**, using the templates provided in the GaPSC secure portal at www.gapsc.org. After logging in, navigate to the Downloads section near the bottom of the page (depicted in Figure 1), select Foundations of Reading: EPP Implementation Documents, and click the Action Plans link. Action Plans will be reviewed and EPPs will receive feedback. Instructions for submitting Readiness Assessments and Action Plans are provided in [Appendix C](#).

Phase Two: October 2024

By the beginning of Fall semester 2024 (August), the standards specified in Rule 505-3-.03 must be implemented in all applicable preparation programs. **By October 23, 2024, GaPSC-approved EPPs will submit evidence confirming implementation of the standards.** A report template will be provided and as a part of that report, EPPs will submit Curriculum Mapping Tools (spreadsheets), available now for downloading from the GaPSC secure portal at www.gapsc.org. Figure 3 partially depicts the Curriculum Mapping Tool column headings for programs leading to certification in Elementary Education, Special Education General Curriculum/Elementary Education, and Middle Grades Reading. As shown below, Rule 505-3-.03 standards populate the row headings in the spreadsheet.

Figure 3: Curriculum Mapping Tool

This spreadsheet contains the standards from Educator Preparation Rule 505-3-.03 that apply to Elementary, Special Education Elementary Dual Certification, and Middle Grades Reading			
Elementary, Dual Cert, MG Reading	A. Insert course names & #'s in columns and program outcomes in rows	Course 1	Course 2
1. Knowledge: Language and Literacy Acquisition			
(i) Candidates demonstrate knowledge of language processes required for proficient reading and writing; phonological, orthographic, semantic, syntactic, and discourse.	B. Insert "I", "P", or "M"		
	C. Insert instructional activities		
	D. Insert potential assessments		
(ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.	B. Insert "I", "P", or "M"		
	C. Insert instructional activities		
	D. Insert potential assessments		

Separate Curriculum Mapping Tools are available for each of the program groupings in Rule 505-3-.03. Within each spreadsheet, EPPs will include a separate worksheet for each program. For example, the Curriculum Mapping Tool for programs in Elementary Education, Special Education General Curriculum/Elementary Education, and Middle Grades Reading, will contain three separate worksheets (or tabs)—one for each of the programs.

As the Curriculum Mapping Tool is a spreadsheet, it is not included in this document. To download the Tool, log into the GaPSC secure portal at www.gapsc.org, navigate to the Downloads section near the bottom of the page (depicted in Figure 1, above), select Foundations of Reading: EPP Implementation Documents, and click the Curriculum Mapping Tools link. From there, select and download the tool(s) needed for your programs. Closer to the October 2024 due date, EPPs will be provided with instructions for submitting the Evidence of Implementation Report and Curriculum Mapping Tools.

Phase Three: Fall 2025 and Beyond

Beginning in Fall 2025, all approval reviews will require evidence of full implementation, including candidate performance data addressing the standards in Rule 505-3-.03. All applicable preparation programs must ensure that all program completers possess the required knowledge of empirically-based reading instruction that is grounded in the study of the relationship between cognitive science and educational outcomes. With collaborative input from the field, the GACE Assessment program will be modified where needed to ensure alignment with the standards in Rule 505-3-.03. Further details will be provided to EPPs as this work progresses.

References

Georgia General Assembly. 2023. *House Bill 538, Georgia Early Literacy Act*. Retrieved from: <https://www.legis.ga.gov/legislation/all>

Georgia General Assembly. 2023. *Senate Bill 211, Georgia Council on Literacy Act*. Retrieved from: <https://www.legis.ga.gov/legislation/64512>

Governor's Office of Student Achievement. 2023. K-12 Public Schools Report Card. Retrieved from: <https://gosa.georgia.gov/dashboards-data-report-card>

National Assessment of Educational Progress. 2022. The Nation's Report Card: 2022 NAEP Reading Assessment. Retrieved from: <https://www.nationsreportcard.gov/highlights/reading/2022/>

Appendix A

Instructions for Completing EPP and Program Action Plans

Implementation of GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language and Other Reading-related Requirements

Step 1: Complete the Readiness Assessments to inform the EPP level and programmatic changes necessary to fully implement Rule 505-3-.03 and other reading-related requirements in all applicable programs.

Step 2: Use the templates provided in the GaPSC secure portal at www.gapsc.org to create Action Plans at the EPP level and for each program. Program Action Plans should address program groupings as follows:

1. Birth Through Kindergarten and Special Education Preschool
2. Elementary Education, Special Education General Curriculum/Elementary Education, and Middle Grades-Reading
3. Middle Grades-English Language Arts, Mathematics, Science, and Social Studies
4. Secondary (6-12) programs (Economics, English, Geography, History, Mathematics, Political Science, Science, Speech, Agriculture, Business, Family & Consumer Sciences, Healthcare Science, Marketing, Career & Technical Specializations)
5. Special Education (P-12) programs (Adapted Curriculum, General Curriculum, Deaf Education, Physical and Health Disabilities, Visual Impairments)
6. P-12 programs (Art, Computer Science, Dance, Drama, Engineering & Technology, ESOL, Health & Physical Education, Music, World Languages)
7. Reading Education and Literacy Specialist
8. Reading Endorsement
9. Educational Leadership

Step 3: Submit Readiness Assessments and Action Plans to GaPSC by October 18, 2023. See Appendix C for submission instructions.

Appendix B

Resources

Professional Learning Resources:

Colorado Department of Education. Science of Reading Myths and Misconceptions. [Science of Reading Myths and Misconceptions | CDE \(state.co.us\)](#)

Sandra Dunagan Deal Center for Early Language and Literacy Resources for Educators. <https://www.galiteracycenter.org/educators>

Florida Center for Reading Research. <https://fcrr.org/>

The Reading League. <https://www.thereadingleague.org/what-is-the-science-of-reading/>

WETA Public Broadcasting (2023). Reading 101: A guide to teaching reading and writing. Retrieved from: <https://www.readingrockets.org/teaching/reading101-course/welcome-reading-101>

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Schwartz, S. (2022, July 20). *States Are Pushing Changes to Reading Instruction. But Old Practices Prove Hard to Shake*. EducationWeek. Retrieved from: https://www.edweek.org/teaching-learning/states-are-pushing-changes-to-reading-instruction-but-old-practices-prove-hard-to-shake/2022/07?utm_source=nl&utm_medium=eml&utm_campaign=popweek&utm_content=list&M=4761088&UUID=c3b58457f37e0443099afb55becf9437

Schwartz, S. (2022, July 20). *What is LETRS? Why One Training is Dominating ‘Science of Reading’ Efforts*. EducationWeek. Retrieved from: <https://www.edweek.org/teaching-learning/letrs-program-teacher-training>

Schwartz, S. (2022, July 20). *Which States Have Passed ‘Science of Reading’ Laws? What’s in Them?* EducationWeek. Retrieved from: <https://www.edweek.org/teaching-learning/which-states-have-passed-science-of-reading-laws-whats-in-them/2022/07>

Schwartz, S. (2022, July 20). *Why Putting the ‘Science of Reading’ into Practice is So Challenging*. EducationWeek. Retrieved from: <https://www.edweek.org/teaching-learning/why-putting-the-science-of-reading-into-practice-is-so-challenging/2022/07>

Schwartz, S. (2022, July 27). *5 Insights on Getting the 'Science of Reading' Into Classrooms*. EducationWeek. Retrieved from: https://www.edweek.org/teaching-learning/5-insights-on-getting-the-science-of-reading-into-classrooms/2022/07?utm_source=nl&utm_medium=eml&utm_campaign=popweek&utm_content=list&M=4807644&UUID=c3b58457f37e0443099afb55becf9437

Schwartz, S. (2022, October 25). *As Revised Lucy Calkins Curriculum Launches, Educators Debate if Changes are Sufficient*. EducationWeek. Retrieved from: <https://www.edweek.org/teaching-learning/as-revised-lucy-calkins-curriculum-launches-educators-debate-if-changes-are-sufficient/2022/10>

Wexler, N. (2022, December 5). *Opinion: why problems with Literacy instruction go beyond phonics*. The Hechinger Report. Retrieved from: https://hechingerreport.org/opinion-why-problems-with-literacy-instruction-go-beyond-phonics/?utm_source=The+Hechinger+Report&utm_campaign=b9825f1f8a-EMAIL_CAMPAIGN_2022_12_06_04_14&utm_medium=email&utm_term=0_b9825f1f8a-%5BLIST_EMAIL_ID%5D

Appendix C

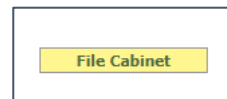
Instructions for Submitting Readiness Assessments and Action Plans

Due by October 18, 2023:

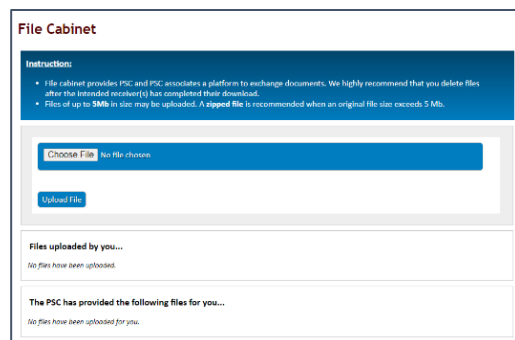
1. Readiness Assessments
2. EPP Action Plan
3. Program Action Plans

Instructions:

1. Save all Readiness Assessments in .pdf format and combine them into one .pdf. Name the file as follows: EPPName_ReadinessAssessments.pdf. For example, *GasouthernUniv_Readiness_Assessments.pdf*. Do not use an acronym (e.g., GSU) for the EPP name.
2. Save all Action Plans in .pdf format and combine them into one .pdf file, with the EPP Action Plan at the beginning. Name the file as follows: EPPName_ActionPlans.pdf. For example, *ReinhardtUniv_ActionPlans.pdf*.
3. Note the size of the two .pdf files. If the size of a file exceeds 5Mb, compress it by using a tool such as [WinZip](#).
4. The EPP Head, or her/his designee will submit the two .pdf files to GaPSC via the secure portal at www.gapsc.org.
5. Login to the [secure portal](#).
6. Locate the **File Cabinet** button. If you do not see the File Cabinet button, contact your GaPSC Education Specialist and request that it be added to your account.



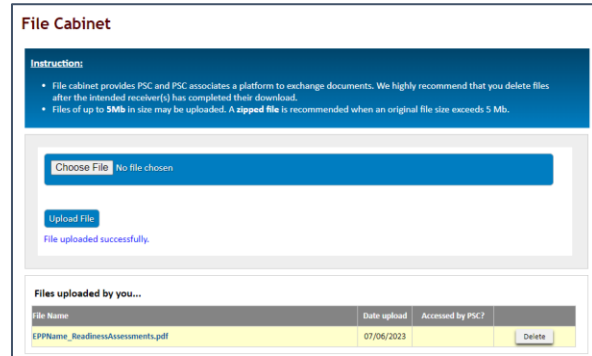
7. After clicking on the **File Cabinet** button, the screen pictured here will appear. Click on the **Choose File** button.



8. Locate the Readiness Assessment .pdf file (or the Zip file if applicable) and click **Open**. The name of the file will appear next to the **Choose File** button.

9. Click the **Upload File** button.

10. If your upload was successful, you will see “File uploaded successfully” under the **Upload File** button, and the name of the file in the **Files uploaded by you** section, as shown here.



11. Repeat steps 7-9 to upload the Action Plans.

12. Email your GaPSC Education Specialist to inform her your files have been uploaded.