505-3-.110 URBAN EDUCATION ENDORSEMENT

(1)   Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach in an urban setting in the field and at the grade level of their base certification and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2)   In-Field Statement. Completers of the Urban Education Endorsement have strengthened and enhanced competency to teach in an urban setting in the field(s) and at the grade level(s) of their base certification.

(3)   Requirements.

(a)   A GaPSC-approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (ix) of GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

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

   1.   <u>Context of Urban Education</u>. The program shall prepare candidates who are able to:

      (i)   Demonstrate an understanding of the dynamic context of urban schools and classrooms (e.g. classroom management, motivation, supportive and welcoming classrooms, and cultural relevance) as different from other contexts, and apply that understanding in their instructional practices;

      (ii)   Situate urban schools in their broader historical, social, political and economic contexts and demonstrate a deeper understanding of the ways in which these factors shape communities and learning environments; and

      (iii)   Demonstrate an understanding of the intersectionality of race, ethnicity, gender, class, language, ability, sexual orientation, and culture and the potential impact of these characteristics on students' educational experiences, and apply that understanding in their instructional practices.

   2.   <u>Culturally Relevant Pedagogy, Curriculum, and Leadership</u>. The program shall prepare candidates who are able to:

      (i)   Demonstrate an understanding of the definition of culturally relevant pedagogy and leadership;

      (ii)   Critically evaluate, develop, and implement culturally relevant and linguistically responsive curriculum;

      (iii)   Demonstrate an understanding of evidenced-based models of culturally relevant teaching, learning and assessment practices;

      (iv)   Demonstrate an understanding of the impact of students' differing identities (race, ethnicity, gender, class, language, ability, sexual orientation, and culture), cultural

backgrounds and experiences on teaching, learning, assessment practices, and academic success, and use this understanding to inform, plan, and implement culturally relevant teaching, learning, assessment, and classroom management practices; and

(v)   Research, evaluate and apply leadership and advocacy strategies that support a culturally relevant learning environment.

3.   <u>Urban Learner and Learning in the 21st Century</u>. The program shall prepare candidates who:

(i)   Recognize the cultural capital of urban students and validate them as assets (funds of knowledge) to inform instructional practices and dispositions;

(ii)   Explore and experience the contexts in which students from urban communities live and form identities; and

(iii)   Investigate cultural trends and advancements in technologies that impact the learning of students from urban communities.

4.   <u>Communication, Engagement, and Partnerships with Families Schools and Communities</u>. The program shall prepare candidates who:

(i)   Demonstrate an understanding of the importance of school partnerships between families, home and communities;

(ii)   Demonstrate the cultural competence to establish, elicit, and maintain clear two-way communication between school, families, home and communities;

(iii)   Become culturally self-aware by increasing knowledge and understanding of their beliefs and values in order to engage communities and support families; and

(iv)   Demonstrate an understanding of how to engage and establish authentic partnerships between families, schools, and communities to support student learning and wellbeing.

5.   <u>The Impact of Educator Culture, Perspectives, and Preconceptions</u>. The program shall prepare candidates who:

(i)   Demonstrate their understandings of how cultural norms and preconceptions impact their perspectives of urban education;

(ii)   Demonstrate an understanding of how to assess personal implicit bias; and

(iii)   Reflect on how personal knowledge of conscious and unconscious preconceptions can be used to create supportive, welcoming, and responsive educational opportunities aimed at meeting the unique learning needs of each student.

6.   <u>The Impact of Systems, Structures and Policies on Urban Education</u>. The program shall prepare candidates who:

(i)   Demonstrate an understanding of how issues of race, gender, class, identity, privilege, and power impact students living in urban communities, and apply that understanding in their instructional practices;

(ii)   Demonstrate an understanding of the evolution of law and policies and its impact on urban education with an emphasis on institutional, structural, and environmental racism and classism, and apply that understanding in their instructional practices;

(iii)   Demonstrate an understanding of the impact of racism and classism on the institutional, structural, and environmental (e.g. facilities, housing, zoning, resources, technology, etc.) inequalities in urban education, and apply that understanding in their instructional practices;

(iv)   Demonstrate a deep understanding of the achievement and opportunity challenges facing students, families, teachers, and leaders working and living in urban communities, and apply that understanding in their instructional practices;

(v)   Demonstrate an understanding of the implications of student discipline policies and practices on student retention, dropout rates, and the school to prison pipeline; and

(vi)   Critically analyze the implications of school, district and/or state policies and practices on the overrepresentation of students in special education who differ culturally, racially, and linguistically.

Authority O.C.G.A. § 20-2-200