505-3-.66 LITERACY SPECIALIST PROGRAM

    (1)   **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as literacy specialists (e.g., literacy coaches, instructional coaches, teacher leaders) in grades P-12, in accordance with GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. This field is classified as a service (S) field and therefore may not be added by passing the state-approved content assessment.

    (2)   **Requirements.**

    (a)   Three years of teaching experience and a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate are required for program admission. Candidates must demonstrate proficiency in the knowledge and skills delineated in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, as a prerequisite for admission to this program.

        1.   Proficiency may be demonstrated through completion of the Reading Endorsement (based on GaPSC Rule 505-3-. 96, effective July 1, 2023 or later), certification in Elementary Education (earned after July 1, 2025), a passing score on the Reading Education GACE (after July 1, 2025), or another valid and reliable measure of candidate proficiency.

        2.   The EPP shall require candidates not demonstrating proficiency in the knowledge and skills delineated in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, to successfully complete one or more pre-requisite courses prior to program admission.

    (b)   To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree level or higher described in program planning forms, catalogs, and syllabi based on the science of reading and addressing the following standards adapted from those published by the International Literacy Association (2017):

        1.   <u>Foundational Knowledge</u>. Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidenced-based foundations of literacy and language and the ways in which they interrelate; demonstrate a knowledge base of effective school-wide professional learning; demonstrate knowledge of research about school-wide literacy programs; and demonstrate understanding of the role of those who support literacy as indicated by the following:

            (i)   Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visual representation from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning;

            (ii)   Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, collaboration, coaching, and leadership;

            (iii)   Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating school-wide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12; and

(iv) Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.

2. <u>Curriculum and Instruction</u>. Candidates develop, analyze, and evaluate the school's literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices, and improve literacy learning of individuals and groups of students; and facilitate or participate in efforts to develop a vision and goals for the literacy program as indicated by the following:

   (i) Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards;

   (ii) Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school);

   (iii) Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning; and

   (iv) Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines that reflects evidence-based practices and effective integration of all dimensions of language and literacy.

3. <u>Assessment and Evaluation</u>. Candidates foster educators' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate school-wide instruction and interventions; facilitate professional learning and school improvement initiatives; and disseminate and facilitate school-wide assessment communication with relevant stakeholders as a means of advocating for effective literacy practices as indicated by the following:

   (i) Candidates foster educators' use of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language) of assessments within a comprehensive literacy and language system;

   (ii) Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and school-wide decisions, instruction, and interventions;

   (iii) Candidates facilitate professional learning activities that incorporate focused analyses of assessment data and goal setting across grade levels, content areas, and school improvement initiatives; and

   (iv) Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/ guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.

4. <u>Learners and the Literacy Environment</u>. Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment as indicated by the following:

(i) Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical and intellectual, and other factors;

(ii) Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals;

(iii) Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways; and

(iv) Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.

5. <u>Professional Learning and Leadership</u>. Candidates demonstrate the ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

(i) Candidates reflect on their work, belong to professional organizations, and, as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders;

(ii) Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes;

(iii) Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, co-teaching) in their work with individuals and groups of teachers; and

(iv) Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

6. <u>Practicum/Clinical Experiences</u>**.** Candidates complete supervised, integrated, and extended practicum/clinical experiences that include both collaborative and coaching roles with teacher(s), and school-wide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships; practicum experiences are ongoing in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:

(i) Candidates collaborate with and coach individuals and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy

instruction. Settings may include the candidate's own school, literacy clinic, other school, or community settings;

(ii) Candidates develop expertise in collaborative and coaching roles at the school-wide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships;

(iii) Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches; and

(iv) Candidate supervision includes observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Authority O.C.G.A. § 20-2-200