

## Rule 505-3-.01 Survey Companion Document

### Overview of Proposed Amendments

November 2015

This document identifies the most significant proposed amendments to GaPSC Educator Preparation Rule 505-3-.01. While many of the changes are intended to clarify existing rule language, the following pages describe those changes that are most impactful to Educator Preparation Providers (EPPs) and their candidates. Three categories of amendments are described:

1. Additions: definitions and new rule requirements
2. Clarifications of existing definitions and rule language/statements
3. Exclusions: Two-year moratorium on review/approval of out-of-state (OOS) educational leadership programs and movement of admission requirements for candidates in OOS programs to the Pre-Service Certification Rule

#### Additions—Definitions

Rule Page #	Definitions
1	(b) *Advanced Preparation/Degree-only Program
2	(h) Content Knowledge
2	(l) Diverse
2	(m) Diversity
3	(r) *First Continuing Review
3	(u) Grade Point Average
3	(v) Induction
3	(w) Information Literacy
4	(z) Media Literacy
4	(aa) National Accreditation
5	(ae) Pedagogical Content Knowledge
5	(ag) Pedagogical Skills
5	(ak) Regional Accreditation
5	(al) Specialized Accreditation
5	(an) Substantive Change Procedure
5	(ao) Technology Literacy
6	(aq) Year-long Residency

\* Name change

## Additions—New Requirements

Of the proposed amendments listed below, only the most significant changes are included in the survey. At the end of the survey, comment boxes are provided for any additional comments you wish to share.

Survey Item #	Rule Pg./¶	New Requirements <i>Shown here in "non-rule" language</i>	Rationale
N/A	8 (c) 8.	GaPSC-approved EPPs will be required to notify all enrolled candidates when EPP and/or program approval status changes.	The Commission often stipulates such notification with adverse approval decisions. While adverse decisions are rare, the notification requirement is included as a rule amendment to assure consistency and fairness.
N/A	9 (d) 9.	In addition to considering institutional mission and supply and demand data, GaPSC-approved EPPs will be expected to consider the needs of P-12 partners when adding or discontinuing programs.	Effective and mutually beneficial P-12 partnerships should influence program offerings.
4 and 5	10 (e) 1.(i)	<p>While the minimum admission GPA for individual candidates will remain at 2.5 and the required average GPA across all admitted candidates (all programs) will remain at 3.0, proposed amendments include two exemption options:</p> <ul style="list-style-type: none"> <li>• An individual-level exemption at the post-baccalaureate level (to include GaTAPP and IHE cert.-only and M.A.T. programs) if the undergraduate GPA was obtained ten or more years prior to admission; and</li> <li>• An EPP-level exemption allowing the EPP to accept up to 10% of the admitted cohort with GPAs lower than 2.5 as long as the average GPA of the admitted cohort meets the 3.0 minimum requirement.</li> </ul> <p>Also included in this section are the following clarifications:</p> <ul style="list-style-type: none"> <li>• The GPA requirement is not applicable to CTAE candidates who did not complete undergraduate coursework;</li> <li>• To meet the minimum 2.5 GPA requirement and assure admitted candidates' content knowledge, GaTAPP programs and post-baccalaureate IHE programs (Certification-only or M.A.T.) can use</li> </ul>	Admission GPA exemption options are intended to support recruitment efforts and/or address shortages in teaching fields and/or service areas.

Survey Item #	Rule Pg./¶	New Requirements <i>Shown here in "non-rule" language</i>	Rationale
		<p>candidates' major or content-area GPA in the field of certification sought in lieu of the overall GPA (with the ten-year exemption opportunity listed above).</p> <ul style="list-style-type: none"> <li>Because there are no equivalent majors for Early Childhood Education, Birth Through Kindergarten Certification, or Special Education, candidates in these GaTAPP or post-bacc. programs must have an overall GPA of 2.5 or meet the exemption criteria described above.</li> </ul>	
N/A	11 (e) 3. (i)	Educational leadership programs will be required to incorporate the InTASC Model Core Teaching Standards into those courses related to instructional leadership.	The InTASC Standards and the accompanying Learning Progressions are excellent tools for understanding teacher growth and development, and they are intended to be used as a bridge to connect pre-service and in-service teaching. The TAPS observation instrument is aligned with the InTASC Standards, as are the InternKeys and edTPA instruments.
N/A	11-12 (e) 3. (iv)	Paragraph (e) 3. (iv) increases expectations for programs preparing teachers and leaders. It explicitly requires teacher preparation to incorporate critical thinking, problem solving, communication skills, and student collaboration. It also requires educational leadership programs to address all state-mandated standards, much like paragraph (e) 3. (i) does with regard to preparing instructional leaders.	These changes are reflective of the InTASC Model Core Teaching Standards.
N/A	12 (e) 3. (v)	Paragraph (e) 3. (v) reflects increased expectations related to media and technology literacy and with respect to the use of technology in instruction, as well as the analysis of data to improve practice and student learning.	These changes are reflective of the InTASC Model Core Teaching Standards.

Survey Item #	Rule Pg./¶	New Requirements <i>Shown here in "non-rule" language</i>	Rationale
6	12 (e) 3. (v)	In the current version of the rule, the expectation is that candidates are <i>exposed</i> to the knowledge and skills necessary for effective teaching in a distance learning environment. This amendment raises the expectations such that candidates will be able to demonstrate the knowledge and skills.	This change is based on the growth of online education and the need to prepare teachers with the skills necessary to teach effectively in a virtual environment.
7	12 (e) 3. (vii)	In the current version of the program approval standards the requirement to prepare candidates to teach reading is limited to specified fields (Early Childhood Education, Middle Grades, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Early Childhood Education (P-5)). The intent of this amendment is to prepare <u>all</u> teaching field candidates to demonstrate competence in teaching reading.	When the rule was previewed for Commissioners, several pointed out the reality that students of all ages can lack reading skills and all teachers need to be prepared to address reading deficiencies.  This requirement is included in program approval standards (Standard 7) but is not in the current version of Rule 505-3-.01. Adding it to the rule assures consistency.
8	12 (e) 3. (viii)	Paragraph (e) 3. (viii) represents increased expectations with regard to the expected rigor and outcomes of endorsement programs.	Employers consider endorsements on a candidate's certificate to indicate a deeper level of understanding and higher levels of performance than the foundational knowledge and skills in the certification area. The InTASC Learning Progressions serve as an excellent resource for understanding the higher levels of performance endorsement program completers should be able to achieve.
9	13 (e) 4. (iv)	Amendments to paragraph (e) 4. (iv) clarify the accreditation requirements for clinical placement sites and add state-approved charter schools.	Questions are frequently asked about the intent of the term "regional accreditation" in the rule as it relates to clinical placement sites; this addition is intended to make clear the requirements for accreditation and/or state approval of P-12 schools where candidates are placed for field and clinical experiences.

Survey Item #	Rule Pg./¶	New Requirements <i>Shown here in "non-rule" language</i>	Rationale
10, 11, 12, 13, 14, and 15	13-14 (e) 4. (v)	<p>Paragraph (e) 4. (v) clarifies requirements for school-based clinical supervisors (mentor/cooperating teachers). Added are specifications for supervisors in schools not requiring certification and expectations for the partnership agreement between the EPP and the partner school/district.</p> <ul style="list-style-type: none"> <li>• Supervisors must have a minimum of three years of experience in a teaching, service, or leadership role; and</li> <li>• If the placement site requires certification, the supervisor must be certified in the content area of the certification sought by the candidate (e.g. Mathematics certification in either 6-12 or 4-8 is acceptable if the candidate is seeking mathematics certification). <ul style="list-style-type: none"> <li>○ For candidates who are employed as the full-time teacher of record while completing residency or internship in a school requiring GaPSC certification, the B/P-12 supervisor must hold Professional Certification.</li> </ul> </li> <li>• If the placement site does not require certification, the supervisor must meet federal requirements as a Highly Qualified teacher in the content field in which the candidate is seeking certification. <ul style="list-style-type: none"> <li>○ Supervisors certified in fields not subject to Highly Qualified regulations must have received an annual summative performance evaluation rating of proficient/satisfactory or higher for the three most recent years of experience.</li> </ul> </li> <li>• The Partnership Agreement must: <ul style="list-style-type: none"> <li>○ Describe qualifications, training, evaluation, and ongoing support for supervisors;</li> <li>○ Clearly delineate qualifications and selection criteria mutually agreed upon by the EPP and B/P-12 partner; and</li> <li>○ Include a principal or employer attestation assuring supervisors meet qualifications and have demonstrated successful performance in their most recent year of experience (satisfactory or proficient on summative evaluation).</li> </ul> </li> </ul>	<p>Because certification can be waived by some school districts, this version of the rule addresses alternative requirements. While we have always expected EPPs to have mentor teachers with successful experience, this section explains that the partnership agreement document that requirement.</p>

<b>Survey Item #</b>	<b>Rule Pg./¶</b>	<b>New Requirements <i>Shown here in "non-rule" language</i></b>	<b>Rationale</b>
16	15 (e) 6. (iii)	This addition reflects the importance of preparing completers for continued growth and development, and it recognizes the need to ensure completers have access to their individual performance data and understand how it can and should be used to inform their professional learning.	Such data should include edTPA results, GACE content assessment results, and if applicable the results of the administration of the InternKeys instrument.
N/A	15 (f) 2.	Paragraph (f) 2. is added to emphasize the importance of timely submission of the documents necessary for certification.	This addition is especially important in light of the implementation of the Pre-Service Certificate and the processing time related to background checks.
17	15 (f) 6.	This addition addresses the need to immediately report to GaPSC any ethical violations by enrolled candidates holding the Pre-Service Certificate.	The Pre-Service Certificate holds candidates accountable for the Georgia Code of Ethics for Educators. All ethical violations must be reported to GaPSC.

## Clarifications

Pg./¶	Clarifications	Rationale
11 (e) 3. (ii)	GaPSC-approved educator preparation providers shall require a major or equivalent in all secondary and P-12 fields, where appropriate. The equivalent of a major is defined for middle grades (4-8) as a minimum of 15 semester hours of upper division coursework in the content field and for secondary (6-12) as a minimum of 21 semester hours of upper division coursework in the content field.	The previous version of the rule simply stated that candidates were required to have a major. This version clearly describes the requirements of a major: Middle grades—minimum of 15 semester hours, and secondary—minimum of 21 semester hours.
14 (e) 5. (ii)	Candidates who passed the content pedagogy assessment as part of an initial preparation program are not required to attempt the assessment if they subsequently enroll in an initial preparation program in a new field.	Clarifies that edTPA must be completed only one time.
14 (e) 5. (ii)	<p>Non-traditional (GaTAPP) candidates must take the state-approved content pedagogy assessment by the end of the second full semester following the first full semester of concurrent employment and GaTAPP enrollment. Non-traditional (GaTAPP) candidates who were hired and enrolled in the program after the required Essentials of Effective Teaching course has been taught must take the state-approved content pedagogy assessment by the end of the third full semester of concurrent employment and GaTAPP enrollment.</p> <p>Certification-only and M.A.T. candidates who are employed as full-time educators must attempt the state-approved content pedagogy assessment by the end of the third full semester of concurrent employment and program enrollment.</p>	Clarifies for GaTAPP, Certification-only, and M.A.T. programs when candidates must submit the edTPA.
15 (f) 2.	GaPSC-approved educator preparation providers shall, through appropriate GaPSC reporting systems (e.g. Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS)) notify the GaPSC of program completion or program withdrawal within 30 days of the event.	Clarifies requirement for reporting program completion or withdrawal within 30-days of completion or withdrawal date.

## Omissions/Exclusions

1. (p. 6) A two-year moratorium is proposed for the GaPSC review and approval of out-of-state educational leadership programs from the effective date of the rule (potentially April 2016) until fall semester 2018. The two-year moratorium will allow GaPSC staff the time necessary to design and implement new procedures related to the two-tiered educational leadership system.
2. (Current rule, p. 7, (d) 11.) Entrance requirements for out-of-state institutions that place candidates in field experiences in Georgia have been moved to the Pre-Service Certificate rule (505-2-.03). The current rule is available at <http://www.gapsc.com/Commission/Rules/Current/EducatorPreparation/EdPrepRules.aspx>.