

505-3-.72 INTERVENTION SPECIALIST ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach in Georgia's early intervention programs in grades P-5 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) A state-approved professional education unit shall offer this field as an endorsement an existing level 4 or higher certificate in early childhood education, elementary education, middle grades education (with a language arts and/or mathematics area of concentration), or Special Education General Curriculum (with a language arts and/or mathematics concentration).

(b) To receive approval, a state-approved professional education unit shall offer a program described in program planning forms, catalogs, and syllabi that addresses the following standards, published by the Council for Exceptional Children:

1. Certificate-Specific Requirements. The program shall incorporate the following certificate-specific requirements:

(i) For Early Childhood or Elementary Education certificate holders, the program shall meet the standards for the Reading In-Field Endorsement specified in Rule 505-3-.52 or the standards for the Early Childhood Mathematics Endorsement specified in Rule 505-3-.68.

(ii) For Middle Grades certificate holders, the program shall meet the standards for the Middle Grades areas of specialization in mathematics or reading specified in Rule 505-3-.26.

(iii) For Special Education General Curriculum certificate holders, the program shall meet the standards for either Early Childhood/Elementary certificate holders or Middle Grades certificate holders, as appropriate to the candidate's job assignment.

2. Education of Students Who are At-Risk. The program shall prepare candidates who:

(i) Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, curriculum goals and content, and effective instructional practices for at-risk learners.

(ii) Develop and implement curriculum that focuses on individual students' needs and interests, and takes into account culturally valued content and students' home experiences.

(iii) Develop and implement learning activities that correlate with the Georgia Quality Core Curriculum and Georgia Performance Standards and with the content domains of the Georgia Criterion Referenced Content Tests.

(iv) Assess students' cognitive, social-emotional, communication, motor, adaptive and aesthetic development, and use assessment results to appropriately differentiate instruction.

(v) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health, and the importance of supportive relationships.

(vi) Establish and maintain positive, collaborative relationships with families.

(vii) Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being.

Authority O.C.G.A. § 20-2-200