

505-3-.91 INTERVENTION SPECIALIST ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare teachers to teach in Georgia's early intervention and remedial intervention programs. This rule 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 Intervention Specialist Endorsement program are qualified to teach, in the grade levels and field(s) of their base certificates, students in early intervention and remedial intervention programs who are at risk of not reaching or maintaining academic grade level.

(3) Requirements.

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in Elementary Education (P-5), Special Education General Curriculum Elementary Education (P-5), 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) is required for program admission.

(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:

1. 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 mandated content standards for students and with the content domains and the designated assessment measure(s) identified by Georgia as being the most proficient in demonstrating student understanding of mandated content standards;
 - (iv) Assess students' cognitive, social-emotional, communication, motor, adaptive, and aesthetic development using multiple valid and reliable assessments and the resulting data 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; and
 - (vii) Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being.