

MINUTES

PROFESSIONAL STANDARDS COMMISSION

DHR Board Room

Two Peachtree Street

Atlanta, Georgia 30303-3141

May 9, 2002

The Georgia Professional Standards Commission (PSC) met on Thursday, May 9, 2002, at 9 a.m.

Members Present

Tony Natson

Dottie McClain

Pamela Hertzog

Janet Scott

Gary Walker

John Culbreath

Maria Miller

Leon Hurley

Mary Gomez

Jacqueline (Gwenda) Johnson

Angela Finn

Sue Sehgal

Kay Cribbs

Members Absent

Vernon Payne

Pamela Thomas

David Wallace

Amy Denty

Terri DeLoach

I. CALL TO ORDER

Chairman Culbreath called the meeting to order at 9:10 a.m. and led the assemblage in the Pledge of Allegiance to the U.S. flag and a moment of silence.

II. RECOGNITION OF VISITORS

Chairman Culbreath recognized the visitors.

- Mike McGonigle, Georgia Association of Educators
- Frank Smith Georgia Department of Education
- Mary Garner, State University of West Georgia
- Margaret Elliott, Professional Association of Georgia Educators
- Gayle Wooten, Professional Association of Georgia Educators
- Wayne Magnum, PSC Hearing Officer
- Kerry Thomas, Attorney for Leland Barrett
- Buck Buchanon, Gwinnett County Public Schools

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III. ADOPTION OF AGENDA

Chairman Culbreath called for approval of the agenda.

MOTION: (Miller/Seghal) To approve agenda.

ACTION: Approved

IV. APPROVAL OF MINUTES

Chairman Culbreath called for approval of the minutes from the April 11, 2002, Commission meeting.

MOTION: (Miller/Natson) To approve the minutes.

ACTION: Approved

V. CHAIRMAN'S REPORT

Chairman Culbreath offered condolences to Commissioner Kay Cribbs for the lost of her Mother.

The Commission will discuss **DUI Investigations** at our June 13, 2002 meeting pursuant to Senate Bill 368. The Commission was well represented at the Leadership Conference at Albany State University. Attendees were: Rick Eiserman, PSC; Davis Nelson, Office of Education and Accountability; Tom Upchurch, Close the Gap and Chairman Culbreath represented the Implementation Task Force.

VI. COMMITTEE REPORTS

A. Educator Preparation Standing Committee Recommendations

Commissioner Sue Seghal, Acting Chair of the Educator Preparation Committee, gave the report of the Educator Preparation Committee.

1. Recommendation to the Commission for Instructional Technology Courses

The Standing Committee for Educator Preparation makes the following recommendations:

Clear Approvals

Glynn County Schools, University of Georgia, State University of West Georgia, Mount Vernon Presbyterian School, The Atlanta Speech School

MOTION: (Seghal/Cribbs)

PSC ACTION: Approved

Abstention: Culbreath (Glynn County Schools)

Approval with Stipulations: To be addressed by October 1, 2002

Baldwin County Schools
Coffee County Schools
Thomas County Schools

MOTION: (Seghal/Gomez)
PSC ACTION: Approved

Denial

Cobb County Schools

MOTION: (Seghal/Gomez)
PSC ACTION: Approved

Bartow County Schools

MOTION: (Seghal/Hertzog)
PSC ACTION: Approved

2. Recommendation to the Commission for Instructional Effectiveness Course

The Standing Committee for Educator Preparation makes the following recommendation:

Dalton Public Schools - Leadership Development/Principals Academy - Approved

MOTION: (Miller/Seghal)
PSC ACTION: Approved

Agency	Stipulation	Response	Recommendation
Technology Courses			
Douglas County	No accountability letter provided.	Letter provided.	Remove Stipulation
Gwinnett County	On-the-job assessment does not provide acceptable performance levels.	Rubric with identified performance levels developed.	Remove Stipulation
Georgia State University	Test-out procedure not correlated with Georgia Technology Standards and mastery of standards not assured by on-the-job assessment procedures.	All weaknesses addressed.	Remove Stipulations

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LaGrange College	Application does not include service fields.	Application not amended for service fields.	Continue Stipulation To be addressed within three months
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MOTION: (Seghal/Miller)

PSC ACTION: Approved

Northwest RESA Northeast RESA West Georgia RESA Heart of Georgia RESA Forsyth County	Criteria for on-the-job assessment unclear. No performance levels indicated. <i>All technology plans and assessment criteria are the identical for these agencies.</i>	No rubric describing performance levels for assessment – checklist only.	Continue Stipulation To be addressed within three months
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MOTION: (Miller/Gomez)

PSC ACTION: Approved

Instructional Effectiveness Course			
Glascoc County	No process for on-the-job application of new knowledge.	Process and assurance to demonstrate proficiency provided.	Remove Stipulations

MOTION: (Seghal/Miller)

PSC ACTION: Approved

B. Ethics and Professional Conduct --Recommendations and Actions on Cases

Commissioner Janet Scott, Chair of the Ethics and Professional Conduct Committee, gave a preliminary review

of the EERC Cases.

1. Ms. Scott reported that the Committee reviewed 64 *Probable Cause* cases during its May 8, 2002, meeting and brought the following recommendations on behalf of the Committee:

PC #	INV.	Case Number	STANDARD(S)	EERC Recommendation
1	Franklin	01-12-1043	Abuse of Students Professional Conduct	Warning
2	Holland	01-12-1154	Abuse of Students Professional Conduct	Reprimand
3	Holland	02-01-1241	Abuse of Students	Reprimand and Monitoring for Two Years
4	Quigley	02-03-1490	Abuse of Students Professional Conduct	Reprimand and Monitoring for Two Years
5	Shumake	02-03-1500	Abuse of Students Professional Conduct	No Probable Cause
6	Shumake	02-03-1502	Abuse of Students Professional Conduct	Revocation
7	Quigley	02-03-1526	Abuse of Students Professional Conduct Criminal Acts	Educator Voluntarily Surrendered Georgia Educator Certificate
8	Shumake	02-03-1530	Abuse of Students Professional Conduct	Reprimand
9	Quigley	02-03-1495	Alcohol or Drugs Professional Conduct	Suspension for One Year
10	Quigley	02-03-1515	Alcohol or Drugs Professional Conduct	Suspension for One Year
11	Grant	01-12-1151	Public Funds & Property Confidential Information Misrepresentation or Falsification	Reprimand
12	Shumake	02-01-1345	Public Funds and Property Professional Conduct	Suspension for One Year
13	Shumake	02-02-1370	Public Funds and Property	Suspension for One Year
14	Shumake	02-02-1432	Public Funds and Property Professional Conduct	Extend Probable Cause Determination Initial 60 Days
15	Grant	01-12-1125	Abandonment of Contract	No Probable Cause
16	Holland	02-01-1203	Abandonment of Contract	No Probable Cause
17	Holland	02-02-1375	Abandonment of Contract	Suspension for Six Months
18	Franklin	02-03-1513	Abandonment of Contract Professional Conduct	Suspension for Six Months
19	Shumake	02-03-1494	Failure to Report Professional Conduct	Warning
20	Grant	01-11-860	Professional Conduct Abuse of Students	Reprimand

PC #	INV.	Case Number	STANDARD(S)	EERC Recommendation
21	Grant	01-11-861	Professional Conduct	Reprimand
22	Franklin	02-02-1434	Professional Conduct Criminal Acts Misrepresentation or Falsification	Suspension for Two Years
23	Franklin	02-03-1520 Applicant	Professional Conduct	Reprimand
24	Grant	01-11-866	Professional Conduct	Reprimand
25	Grant	01-11-922	Professional Conduct	Reprimand
26	Grant	01-11-973	Professional Conduct	Warning
27	Franklin	02-01-1247	Professional Conduct Abuse of Students	Reprimand
28	Franklin	02-02-1427	Professional Conduct Abuse of Students	Reprimand
29	Franklin	02-04-1684	Professional Conduct	Reprimand
30	Shumake	02-03-1481	Professional Conduct	No Probable Cause
31	Holland	02-01-1246	Professional Conduct	Reprimand
32	Grant	01-11-830	Criminal Acts Alcohol / Drugs Professional Conduct	Reprimand
33	Aaron	02-01-1191 Applicant	Criminal Acts Professional Conduct	No Probable Cause
34	Aaron	02-01-1239 Applicant	Criminal Acts Professional Conduct	No Probable Cause
35	Aaron	02-01-1322 Applicant	Criminal Acts Professional Conduct	No Probable Cause
36	Aaron	02-02-1369 Applicant	Criminal Acts Professional Conduct	No Probable Cause
37	Aaron	02-02-1382 Applicant	Criminal Acts Professional Conduct	No Probable Cause
38	Shumake	02-03-1496	Criminal Acts Professional Conduct	Reprimand
39	Franklin	02-03-1509	Criminal Acts Professional Conduct	No Probable Cause
40	Franklin	02-02-1378	Misrepresentation or Falsification	Warning
41	Quigley	02-03-1486	Misrepresentation or Falsification Professional Conduct	No Probable Cause
42	Aaron	01-10-734	Misrepresentation or Falsification Criminal Acts	No Probable Cause
43	Grant	01-11-835	Misrepresentation or Falsification Criminal Acts	Warning

PC #	INV.	Case Number	STANDARD(S)	EERC Recommendation
44	Grant	01-11-958	Misrepresentation or Falsification Criminal Acts	No Probable Cause
45	Grant	01-12-1165 Applicant	Misrepresentation or Falsification Criminal Acts	No Probable Cause
46	Holland	02-01-1300	Misrepresentation or Falsification Criminal Acts	No Probable Cause
47	Franklin	02-01-1305	Misrepresentation or Falsification Criminal Acts	No Probable Cause
48	Aaron	02-01-1309	Misrepresentation or Falsification Criminal Acts	No Probable Cause
49	Aaron	02-01-1340	Misrepresentation or Falsification Criminal Acts	No Probable Cause
50	Aaron	02-01-1357	Misrepresentation or Falsification Criminal Acts	No Probable Cause
51	Aaron	02-01-1363	Misrepresentation or Falsification Criminal Acts	No Probable Cause
52	Holland	02-02-1398	Misrepresentation or Falsification Criminal Acts	Warning
53	Aaron	02-02-1436	Misrepresentation or Falsification Criminal Acts	No Probable Cause
54	Aaron	02-02-1463	Misrepresentation or Falsification Criminal Acts	No Probable Cause
55	Franklin	02-03-1489	Misrepresentation or Falsification Criminal Acts	Extend Probable Cause Determination Initial 60 Days
56	Holland	02-03-1491	Misrepresentation or Falsification Criminal Acts	No Probable Cause
57	Franklin	02-03-1510	Misrepresentation or Falsification Criminal Acts	No Probable Cause
58	Quigley	02-03-1511	Misrepresentation or Falsification Criminal Acts	No Probable Cause
59	Holland	02-03-1512	Misrepresentation or Falsification Criminal Acts	No Probable Cause
60	Franklin	02-03-1514	Misrepresentation or Falsification Criminal Acts	No Probable Cause
61	Quigley	02-03-1529	Misrepresentation or Falsification Criminal Acts	No Probable Cause
62	Aaron	01-12-1083 PSC EXTENSION	Criminal Acts Professional Conduct	Extend Probable Cause Determination Additional 30 Days
63	Quigley	02-03-1504	Abandonment of Contract	No Probable Cause
64	Aaron	02-03-1639	Criminal Acts	No Probable Cause

PSC ACTION: Approved 63 probable cause cases, with discussion on cases 19, 27 and 41

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Case# 11

MOTION: (Cribbs/Walker) For one-month suspension

PSC ACTION: Approved, 2 opposed Natson, Seghal
Chair abstained

2. Ms. Scott reported that the Committee reviewed three *Initial Decisions* during its May 8, 2002, meeting and brought the following recommendations on behalf of the Committee:

ID #	Case Number	ALJ Initial Decision	EERC Recommendation
1	99-9-468	Revocation	Accept
2	01-03-1372	Suspension for Six Months	Review
3	01-02-1106	AMENDED DECISION Suspension – Six Months	Accept

PSC ACTION: Approved

Abstention: Miller

3. Ms. Scott reported that the Committee reviewed one *Petition* for the Right to Re-apply for a New Certificate during its May 8, 2002, meeting and brought the following recommendation on behalf of the Committee:

#	Case Number	EERC Recommendation
1	02-04-1724	Grant

PSC ACTION: Approved.

4. Ms. Scott reported that the Committee reviewed one *Petition* to waive rule 505-6-.04 which requires an educator to request a hearing within 30 days of service of the probable cause determination during its May 8, 2002, meeting and brought the following recommendation on behalf of the Committee:

#	Case Number	Previous Decision (Violation)	EERC Recommendation
1	01-08-227	Revocation - (Action Taken Feb. 15, 2002) Misrepresentation or Falsification Criminal Acts	Grant

PSC ACTION: Approved.

5. Ms. Scott reported that the Committee reviewed 18 *Settlement Agreements* during its May 8, 2002, meeting and brought the following recommendations on behalf of the Committee:

SA #	Case Number	Sanction	Violation	EERC Recommendation (Accept or Reject)
1	01-08-323	Suspension – One Year	Criminal Acts	Accept
2	01-10-727	Reprimand	Criminal Acts	Accept
3	01-11-928	Warning	Professional Conduct	Accept
4	01-12-1034	Suspension – One Month	Abandonment of Contract	Accept
5	01-12-1037	Suspension – One Month	Professional Conduct	Accept
6	01-12-1108	Suspension – One Month	Abandonment of Contract	Accept
7	01-12-1111	Warning	Criminal Acts	Accept
8	02-01-1240	Warning	Criminal Acts Misrepresentation & Falsification	Accept
9	02-01-1242	Suspension – Six Months	Abandonment of Contract	Accept
10	02-01-1243	Warning	Criminal Acts	Accept
11	02-01-1294	Warning	Criminal Acts Misrepresentation or Falsification	Accept
12	02-01-1335	Warning	Criminal Acts Misrepresentation or Falsification	Accept
13	02-01-1356	Warning	Criminal Acts Misrepresentation or Falsification	Accept
14	02-02-1391	Reprimand	Public Funds and Property Professional Conduct	Accept
15	02-02-1397	Warning	Criminal Acts	Accept
16	02-02-1447	Warning	Professional Conduct	Accept
17	02-03-1518	Revocation	Criminal Acts	Accept
18	02-03-1526	Revocation	Criminal Acts Abuse of Students Professional Conduct	Accept

PSC ACTION: Approved

6. Ms. Scott reported that the Committee reviewed 6 *Negotiated Settlement Agreement* cases during its May 8, 2002, meeting and brought the following recommendations on behalf of the Committee:

SA #	Case Number	Negotiated Proposal	EERC Recomm.
1	01-04-1406	Reprimand	Accept
2	01-05-1710	Reprimand Monitoring – Two Years	Accept
3	01-06-1906	Warning	Accept
4	01-08-303	Revocation	Accept
5	01-10-782	Suspension – One Year	Accept
6	01-09-502	Suspension – One Month	No Recommendation

The Commission recommended going into Executive Session to discuss Settlement Agreement #6, Case #01-09-502.

MOTION: (Scott/Miller) The Commission recommended going into Executive Session to discuss Settlement Agreement #6, Case #01-09-502 and allow staff members and PSC Attorney Kendall Kerew to remain.

MOTION: (Miller/Hurley) To recommend Suspension for one month on Case #01-09-502

PSC ACTION: Approved

7. The Committee reviewed the ***Preliminary Investigative Determination Report*** consisting of 87 new complaints received during the months of ***April/May***. The April/May 2002, complaint report was distributed listing the 87 cases that the committee members reviewed.

PSC ACTION: Approved

8. The Committee reviewed the ***Extensions to Investigations Report*** consisting of 109 cases during its May 8, 2002, meeting and recommended to grant each extension.

PSC ACTION: Approved

9. STUDENT LOAN SUSPENSION / REINSTATEMENTS

The Committee reviewed the report, which advised of 13 Student Loan Suspensions and 13 Student Loan Reinstatements.

10. FINAL DECISIONS BY OPERATION OF RULE / LAW

The Committee reviewed the report, which advised of 14 cases by rule and one by law closed without an appeal.

11. APPLICATIONS FOR CERTIFICATION REPORT

The Committee reviewed 48 cases on the *Applications for Certification Report* and recommended approval for no probable cause findings on each case.

12. OTHER BUSINESS

The Commission was informed that a brief has been filed in the Court of Appeals in regards to Case# 98-8-207, Professional Standards Commission v. Charles Smith.

VII. EXECUTIVE SECRETARY REPORT

A. Adoption of Rules

505-2-.59 EARLY CHILDHOOD EDUCATION

The additions to this rule re-establish the existence of a Provisional certificate in the field of Early Childhood Education; delete the appropriate assessment(s) as a pre-requisite for the Early Childhood Education certificate; and, delete the provision of adding Early Childhood to an Elementary Certificate, due to the fact that the Elementary certificates are being phased-out.

505-2-.84 MIDDLE GRADES (4-8)

The additions to this rule are generated by the belief that the generic, teach anything in grades 4-8 is no longer in the best interest of our students. Additional content course work is needed for teacher preparation and subsequent assignments should follow only within those Area(s) of Concentration. Specifically, the changes to this rule: establish a fifth Middle Grades Area of Concentration in Reading; require 12 semester hours of content course work for each Area of Concentration; eliminate the assessment(s) as a pre-requisite for an Emergency certificate; and, through the In-Field Statement phase-in assignments only within Area(s) of Concentration over school years 2004-05 through 2006-07 and by 2006-07 require Areas for remedial work in grades 9-12.

505-2-.100 TEACHING ENDORSEMENTS

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The additions to this rule, which identifies all teaching endorsements and establishes probationary requirements, simply add the newly created Endorsements to the list (and retroactively adds the Reading Endorsement, which was previously created).

505-2-.117 SCHOOL COUNSELING

The intent of the changes to this rule are to accept the National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors for initial Georgia certification, as well as, for renewal requirements for the School Counseling certificate.

505-2-.119 SCHOOL PSYCHOLOGY

The intent of the changes to this rule are to accept the Nationally Certified School Psychologist (NCSP) credential for initial Georgia certification, as well as, for renewal requirements for the School Psychology certificate.

505-2-.110 MIDDLE GRADES ENDORSEMENT

This proposed new rule creates an endorsement for secondary teaching certificates (7-12) which will enable certificate holders to be in-field in grades 4-8 within their base certificate area. Requirements for the Endorsement include 9 semester hours or the equivalent in staff development units in: Nature and curriculum needs of the middle grades learner; Teaching of Reading and Writing; and, a supervised practicum in grades 4-8 or one year of acceptable teaching experience in grades 4-8 while holding a valid state certificate in that field; or completion of a state-approved program in Middle Grades Endorsement.

505-2-.111 EARLY CHILDHOOD MATHEMATICS ENDORSEMENT

This proposed new rule creates an endorsement for Early Childhood Mathematics. The standards/requirements for this endorsement will be built into state-approved programs. The endorsement is not required by PSC for those already holding Early Childhood certification, however it may be required by the local school system if deemed appropriate.

505-2-.112 EARLY CHILDHOOD SCIENCE ENDORSEMENT

This proposed new rule creates an endorsement for Early Childhood Science. The standards/requirements for this endorsement will be built into state-approved programs. The endorsement is not required by PSC for those already holding Early Childhood certification, however it may be required by the local school system if deemed appropriate.

505-3-.17 EARLY CHILDHOOD EDUCATION PROGRAM

The additions to this rule are being recommended to strengthen the standards and requirements for Early Childhood Education preparation. The recommendation is that P-5 be retained as the certification area and that Early Childhood Education preparation be at the P-5 levels. The preparation standards are strengthened by combining the standards of the National Association for the Education of Young Children (NAEYC) and the Association for Childhood Education International (ACEI). Specifically the combined standards emphasize the developmental appropriateness of the NAEYC standards and the content standards of the ACEI standards. In addition, the

standards for the initial preparation of early childhood teachers in the teaching of reading is established at the endorsement level of proficiency in rule 505-3-.33 Reading Education.

505-3-.29 MIDDLE GRADES EDUCATION PROGRAM

The additions to this rule are being recommended to strengthen the standards and requirements for Middle Grades preparation. Reading is added as a fifth area of concentration in addition to 15 semester hours of content for each concentration area. In addition, the teaching of writing is added as a preparation standard. Presently, the preparation allows for four areas of concentration including mathematics, social sciences, science, and language arts with no designated amount of content hours. Only the teaching of reading is a requirement at the middle grades level.

505-3-.33 READING EDUCATION PROGRAM

The change to this rule is being recommended to strengthen the standards and requirements for Reading Education preparation. Basic knowledge, skills and dispositions for teaching reading in a classroom setting is made explicit in the reading endorsement so that the reading standards may be incorporated as standards for the initial preparation of early childhood education and middle grades.

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page One of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
STANDARD I: The program shall require demonstrated competence in knowledge and beliefs about reading including theoretical foundations of language development and current practices in area of reading instruction that complement and supplement reading instruction for the classroom teacher. The professional will be able to:						
<ul style="list-style-type: none"> Recognize how differences among learners influence their literacy development. 	AB	AB	AB	C	C	C
<ul style="list-style-type: none"> Understand the major theories of language development, cognition and learning. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Perceive reading as a process of constructing meaning through interaction of the reader's existing knowledge, information from written language and the reading context. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Understand that literacy can be a means for transmitting moral and cultural values. 	C	C	C	C	C	C
STANDARD II: The program shall require						

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demonstrated competence in knowledge about relevant research on the interrelationship of language and literature acquisition; various systems of language and their relationship to the reading process; research in special education; psychology and other fields that deal with the treatment of students with learning disabilities. The professional will be able to:						
• Understand principles of new language acquisition.	C	C	C	C	C	C
• Understand the need to integrate reading, writing, listening, speaking and viewing.	C	C	C	C	C	C

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page Two of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> Understand the role of metacognition in reading. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Understand how contextual factors in the school can influence student learning and reading. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Know classic contemporary children's and young adults' literature, easy-reading fiction and nonfiction for adults, at appropriate levels. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to reading. 	<u>AB</u>	<u>AB</u>	<u>AB</u>	C	C	C
<ul style="list-style-type: none"> Know classic, contemporary children's and young adults' literature, fiction, nonfiction for adults at appropriate levels. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Know past and present literacy leaders and their contributions to reading. 	A	A	A	C	C	C
<ul style="list-style-type: none"> Recognize how differences among learners influence reading development. 	<u>AB</u>	<u>AB</u>	<u>AB</u>	C	C	C
<p>STANDARD III: The program shall require demonstrated competence in knowledge about the principles of human growth and development, language development, the impact of diversity on language development and reading acquisition.</p> <p>The professional will be able to:</p>						
<ul style="list-style-type: none"> Recognize how differences among learners influence their literacy development. 	C	C	C	A	C	C
<ul style="list-style-type: none"> Understand the nature and multiple causes of learning disabilities. 	A	A	A	C	C	C
<ul style="list-style-type: none"> Apply principles of remediating reading difficulty. 	<u>AB</u>	<u>AB</u>	<u>AB</u>	C	C	C
<ul style="list-style-type: none"> Know individualized and group instructional interventions for students in greatest need or at low proficiency levels. 	C	C	C	C	C	C

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page Three of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> Help develop individual educational plans for students with severe learning problems. 	A	A	A	C	C	C
<p>STANDARD IV: The program shall require demonstrated competence in the use of informal and formal assessment methods for the diagnosis of students' reading strengths and weaknesses. The professional will be able to:</p>						
<ul style="list-style-type: none"> Administer and use information from norm-reference tests, criterion-referenced tests, formal and informal inventories, constructed response measures, journals and other indicators of student progress to inform instruction and learning. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Conduct assessments that involve multiple indicators of learner progress. 	C	C	C	C	C	C
<p>STANDARD V: The program shall require demonstrated competence in the use of informal and formal instructional methods for addressing reading strengths and weaknesses. The professional will be able to:</p>						
<ul style="list-style-type: none"> Teach word identification, vocabulary and spelling through the application of phonics, construction of meaning, context of word usage for one's content area, usage of spelling patterns and strategies for independent vocabulary acquisition. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Know principles of remediating reading. 	<u>AB</u>	<u>AB</u>	<u>AB</u>	C	C	C
<ul style="list-style-type: none"> Teach students effective time management strategies. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Teach students to organize and remember information. 	C	C	C	C	C	C
STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist

Page Four of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> Use appropriate texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read independently for information, pleasure and personal growth. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Promote integration of language arts in all content areas. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Use instructional and information technologies to support reading. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Teach students to use their knowledge of letter/sound correspondence, or phonics, to identify sounds in the construction of meaning. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Teach students to use spelling patterns in the English language as an aid to word identification. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Provide opportunities to locate and use a variety of print and nonprint resources. 	C	C	C	C	C	C
<p>STANDARD VI: The program shall require demonstrated competence in the design, developmental, remedial, and enrichment programs and their interrelationships with the language arts program. The professional will be able to:</p>						
<ul style="list-style-type: none"> Communicate with students about their strengths, areas for improvement, and ways to achieve improvement. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Communicate with paraprofessionals and allied professionals in assessing student achievement and planning instruction. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Ensure that students gain understanding of the meaning and importance of the conventions used in written English. 	C	C	C	C	C	C

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page Five of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> Know federal, state and local programs designed to help students with reading problems. 	A	A	A	C	C	C
<ul style="list-style-type: none"> Select and evaluate instructional materials, including those that are technology-based to develop reading skills 	CB	CB	CB	C	C	C
<ul style="list-style-type: none"> Use multiple indicators to determine curriculum effectiveness. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Design individual student education plans for students with severe learning problems related to literacy. 	A	A	A	C	C	C
<ul style="list-style-type: none"> Promote and facilitate teacher and classroom based research. 	A	A	A	A	C	C
<ul style="list-style-type: none"> Conduct research on a broad range of methodologies. 	A	A	A	A	C	C
<ul style="list-style-type: none"> Initiate and participate in ongoing curriculum development and evaluation. 	A	A	A	A	C	C
<p>STANDARD VII: The program shall require demonstrated competence in working collaboratively with content area teachers at all grade levels to strengthen students' reading abilities through content area instruction.</p> <p>The professional will be able to:</p>						
<ul style="list-style-type: none"> Initiate and participate in curriculum development and evaluation. 	N/A	N/A	N/A	N/A	A	C
<ul style="list-style-type: none"> Use multiple indicators to determine curriculum effectiveness. 	N/A	N/A	N/A	N/A	A	C
<ul style="list-style-type: none"> Supervise, coordinate and support all services for reading programs. 	N/A	N/A	N/A	N/A	A	C
<ul style="list-style-type: none"> Reflect on one's practice to improve instructions and other student services. 	C	C	C	C	C	C
<ul style="list-style-type: none"> Observe and evaluate professionals' interaction with children and provide feedback on their performance. 	A	A	A	A	C	C

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page Six of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> • Reflect on one's practice to improve instruction and other services to students. 	C	C	C	C	C	
<ul style="list-style-type: none"> • Interact with and participate in decision-making with teachers, teacher educators, theoreticians and researchers. 	N/A	N/A	N/A	N/A	A	C
<p>STANDARD VIII: The program shall require demonstrated competence in coordinating school level instructional activities between and among teachers at various grade levels and serving as a resource to ensure that a comprehensive reading program is provided for all students.</p> <p>The professional will be able to:</p>						
<ul style="list-style-type: none"> • Initiate and participate in curriculum development and evaluation. 	A	A	A	A	C	C
<ul style="list-style-type: none"> • Promote and facilitate teacher and classroom based research. 	A	A	A	A	C	C
<ul style="list-style-type: none"> • Use multiple indicators to determine curriculum effectiveness. 	A	A	A	A	C	C
<ul style="list-style-type: none"> • Supervise, coordinate and support all services associated with reading programs. 	A	A	A	A	A	C
<p>STANDARD IX: The program shall require demonstrated competence in planning and implementing activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children.</p> <p>The professional will be able to:</p>						
<ul style="list-style-type: none"> • Interpret research findings related to the improvement of instruction and communicate these findings to colleagues and the wider community. 	A	A	A	A	C	C

STANDARDS AND COMPETENCIES	Early Childhood Teacher	Middle Grades Teacher	Secondary Teacher	Special Education Teacher	Master Reading Teacher	Reading Specialist
Page Seven of Table	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Bachelor's Endorsement	Non-degree certificat	Master's Degree Track
<ul style="list-style-type: none"> Involve parents in cooperative efforts and programs to support students' reading development. 	A	A	A	A	A	C
<ul style="list-style-type: none"> Communicate information about reading data to administrators, staff members, board members, policy-makers, the media, parents, and the community. 	A	A	A	A	A	C
STANDARD X: Special Georgia Requirements.	C	C	C	C	C	C
The program shall include all requirements specified in Rule 505-2-.08						

505-3-.08 REQUIREMENTS AND STANDARDS FOR TRAINING PRE-CANDIDATES, CANDIDATES AND FACILITATORS IN GEORGIA'S NATIONAL BOARD CERTIFIED TEACHERS PROGRAM

This is a proposed new rule. Recent and historical research point to the quality of educators, and particularly of teachers, as the largest single factor influencing student learning. Evidence indicates that instruction provided by National Board Certified Teachers (NBCT) results in improved student learning. High-quality National Board for Professional Teaching Standards (NBPTS) Pre-Candidate and Candidate Activities can be essential in facilitating the development of NBCTs and can result in improved student learning in Georgia public schools. The proposed standards are intended to be used by educators and other trainers to design, implement, and evaluate quality training and coaching activities for PSC-approved Pre-Candidate, Candidate, and Facilitator Development Activities for educators seeking state or state-managed subsidies for the National Board for Professional Teaching Standards (NBPTS) certification process.

505-3-.45 MIDDLE GRADES ENDORSEMENT PROGRAM

This proposed new rule specifies the standards and requirements for Middle Grades Endorsement preparation. Currently, secondary teachers can add middle grades certification by completing a course in the nature and needs of the middle school child, the teaching of reading, methods of teaching middle grades and a practicum. The addition of the endorsement recognizes the additional preparation that is specific for the middle grades child.

505-3-.49 EARLY CHILDHOOD MATHEMATICS ENDORSEMENT PROGRAM

This proposed new rule is being recommended to complement the mathematics content for Early Childhood Education preparation in Rule 505-3-.17. The intent is to strengthen the mathematics content offered in the initial preparation program for early childhood education and provide a thorough grounding in appropriate mathematics content, particularly for the 4-5 grade levels. The endorsement certificate granted as a result of completing the approved program will provide recognition of additional preparation in the content area.

505-3-.50 EARLY CHILDHOOD SCIENCE ENDORSEMENT PROGRAM

This proposed new rule is being recommended to complement the science content for Early Childhood Education preparation in Rule 505-3-.17. The intent is to strengthen the science content offered in the initial preparation program for early childhood education and provide a thorough grounding in appropriate science content, particularly for the 4-5 grade levels. The endorsement certificate granted as a result of completing the approved program will provide recognition of additional preparation in the content area.

MOTION: (Walker/Miller) To adopt all proposed rules

PSC ACTION: Approved

B. Dr. Toth discussed the positive feedback on the proposed Middle School - Reading Rule.

C. Five of our 18 Commissioners will complete their term of service next month. Newly appointed Commissioners will be sworn in during the month of July.

D. The Professional Standards Commission has begun implementing our Marketing Plan. Within the next few weeks, 18 billboards will be up across the state. The billboards will be implemented in three phases, recruitment, thanks to current teaching accomplishments and change the image of the teaching profession. Some selected cities are; Rome, Valdosta, Savannah, Atlanta, Macon, Columbus and Augusta. Laine Communications will make a presentation to the Personnel Directors at Callaway Gardens this month.

E. Dr. Toth updated the Commission on the Strategic Planning Sessions, and presented the following statements:

Vision: A highly qualified educator workforce....high achieving students

Mission: Accredite programs, certify and discipline educators, monitor the workforce to assure that we have highly qualified educators for every public school.

Goals: Maximize efficient and effective services

Maximize the quantity of highly qualified educators

Enhance and maintain an environment that supports and attracts a highly competent PSC workforce

F. The Executive Secretary proposes to amend the Handbook for Commissioners, Section III. OPERATIONS,

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A. Meetings as follows:

Amend:

1. Regular meetings are proposed by the Executive Secretary and adopted at the regular Commission meeting of the fiscal year. Regularly scheduled meetings are generally held on the second Thursday of the month.

Add:

6. All Meetings, except Executive Sessions, are open to the press. Press must have all cameras, recording devices, etc. in place prior to the beginning of the meeting, or as otherwise scheduled by the Chair, and they shall not disrupt the normal proceedings of the meeting in any way whatsoever.

MOTION: (Scott/Miller) To accept amendment to Commissioners Handbook

PSC ACTION: Approved

VIII. REVIEW HEARING

Leland Barrett: Misrepresentation of Falsification: Language and Supervision
Wayne Magnum – Hearing Officer
Rebecca Mick – PSC Attorney
Kerry Thomas - Mr. Barrett's Attorney

The committee recommended going into Executive Session and allow PSC staff and Attorney Kendall Kerew to remain.

MOTION: (Miller/Hurley) To go into Executive Session.

ACTION: Approved

The committee reconvened from Executive Session

The committee made a recommendation to uphold the Administrative Law Judge's decision of a two year suspension.

MOTION: (Scott/Hurley) To suspend Mr. Barrett for two years.

PSC ACTION: Approved. One opposed (Cribbs)

VIII. ADJOURNMENT

MOTION: (Miller/Johnson) To adjourn the meeting.

ACTION: The meeting adjourned at 2:00 p.m.