

## Draft of November 2015

### 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS

(1) **Purpose.** This rule states requirements and standards for the approval of educator preparation providers (EPP) and educator preparation programs that prepare individuals for certification as education personnel in Georgia.

(2) **Definitions.**

(a) Accreditation: (1) A process for assessing and enhancing academic and educational quality through external, often voluntary, peer review. (2) A decision awarded and process certified by an accrediting organization. For the purposes of educator preparation provider (EPP) and program approval, GaPSC recognizes three types of accreditation: Regional Accreditation, National Accreditation, and Specialized Accreditation. Each type of accreditation is defined in subsequent definitions.

(b) Advanced Preparation/Degree-Only Program: An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation and are certified in the program's subject area or field of certification. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs. Although GaPSC-approved educator preparation providers (EPPs) must provide data on advanced preparation programs in reports required by the state and for national accreditation, they are neither reviewed nor approved by GaPSC.

(c) Approval: A process for assessing and enhancing academic and education quality through peer review and annual reporting, to assure the public that an educator preparation provider and/or program has met and continues to meet institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an educator preparation provider or program meets GaPSC standards and required annual reporting.

(d) Approval Review: Examination of evidence and interviews of stakeholders conducted by GaPSC site visitors and sometimes CAEP site visitors either on-site at an institution/agency, or electronically through the use of web and telephone conferencing systems as part of a Developmental, First Continuing, Continuing, Focused, or Probationary Review. Although not an approval review, the Substantive Change process is used when certain changes are made to the design or operations of approved program (see definition (an)).

(e) Branch Campus: A campus that is physically detached from the parent university or college and has autonomous governance. A branch campus generally has full student and administrative services with a CEO and is regionally accredited separately from the parent campus. For approval purposes, GaPSC considers branch campuses distinct from the parent institution and therefore a separate educator preparation provider. For approval purposes, a branch campus located in the state of Georgia having an original, or main, campus located in another state or country is considered an out-of-state institution and is therefore ineligible to seek GaPSC approval as an EPP.

(f) Candidates/Teacher Candidates: Individuals enrolled in programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators or programs for the preparation of other professional school personnel. Candidates are distinguished from students in B/P-12 schools. (The term enrolled is used in the GaPSC approval process to mean the candidate is admitted AND taking classes.)

(g) Clinical Practice: Culminating residency (formerly referred to as *student teaching*) or internship experiences with candidates placed in classrooms for at least one full semester where they experience intensive and extensive practices in which they are fully immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. In initial preparation programs in Service and Leadership fields, candidates will complete such culminating residency or internship experiences in placements that allow the knowledge, skills, and dispositions included in the programs to be practiced and applied. In non-traditional preparation programs, such as GaTAPP, clinical practice is job-embedded as candidates must be hired as a classroom teacher to be admitted to the program.

(h) Content Knowledge: The central concepts, tools of inquiry, and structures of a discipline (Source: CAEP Glossary).

(i) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen B/P-12 student learning. CAEP accredits educator preparation providers (EPPs).

(j) Distance Learning: A formal educational process in which instruction occurs when candidates and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

(k) Distance Learning Program: A program delivered primarily (50% or more contact hours) through distance technology in which the instructor of record and candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously (see definition of Distance Learning). These preparation programs include those offered by the educator preparation provider through a contract with an outside vendor or configured as a consortium with other educator preparation providers, as well as those offered solely by the provider.

(l) Diverse: showing a great deal of variety; very different as in, clinical placement (see Diversity) (Source: CAEP Glossary).

(m) Diversity: Diversity is inclusive of individual differences and group differences. (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences); and (2) group differences (e.g., race, ethnicity, ability, gender, identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (Source: CAEP Glossary).

(n) Educator Preparation Program: A planned sequence of courses and experiences for preparing B/P-12 teachers and other professional school personnel. See the definitions for the three types of educator preparation programs: Initial, Endorsement, and Advanced.

(o) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed (formerly referred to as the professional education unit).

(p) Endorsement Program: A planned sequence of courses and experiences, typically three to four courses in length, designed to provide certified educators with an additional, specific set of

knowledge and skills, or to enhance existing knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate. Endorsement programs may lead to college credit and/or continuing learning units, must be approved by the GaPSC, and may be offered by any GaPSC-approved educator preparation provider. See GaPSC Rule 505-2-.14, ENDORSEMENTS.

(q) Field Experiences: Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with B/P-12 students and B/P-12 personnel as appropriate. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice.

(r) First Continuing Review: Formerly called the *Initial Performance Review*, the First Continuing Review is conducted three years after a Developmental Review to determine if the educator preparation provider (EPP) and program(s) have evidence of meeting all applicable standards. For EPPs seeking CAEP accreditation, the First Continuing Review will be conducted jointly by state and national (CAEP) site visitors in accordance with Georgia's State Partnership Agreement with CAEP.

(s) Franchise Program: An endorsement program developed by and approved for one GaPSC-approved educator preparation provider (the franchise manager) and consequently shared with other GaPSC-approved educator preparation providers operating as franchisees.

(t) Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP): Georgia's non-traditional preparation program for preparing career changers for certification as B/P-12 teachers. See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(u) Grade Point Average (GPA): A quantitative indicator of candidate achievement. Letter grades are converted to numbers and averaged over a period of time.

(v) Induction: – (1) The formal act or process of placing someone into a new job or position and providing appropriate support for the new educator during the first three years of employment. The Georgia Department of Education defines The Induction Phase Teacher as any teacher who has been hired into a new permanent position in any Georgia school. (2) A Georgia level of professional educator certification. For additional information see Rule 505-2-04 INDUCTION CERTIFICATE.

(w) Information Literacy:- An intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical discernment and reasoning (adopted from The Association of College and Research Libraries).

(x) Initial Preparation Program: A program designed to prepare candidates for their initial professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the GaTAPP program.

(y) Local Unit of Administration (LUA): A local education agency, including but not limited to public, waiver, Investing in Educational Excellence (IE2), charter schools and private schools (i.e.,

faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.). The certification division considers all non-IHEs as LUAs in certification rule 505-2-.01 at (2)(d)1. for employment purposes.

(z) Media Literacy: The ability to encode and decode the symbols transmitted via media and the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. It is the skillful application of literacy skills to media and technology messages (adopted from the National Association for Media Literacy Education).

(aa) National Accreditation: National accreditation is conducted by an accrediting organization which develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. National accrediting agencies operate throughout the country and review entire institutions. CAEP (see definition h) is an example of a national accrediting organization.

(ab) Nationally Recognized Program: A program that has met the standards of a national specialized professional association (SPA) that is a constituent member of CAEP. The term, National Recognition, signifies the highest level of SPA recognition awarded to programs.

(ac) Non-traditional Preparation Program (GaTAPP): A program designed to prepare individuals who at admission hold an appropriate degree with verified content knowledge through a major or its equivalent in the content field or a passing score on the state-approved content assessment in the content field. If the state-approved content knowledge was not required at admission, it must be passed for program completion. Non-traditional preparation programs do not lead to a degree or college credit and:

1. Feature a flexible timeframe for completion;
2. Are job-embedded allowing candidates to complete requirements while employed by a regionally accredited local unit of administration (school district or private school), a charter school approved by the Georgia State Charter School Commission, or a charter school approved by the Georgia Department of Education as a classroom teacher full-time or part-time for at least a half day;
3. Require that candidates are supported by a Candidate Support Team;
4. Require an induction component that includes coaching and supervision;
5. Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge, skills, and dispositions necessary for the candidate to teach his/her validated academic content knowledge; and
6. Are Individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. See Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(ad) Out-of-State Institution: An institution of higher education that is administratively based in a state within the United States other than Georgia, or another country.

(ae) Pedagogical Content Knowledge: A core part of content knowledge for teaching that includes: core activities of teaching, such as determining what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; and deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities (Source: adapted from the CAEP Glossary).

(af) Pedagogical Knowledge: The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge (Source: CAEP Glossary).

(ag) Pedagogical Skills: An educator's abilities or expertise to impart the specialized knowledge/content and skills of their subject area(s) (Source: CAEP Glossary).

(ah) Preconditions: Fundamental requirements that undergird the GaPSC standards that must be met as a first step in the approval process and before an educator preparation provider is permitted to schedule a Developmental Approval Review.

(ai) Preparation Program Effectiveness Measures (PPEMs): A set of common measures applied to all teacher and leader preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPEMs) are further defined in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(aj) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program.

(ak) Regional Accreditation: Regional accreditation is conducted by an accrediting organization which develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. Six regional accreditors operate in the United States to conduct educational accreditation of public, private, for-profit, and not-for-profit schools, colleges, and universities in their regions. [References to the six accreditors.]

(al) Specialized Accreditation: Specialized accrediting organizations operate throughout the country to review programs and some single-purpose institutions. Like national and regional accreditors, specialized accreditation organizations develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. [Reference to accepted accreditors will be added.]

(am) Specialized Professional Association (SPA): A constituent member of CAEP representing a particular disciplinary area that develops standards for the approval of educator preparation programs in that area and reviews programs for compliance with those standards. [Reference to accepted SPAs will be added.]

(an) Substantive Change Procedure: Process used for EPPs to submit changes that are considered significant, including additional levels of program offerings and changes to key assessments or leadership personnel. [Substantive Change Guidance Document link will be added].

(ao) Technology Literacy: Using technology as a tool to research, organize, evaluate, and communicate information and understanding the ethical and legal issues surrounding the access and use of information.

(ap) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators typically offered by institutes of higher education.

(aq) Year-long Residency: An extended clinical practice lasting the entire length of the B/P-12 school year, in the same school, in which candidates have more time to practice teaching skills with students under the close guidance of experienced and effective B/P-12 teachers licensed in the content area that the candidate is preparing to teach. Candidates fully participate in the school as a member of the faculty, including faculty meetings, parent conferences, and professional learning

activities spanning the beginning (e.g. pre-planning) and if feasible the ending (post-planning) of the academic year. (Candidates may participate in post-planning at the end of the junior year if it is not possible for them to participate at the end of the senior year). These extended residencies also include supervision and mentoring by a representative of the preparation program who, along with the B/P-12 teacher, ensures the candidate is ready for program completion and is eligible for state certification.

**(3) GENERAL REQUIREMENTS APPLICABLE TO ALL EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.**

(a) Authorization for the Establishment of Georgia Educator Preparation Providers

Regionally accredited institutions of higher education administratively based in the state of Georgia (as determined by the location of the office of the President or the single highest ranking executive officer of the institution), regionally accredited local units of administration with student enrollment over 30,000, Georgia Regional Educational Service Agencies (RESAs), and other education service organizations to include national or Georgia-based non-profit associations are eligible to seek GaPSC approval as an educator preparation provider for the purpose of preparing educators. As of the effective date of this rule, April 15, 2016, GaPSC will suspend for two years (until April 15, 2018) the review and approval of out of state (OOS) educational leadership programs as the state transitions from the current single-tiered preparation and certification structure for educational leadership to the two-tiered system. OOS educational leadership programs approved as of April 15, 2016, shall maintain GaPSC program approval contingent upon continuing to meet all applicable state standards, performance expectations, and requirements. GaPSC revocation of program approval will render an OOS EPP ineligible to seek GaPSC approval during the two-year moratorium; therefore, once revoked GaPSC approval of an OOS program may not be regained until the fall semester of 2018 when GaPSC review and approval of OOS Educational Leadership programs resumes (see the guidance document accompanying this rule for additional details). For-profit organizations that are not regionally accredited institutions of higher education are not eligible to seek GaPSC approval as an educator preparation provider.

(b) Accreditation of Institutions/Agencies with an Educator Preparation Provider

1. Institutions of higher education with a college, school, department or other entity that is a GaPSC-approved educator preparation provider shall be fully accredited by the Southern Association of Colleges and Schools (SACS) (out-of-state Educational Leadership program providers must be accredited by their regional accreditor), the regional accrediting agency at the level(s) of degree(s) granted by the institution. The institution shall submit program(s) for GaPSC approval that correspond to the appropriate level of accreditation and in a field recognized for certification by the GaPSC. If an institution has submitted an application for change in degree level to a GaPSC-accepted regional accreditation agency, and is seeking Developmental Approval of a program(s) at the proposed new degree level by the GaPSC, the institution must be regionally accredited at the new degree level prior to approval review by the GaPSC. See GaPSC 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES.

2. Local education agencies, RESAs, or other approved, non-IHE providers shall admit candidates who hold degrees from a GaPSC-accepted accredited institution of higher education appropriate for the certificate sought. GaPSC-approved GaTAPP providers may admit individuals who do not hold post-secondary degrees who are seeking CTAE certification in certain fields (see Rule 505-3-.05 Georgia Teacher Academy for Preparation and Pedagogy). See Rule, 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES for a list of acceptable accrediting agencies.

(c) GaPSC Approval of Educator Preparation Providers

1. An education institution or agency's educator preparation provider (e.g. college/school/department of education), and/or program(s) shall be approved by its governing board prior to seeking GaPSC approval for the first time (Developmental Approval). Once an EPP is approved, subsequent submission of programs for approval may be made as long as governing board approval is in process and completed 45 days prior to the GaPSC program approval review.

2. GaPSC approval standards for educator preparation providers and programs shall at a minimum be adapted from the most recent version of the standards of the Council for Accreditation of Educator Preparation (CAEP).

3. CAEP accreditation of an educator preparation provider shall be accepted as a route to GaPSC approval of an educator preparation provider administratively based in the state of Georgia for which GaPSC has regulatory authority. Program approval is contingent upon EPP approval. If CAEP accreditation of the EPP is selected in lieu of state approval and CAEP accreditation is denied, program approval will be denied, or will be revoked.

4. LUAs, qualifying organizations (see paragraph (3)(a)1.), and IHEs seeking GaPSC approval as an educator preparation provider shall follow all applicable GaPSC policies and procedures, e.g., preconditions to determine eligibility for a review, approval review requirements, post review requirements, Commission decisions, public disclosure policy, and annual reporting procedures. In order to maintain approval status, all GaPSC-approved educator preparation providers must maintain regional or GaPSC-accepted accreditation and must comply with all applicable GaPSC rules and policies including, but not limited to, those regarding Preparation Program Effectiveness Measures, annual reporting, and data submission requirements. Failure by an approved provider to fully comply with GaPSC Educator Preparation, Certification, and Ethics Rules, Commission approval decisions, or agency procedures and/or requirements may result in changes in approval status that could include revocation of approval. Failure to comply with federal reporting requirements may result in fines.

5. The educator preparation provider must have completed the GaPSC approval process and be approved by the GaPSC before candidates are enrolled in educator preparation programs and begin taking classes.

6. GaPSC educator preparation provider approval cycles shall include Developmental Approval valid for three (3) years and continuing approval valid for seven (7) years. The Developmental Approval Review is used to determine if the new educator preparation provider has the capacity to meet state standards; it is followed (in three years) by a First Continuing Review to determine if the educator preparation provider has evidence of meeting state standards. For IHEs seeking CAEP accreditation, the First Continuing Review will be conducted jointly by state and national (CAEP) site visitors in accordance with Georgia's State Partnership Agreement with CAEP. Following the First Continuing Review, the GaPSC will conduct Continuing Reviews of the educator preparation provider and all preparation programs at seven (7) year intervals. For IHEs seeking to maintain CAEP accreditation, the Continuing Review will be conducted jointly by state and national (CAEP) site visitors. The GaPSC and/or CAEP will require a Focused Approval Review or a Probationary Review of an approved or accredited educator preparation provider and/or its educator preparation programs in fewer than seven (7) years if annual performance data indicate standards are not being met, or if a previous approval review indicates pervasive problems exist that limit provider capacity to offer programs capable of meeting standards and requirements specified in GaPSC educator preparation and certification rules, or if GaPSC staff determine non-compliance with state rules.

7. Each GaPSC-approved EPP shall comply with all GaPSC reporting requirements, to include the submission of data in all appropriate candidate-level, program-level, and EPP-level reporting systems (e.g. Traditional Program Management System (TPMS), Program Reporting System (PRS), and Preparation Approval Annual Report (PAAR)), federal annual reports on the performance of the EPP and all educator preparation programs. EPPs shall report according to the schedules and timelines published by GaPSC and shall accurately provide all data elements. Failure to report on-time and accurately may negatively impact EPP approval status. See GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

8. GaPSC-approved EPPs shall notify all enrolled candidates when EPP and/or program approval status changes. Notification must be made within 60 days after a GaPSC decision is granted resulting in a change in approval status, in written form via letter or e-mail, and a copy must be provided to GaPSC by the EPP head. This notification must clearly outline the impact of the change in approval status on candidates and what options may be available to candidates. The EPP must maintain records of candidates' acknowledgement of receipt of the notification.

(d) GaPSC Approval of Educator Preparation Programs

1. Educator preparation programs leading to Georgia educator certification shall be offered only by GaPSC-approved educator preparation providers (reference paragraph (c) 3. All initial preparation programs and endorsement programs must be approved by the GaPSC. Although GaPSC does not review and approve advanced preparation/degree-only programs (those that do not lead to certification), data related to them must be included in all appropriate reporting systems as specified in relevant Educator Preparation procedures.

2. A GaPSC-approved educator preparation provider seeking approval to add new preparation programs may submit the programs for GaPSC approval prior to receiving governing board approval, as long as governing board approval is granted forty-five (45) days prior to the scheduled pre-visit, which occurs thirty (30)-to-forty-five (45) days prior to the approval review.

3. GaPSC-approved educator preparation providers seeking approval for preparation programs leading to Georgia educator certification shall follow all applicable GaPSC program approval policies and procedures in effect at the time of the requested approval and shall comply with revised policies in accordance to timelines published by the GaPSC.

4. Initial educator preparation programs and endorsement programs shall be approved by the GaPSC before candidates are enrolled and begin program coursework.

5. GaPSC-approved educator preparation providers, in conjunction with preparations for an educator preparation provider approval review, shall submit program reports conforming to GaPSC program standards and program review requirements for evaluation either by the appropriate CAEP-accepted national Specialized Professional Association (SPA) or accrediting agency, or by the GaPSC. If the highest level of recognition, in most cases National Recognition or Accreditation, is granted for a program, state approval procedures will be reduced to remove duplication in processes and will include only those procedures necessary to ensure that Georgia-specific standards and requirements are met. Programs submitted for national recognition that are not granted National Recognition (e.g. granted Recognition with Conditions or any level of recognition lower than National Recognition) must comply with all applicable GaPSC program approval review procedures.

6. Out-of-State CAEP-accredited educator preparation providers seeking GaPSC approval to offer programs leading to Georgia certification in the field of Educational Leadership must gain and maintain National Recognition for each program (and at each applicable program/degree level) through the appropriate CAEP-accepted Specialized Professional Association (SPA) (currently ELCC)



and must comply with all GaPSC program approval policies and procedures in effect at the time of the requested approval. Educational Leadership programs offered by out-of-state institutions that do not receive and maintain National Recognition by the appropriate CAEP-accepted SPA are not eligible for GaPSC program approval, and therefore completers will not be eligible for Georgia Educational Leadership certification. See paragraph (3) (a) for information related to the two-year moratorium of GaPSC review and approval of OOS educational leadership programs.

7. GaPSC educator preparation program approval shall include a Developmental Approval Review to determine if the new educator preparation program has the capacity to meet state standards. Developmental Approval is valid for three (3)-to-four (4) years and is followed by a First Continuing Review to determine if the educator preparation program has evidence of meeting state standards. Following the First Continuing Review, the GaPSC will conduct Continuing Reviews of the educator preparation programs in conjunction with the EPP Continuing Review at seven (7) year intervals. The GaPSC will require a Focused Approval Review or a Probationary Review of an approved educator preparation program in fewer than seven (7) years if annual performance data indicate standards are not being met or if a previous approval review indicates pervasive problems exist, limiting program capacity to meet standards and requirements specified in GaPSC educator preparation and certification rules.

8. GaPSC-approved educator preparation providers shall submit program(s) for GaPSC approval corresponding to the appropriate level of preparation (initial or endorsement) and in a certification field authorized in GaPSC Certification Rules. Although advanced preparation programs are neither reviewed nor approved by GaPSC, those accepted by GaPSC for the purposes of certificate level upgrades must be listed in the GaPSC Certificate Upgrade Advisor [reference to website will be added].

9. GaPSC-approved educator preparation providers shall make program decisions based upon program purpose, institutional mission, supply and demand data, and P-12 partner needs, and shall attempt to include a variety of options for program completion (e.g. multiple delivery models, degree options, and individualized programs; additional examples are provided in the guidance document accompanying this rule).

10. Ongoing GaPSC approval of educator preparation programs is contingent upon EPP approval status and shall be dependent upon the performance of the educator preparation provider and its programs. Upon the effective date of GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, and full implementation of Preparation Program Effectiveness Measures (PPEMs), PPEMs will be used as outlined in Rule 505-3-.02, as part of the approval process to determine ongoing approval of educator preparation providers and educator preparation programs.

11. Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure that their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE. Out-of-state institutions preparing candidates for Georgia certification must also ensure that their candidates meet all requirements outlined in GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE, including the ethics, content, and content pedagogy assessments.

12. Upon the implementation date specified in the rule, out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools are subject to all applicable data collection and

reporting requirements referenced in paragraph (c) 7. and described in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(e) Educator Preparation Program Requirements

1. Admission Requirements

(i). GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs at the baccalaureate level have a minimum undergraduate overall GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each enrolled cohort is 3.0 or higher. The term, enrolled cohort refers to all candidates admitted to and enrolled in all initial preparation programs offered by the EPP in the GaPSC-defined reporting year (September 1 - August 31). The EPP may exempt individuals from the minimum GPA requirement if:

(I) the undergraduate GPA was obtained ten or more years prior to admission;

(II) admitted candidates did not complete undergraduate coursework (applicable only to CTAE programs); or

(III) EPPs may 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.

EPPs of non-traditional or traditional post-baccalaureate programs ensure that admitted candidates have a GPA of 2.5 or higher in major or content area coursework in the field of certification sought. There are no equivalent majors for Early Childhood Education, Birth Through Kindergarten Certification, or Special Education; therefore, these candidates must have an overall GPA of 2.5.

(ii) GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required prior to enrollment in all initial preparation programs, with one exception: Candidates seeking Career and Technical Specializations certification who do not hold an associate's degree must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first. Qualifying exemptions include a GaPSC-issued valid, professional certificate, and minimum scores on the ACT, GRE, and SAT. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS for additional information related to program admission testing requirements and [www.gapsc.com](http://www.gapsc.com) for Georgia educator assessment information, including qualifying exemption scores.

(iii) Successful completion of a criminal record check is required to earn the Pre-Service Certificate. The Pre-Service Certificate is required for all candidates enrolled in traditional initial teacher preparation programs and participating in field and clinical experiences in Georgia B/P-12 schools (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE).

(iv) The appropriate state-approved Assessment of Educator Ethics – Program Entry is required to be completed prior to enrollment in a traditional or non-traditional initial educator preparation program and to qualify for the Pre-Service Teaching Certificate (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE). Although a minimum score is not required for program admission, assessment results shall be used by educator preparation providers to design appropriate ethics instruction needed for each candidate.

2. Pre-service Certificate Request

(i) EPPs must request the Pre-Service Certificate for all candidates admitted to traditional initial teacher preparation programs at the baccalaureate level or higher, except for candidates who hold a valid professional Georgia teaching certificate and are currently employed in a Georgia school. OOS EPPs must request the Pre-Service Certificate for candidates enrolled in initial teacher preparation programs and completing field and clinical experiences in Georgia schools; such candidates must be enrolled in programs that lead to a certification field offered by the GaPSC. See GaPSC Rule 505-2-.03, PRE-SERVICE CERTIFICATE for Pre-Service certification requirements.

### 3. Program Content and Curriculum Requirements

(i) Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium. Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the InTASC standards as they apply to teachers in schools.

(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.

(iii) GaPSC-approved educator preparation providers shall ensure that candidates in all initial preparation programs complete a sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and behavior appropriate for school and community, ethical decision-making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. In addition to candidates meeting the state-approved ethics assessment requirements in 505-3-.01, (e) (iv) 4. and 5. (iii) (see GaPSC Rule 505-2-.26 Certification and Licensure Assessments), GaPSC-approved educator preparation providers shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

(iv) GaPSC-approved educator preparation providers shall ensure that candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards (GPS); Georgia Performance Standards (CCGPS), Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. Within the context of core knowledge instruction, providers shall ensure that candidates are prepared to develop and deliver instructional plans which incorporate critical thinking, problem solving, communication skills and opportunities for student collaboration. Providers shall ensure that candidates are also prepared to implement any Georgia mandated educator evaluation system. EPPs shall insure that educational leadership candidates understand all state standards and have the knowledge and skill to lead successful implementation of standards in schools.

(v) GaPSC-approved educator preparation providers shall require candidates seeking certification to demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating Information, Media and Technology Literacy into curricula and instruction, including incorporating B/P-12 student use of technology, and to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving teaching and learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of

knowledge and skills during field and clinical experiences. Candidates shall **demonstrate** the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

(vi) GaPSC-approved educator preparation providers shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent, through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program. See Rule 505-2-.24, SPECIAL GEORGIA REQUIREMENTS. In addition, candidates in all fields must have a working knowledge of the state's framework for the identification of differentiated learning needs of students and how to implement multi-tiered structures of support that address the range of learning needs.

(vii) GaPSC-approved educator preparation providers shall ensure that candidates being prepared to teach in any certification field demonstrate competence in the knowledge of methods of teaching reading.

(viii) GaPSC-approved educator preparation providers offering endorsement programs shall ensure the programs are designed to result in candidates' expanded knowledge and skills in creating challenging learning experiences, supporting learner ownership and responsibility for learning, and in strengthening analysis and reflection on the impact of planning to reach rigorous curriculum goals as specified in GaPSC Rules 505-3-.82 – 505-3-.106.

(ix) GaPSC-approved educator preparation providers shall provide information to each candidate on Georgia's tiered certification structure, professional learning requirements, and employment options.

#### 4. Requirements for Partnerships, and Field Experiences and Clinical Practice

(i) Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved educator preparation providers shall establish and maintain collaborative relationships with B/P-12 schools which are formalized as partnerships and focused on continuous school improvement and student growth and learning through the preparation of candidates, support of induction phase educators, and professional development of B/P-20 educators. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness, as described in the guidance document accompanying this rule.

(ii) GaPSC-approved educator preparation providers shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that include substantive work with B/P-12 students or B/P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.

(iii) GaPSC-approved educator preparation providers shall ensure that candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth Through Kindergarten programs, field experiences are required at three age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For early childhood education programs (P-5), field experiences are required in three grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.

(iv) GaPSC-approved educator preparation providers shall offer clinical practice (residency/internships) in those fields for which the EPP has been approved by the GaPSC. Clinical practice for all fields must occur in regionally accredited schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, or in international settings meeting accreditation criteria specified in GaPSC Rule 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. Candidates of GaPSC-approved EPPs must meet all Pre-Service Certificate requirements, regardless of clinical practice placement location. Clinical practice must be designed and implemented cooperatively with B/P-12 partners and candidates' experiences must allow them to demonstrate their developing effectiveness and positive impact on all students' learning and development. Although year-long residencies/internship experiences in which candidates experience the beginning and ending of the school year are recognized as most effective, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships (see the definition of year-long residency in paragraph (2) (ap)). GaPSC preparation program rules may require more than one full semester of clinical practice; see GaPSC Rules 505-3-.05 through 505-3-.109.

(v) B/P-12 educators who supervise candidates (mentor teachers/cooperating teachers) in residencies or internships at Georgia schools shall meet the following requirements:

(I) Supervisors shall have a minimum of three (3) years of experience in a teaching, service, or leadership role; and

(II) If the residency or internship is completed at a Georgia school requiring GaPSC certification, the supervising teacher shall hold renewable Professional Certification in the content area of the certification sought by the candidate. 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.

(III) If the residency or internship is completed at a Georgia school that has the legal authority to waive certification, the supervising teacher must meet federal requirements as a Highly Qualified teacher in the content field in which the candidate is seeking certification under Title II Part A regulations. 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.

(IV) The Partnership Agreement shall describe training, evaluation, and ongoing support for B/P-12 supervisors and shall clearly delineate qualifications and selection criteria mutually agreed upon by the EPP and B/P-12 partner. The Partnership Agreement shall also include a principal or employer attestation assuring educators selected for supervision of residencies/internships are the

best qualified and have received an annual summative performance evaluation rating of proficient/satisfactory or higher for the most recent year of experience.

It is the responsibility of GaPSC-approved EPPs and out-of-state EPPs who place candidates intending to seek Georgia certification in Georgia schools for field and clinical experiences to ensure that these requirements are met.

#### 5. Assessment Requirements

(i) Educator preparation providers shall determine traditional program candidates' readiness for state-approved content assessment and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program. GaPSC-approved educator preparation providers shall require all enrolled candidates to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined by the EPP after program admission and ends on August 31 in the year of program completion, and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion, except in the GaTAPP program which is a certification-only program (See GaPSC Rule 505-3-.05); however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

(ii) Educator preparation providers shall determine traditional program candidates' readiness for state-approved content pedagogy testing and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program. GaPSC-approved educator preparation providers shall require candidates enrolled in initial teacher preparation programs to attempt the state-approved content pedagogy assessment prior to program completion. 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. 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. All Non-traditional (GaTAPP) candidates must have a passing score on the state-approved content pedagogy assessment prior to program completion. 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. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

(iii) GaPSC-approved educator preparation providers shall require all candidates in initial preparation programs at the baccalaureate level or higher to complete the appropriate state-approved assessments of educator ethics prior to program completion.

(I) Candidates who enroll in initial teacher preparation programs must complete the Educator Ethics Assessment – Program Entry prior to beginning program coursework.

(II) Candidates in initial teacher preparation programs must attempt the Educator Ethics Assessment – Program Exit prior to program completion. A passing score on this assessment is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

6. Program Completion Requirements

(i) GaPSC-approved educator preparation providers may accept professional learning, prior coursework, or documented experience that the EPP deems relevant to the program of study in lieu of requiring candidates to repeat the same or similar coursework for college credit.

(ii) GaPSC-approved educator preparation providers shall provide, at appropriate intervals, information to candidates about instructional policies and requirements needed for completing educator preparation programs, including all requirements necessary to meet each candidate's certification objective(s), the availability of EPP services such as tutoring services, social and psychological counseling, job placement and market needs based on supply and demand data.

(iii) GaPSC-approved EPPs shall provide performance data to candidates that they may use to inform their individual professional learning needs during induction.

(f) Verification of Program Completion and Reporting of Ethics Violations

1. GaPSC-approved EPPs shall designate an official who will provide evidence to the GaPSC that program completers have met the requirements of approved programs, including all applicable Special Georgia Requirements, and thereby qualify for state certification.

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. EPPs shall also submit, in a timely manner, any documentation required of them by the GaPSC Certification Division for program completers seeking GaPSC certification.

3. GaPSC-approved educator preparation providers shall require that candidates completing initial preparation programs have a 2.5 or higher overall GPA on a 4.0 scale. Non-traditional (GaTAPP) program providers do not issue grades and therefore are not subject to this requirement; however, non-traditional EPPs must verify all program requirements are met as specified in GaPSC Rule 505-3-.05 Georgia Teacher Academy for Preparation and Pedagogy.

4. GaPSC-approved educator preparation providers shall ensure program completers meet all requirements of the approved program in effect at the time the candidate was officially admitted to the program and any additional program requirements with effective dates after program admission, as described elsewhere in this rule.

5. When program completers return to their GaPSC-approved educator preparation provider more than five years after completion to request verification of program completion, providers shall require those individuals to meet current preparation requirements to assure up-to-date knowledge in the field of certification sought.

6. GaPSC-approved educator preparation providers shall immediately report to GaPSC any violations of the Georgia Code of Ethics for Educators by enrolled candidates. Failure to report ethical violations may result in changes in approval status that could include revocation of approval. Out-of-state EPPs placing candidates in Georgia schools for field and clinical experiences are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations.