

Wednesday, October 24, 2018

Considering Evidence for Service and Leader Standards

As a reminder, all presentation documents are here:

[www.gapsc.com/Commission/
Media/DocsPresentations.aspx](http://www.gapsc.com/Commission/Media/DocsPresentations.aspx)

Which Standards?

<https://www.gapsc.com/EducatorPreparation/Home.aspx>

EDUCATOR PREPARATION	
» Approved Programs	
» Program Approval	
» Non-traditional Preparation - GaTAPP	+
» Title II Higher Education Opportunities ACT (HEOA)	
» P-20 Regional Collaboratives	
» Transforming Educator Preparation	
» Resources for Program Providers	+
» Rules	
» Standards	-
.....	
» Georgia Program Approval Standards 2008	
» Georgia Program Approval Standards 2016	

Educator Preparation Division

Establishes and Enforces Georgia Educator Preparation Standards

The primary purpose of the Educator Preparation Division is to assure the citizens of Georgia that GaPSC-certified educators meet high standards and are well prepared for their roles in school systems and schools. Providing a quality education for all Georgia children requires partnerships among state agencies, program providers and professional, and community organizations. The Educator Preparation Division is at the center of forging a strong partnership involving the work of the GaPSC, the Georgia Department of Education (GaDOE), the University System of Georgia (USG), private and public colleges and universities, regional education service agencies (RESAs), local school systems, and other organizations preparing educators.

The work of the division is organized in two major areas: Non-Traditional Preparation and Program Approval.

Program Approval - Establishes and enforces standards and requirements for the preparation of teachers, school service personnel, school leaders, and approves education units and programs preparing individuals for Georgia educator certification.

Non-traditional Preparation - Establishes and enforces standards and requirements for Georgia Teacher Academy for Preparation and (GaTAPP) programs, that are designed to prepare individuals with degrees and content area expertise in the teaching profession.

The Educator Preparation Division is committed to ensuring quality educator preparation programs that recruit, prepare, and certify highly qualified educators who meet the needs of all learners in Georgia classrooms.



Service/Leader Standards

Addendum: Service/Leader Standards

Introduction

As a reminder:

These standards do not address programs that lead to in-field upgrades (also called “degree-only programs”).

These standards are for programs that lead to a first certificate in the service/leader fields.

Which Fields?

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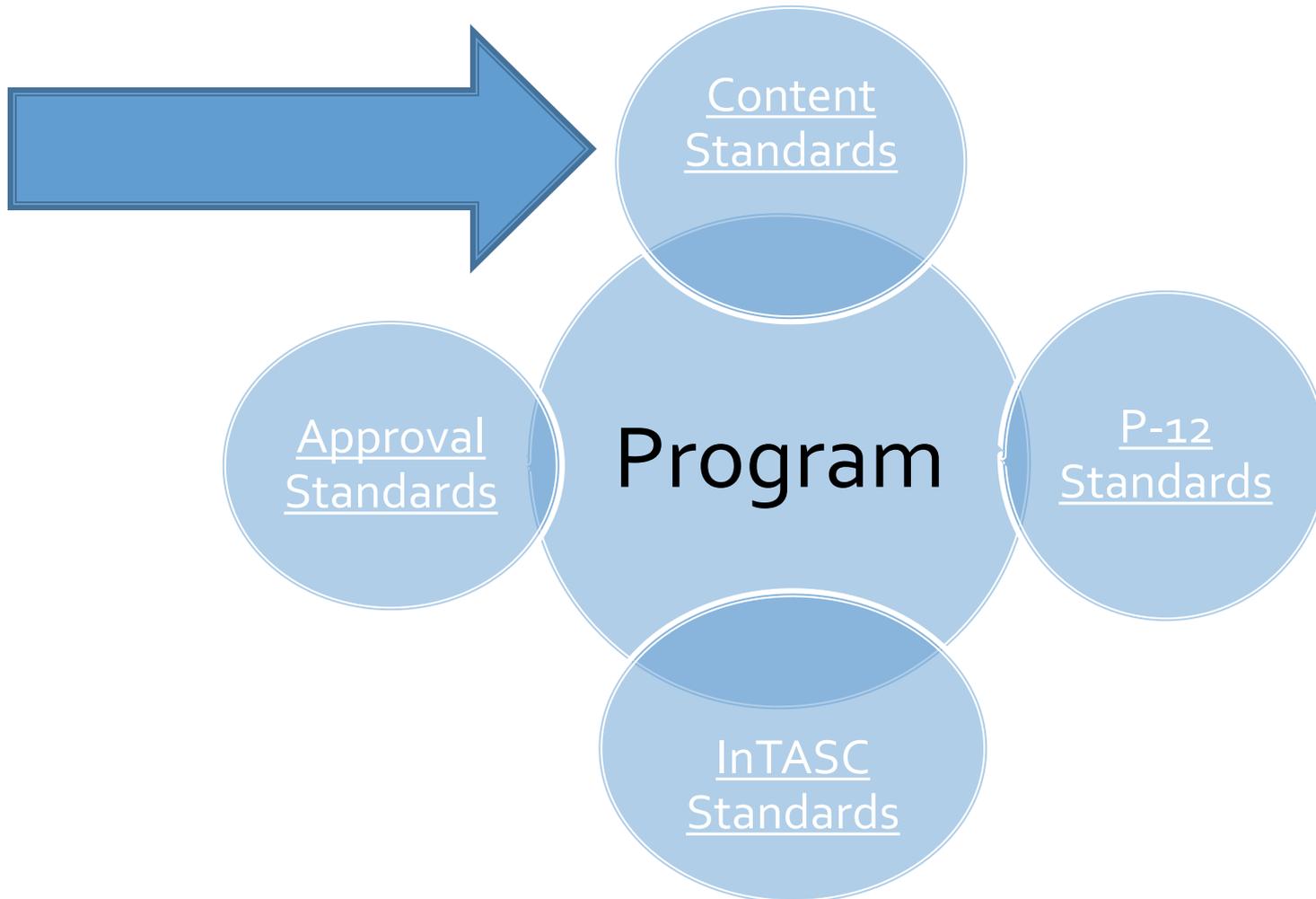
- Curriculum and Instruction
- Instructional Technology
- Media Specialist
- Reading Specialist
- School Counselor
- School Nutrition
- School Psychologist
- Speech and Language Pathology
- Teacher Leadership
- Educational Leadership: Tier I
- Educational Leadership: Tier II

Which Fields?

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- Coaching Endorsement
- Student Support Team Coordinator Endorsement
- Teacher Leader Endorsement
- Teacher Support and Coaching Endorsement
- Work-based Learning Endorsement

Which Standards?



Content Standards

Effective October 15, 2014

505-3-.14 EARLY CHILDHOOD EDUCATION PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation program provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards published by the National Association for the Education of Young Children (2012):

1. Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs, and of multiple interacting influences on children's development and

Which standards?



P-12 Standards

KINDERGARTEN (K)

Reading Literary

RL

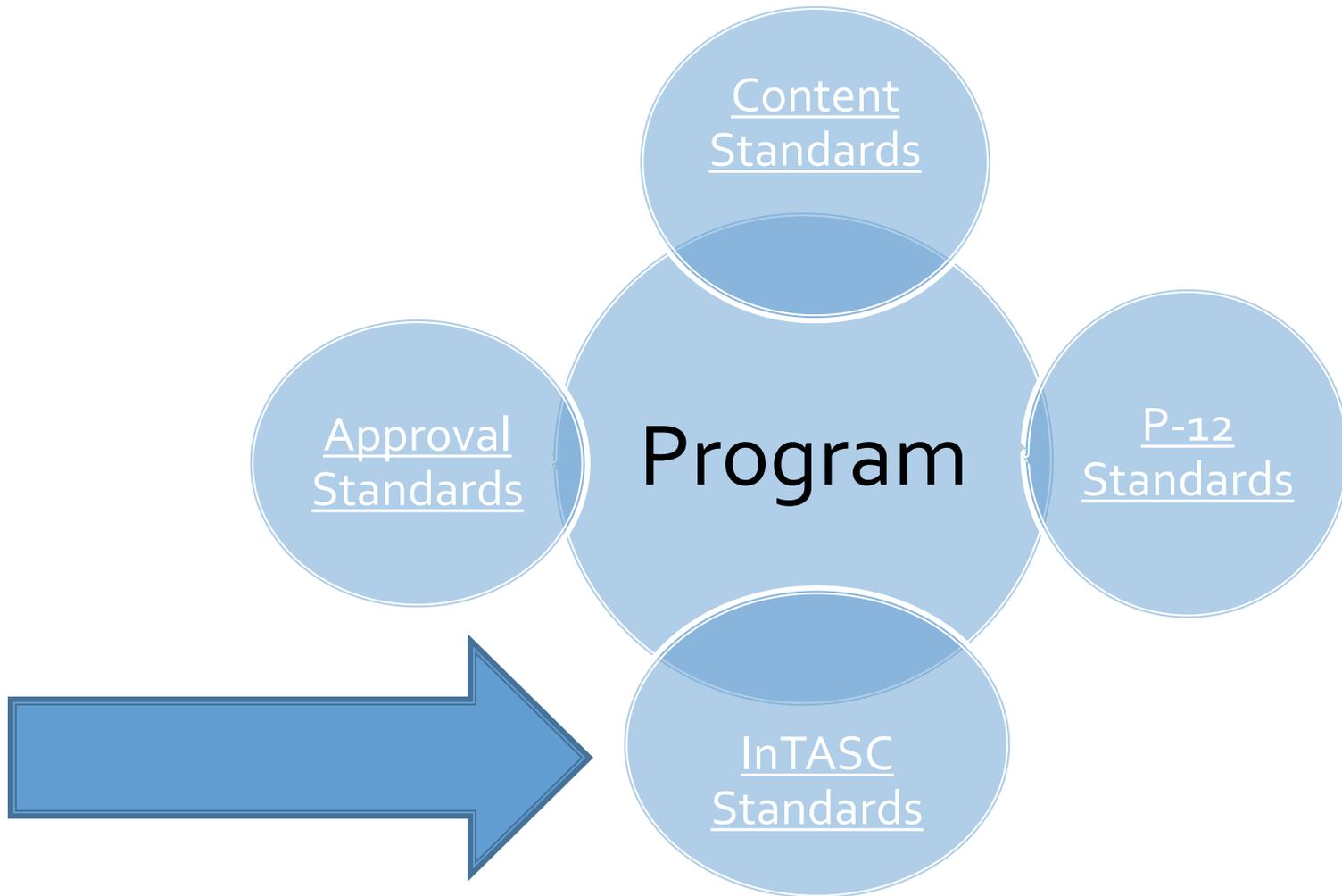
Key Ideas and Details

- | | |
|------------|---|
| ELAGSEKRL1 | With prompting and support, ask and answer questions about key details in a text. |
| ELAGSEKRL2 | With prompting and support, retell familiar stories, including key details. |
| ELAGSEKRL3 | With prompting and support, identify characters, settings, and major events in a story. |

Craft and Structure

- | | |
|------------|---|
| ELAGSEKRL4 | With prompting and support, ask and answer questions about unknown words in a text. |
|------------|---|

Which standards?



InTASC Standards

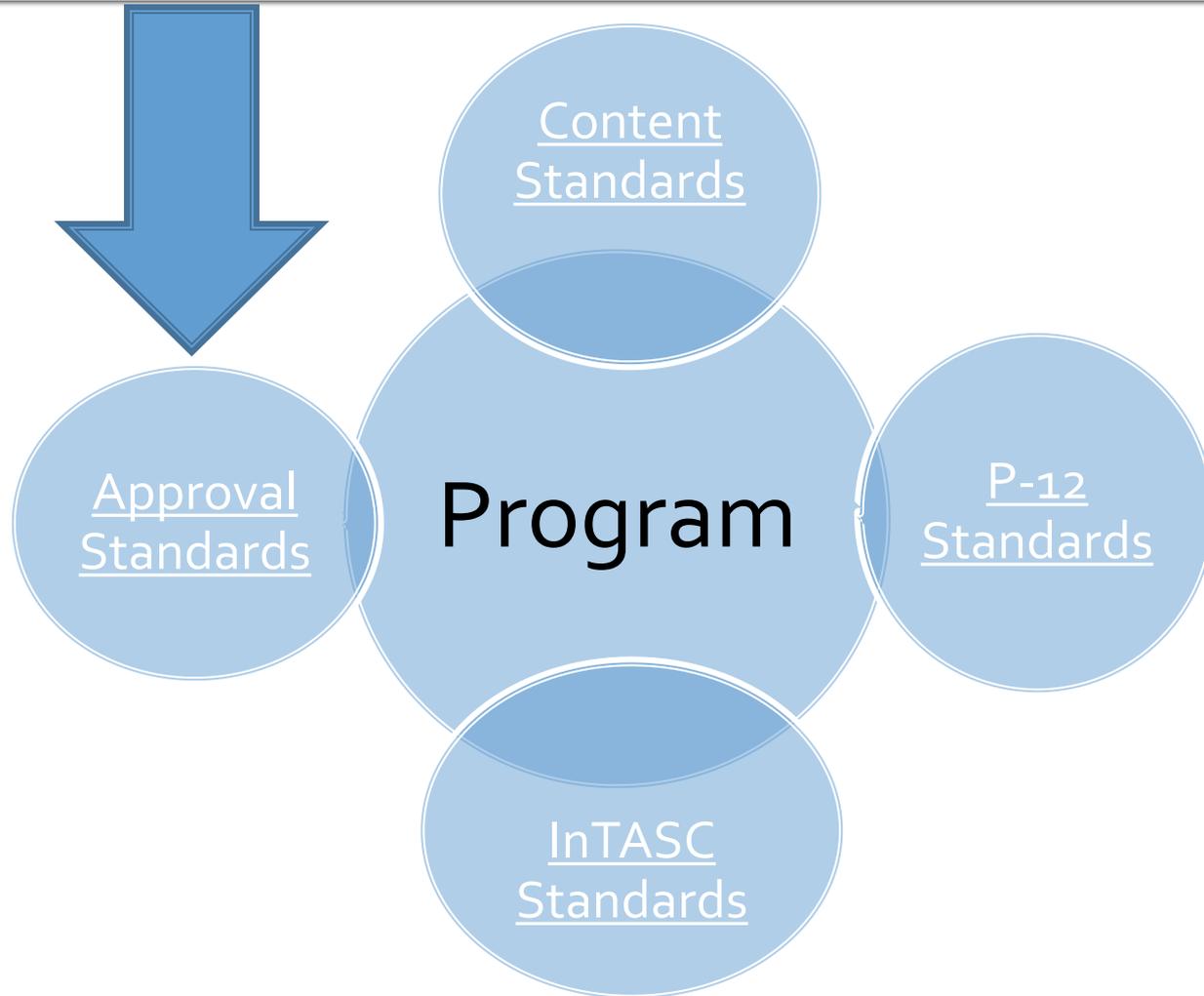
The Learner and Learning

Standards/Progressions #1 & #2: Learner Development and Learning Differences	16
Standard/Progression #3: Learning Environments	21

Content Knowledge

Standard/Progression #4: Content Knowledge.....	24
Standard/Progression #5: Application of Content	27

Which standards?



Approval Standards

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)¹ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Georgia Standards of Excellence).

Approval Standards

Candidate Knowledge, Skills, and Professional Dispositions

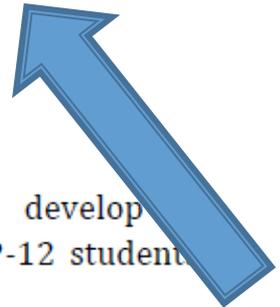
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Approval Standards

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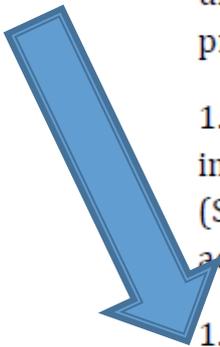
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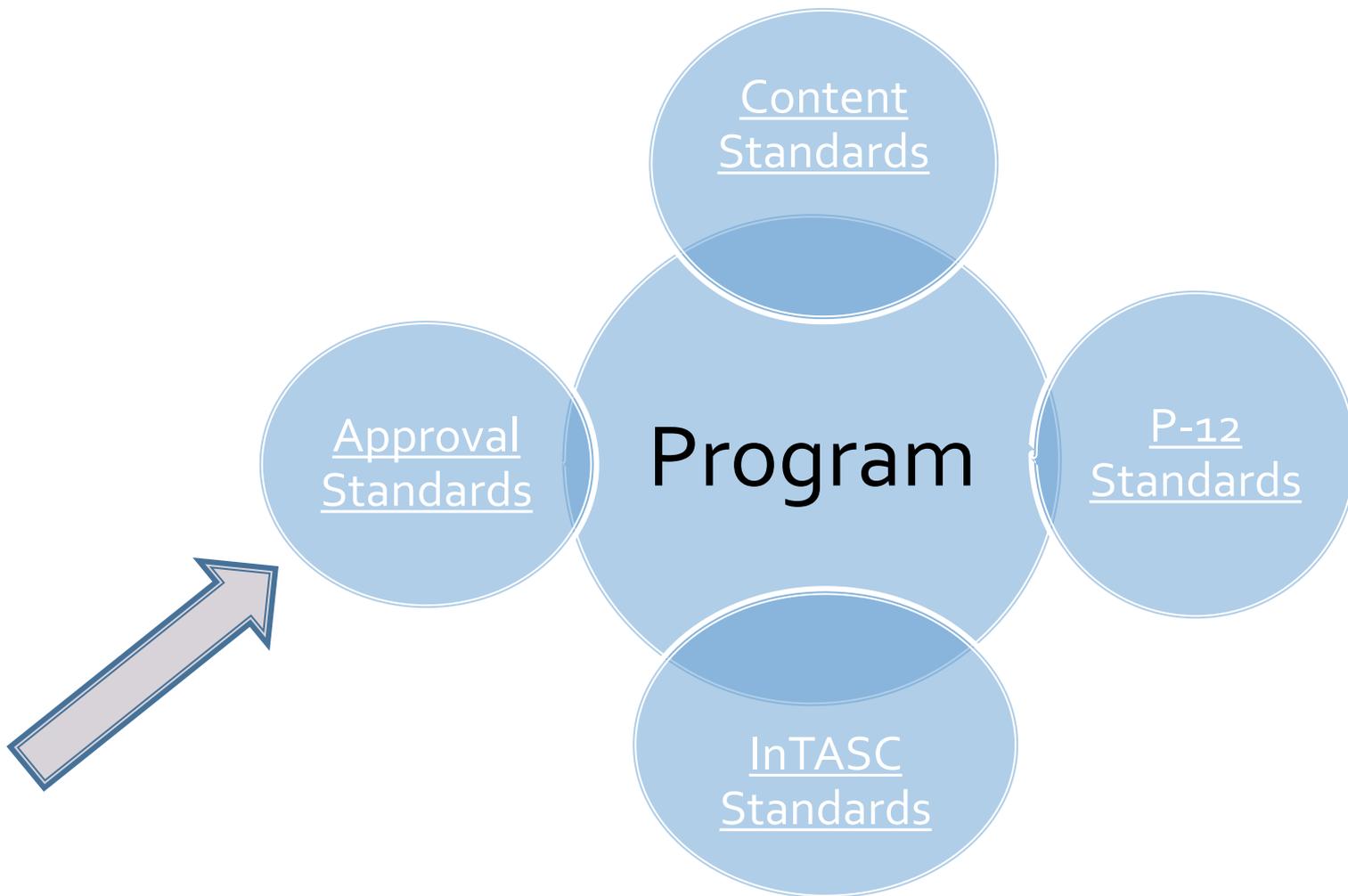
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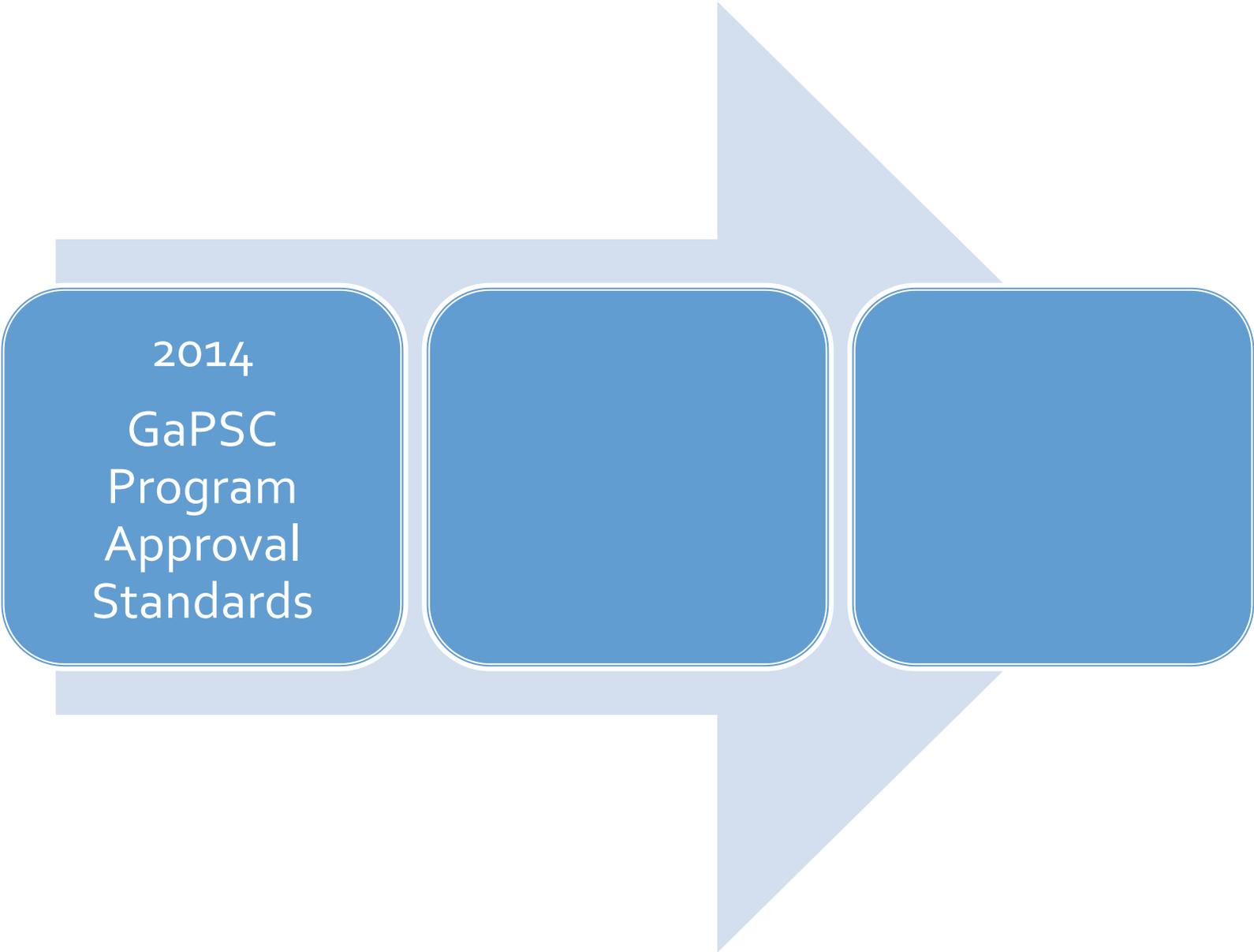
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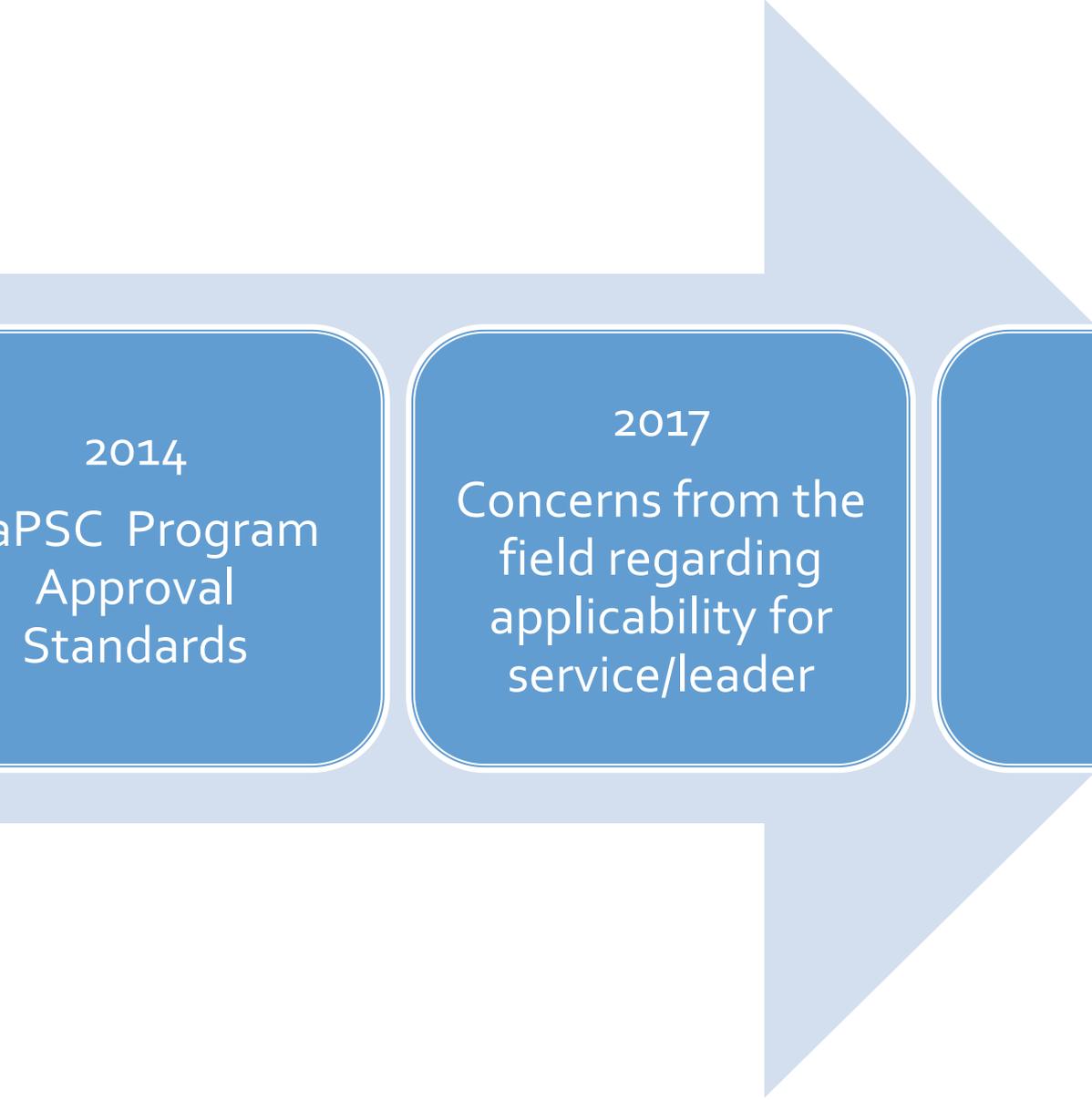


Why Different Standards for Service/Leader Fields?





2014
GaPSC
Program
Approval
Standards

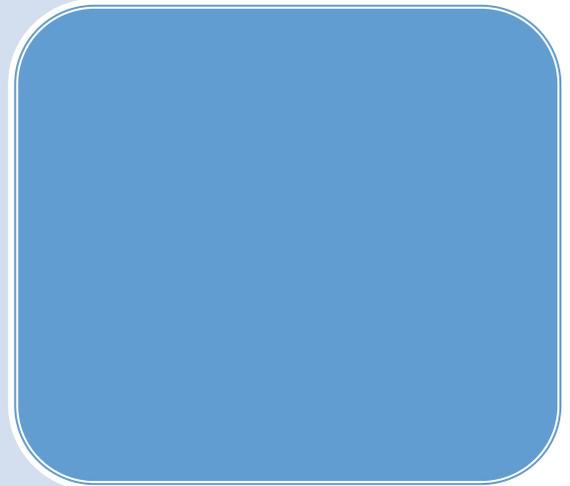


2014

GaPSC Program
Approval
Standards

2017

Concerns from the
field regarding
applicability for
service/leader



2014

GaPSC Program
Approval
Standards

2017

Concerns from the
field regarding
applicability for
Service/Leader

2018

Service/Leader
Fields Standards

PRS-II/Dig Into Standards

Select a Report: Fall 2019 Continuing Review 

Review scope: GaPSC-only Review

I. Institutional/Agency Information

Review and update institutional/agency information.

EDIT

II. Educator Preparation Provider (EPP) Information

Review and update unit descriptive information.

EDIT

III. EPP Standards

Review and update EPP standards.

EDIT

IV. Program Information

Provide information for each program listed below. Click the name of a program to proceed.

Program Name	Classification	Last updated	Finished
Agricultural Education	Initial (Developmental)	2018-07-23	
Art	Initial	2018-07-23	
Autism Endorsement	Endorsement	2018-07-23	
Biology	Initial		
Chemistry	Initial		
Curriculum and Instruction, EdS	Initial		
Curriculum and Instruction, MEd	Initial		
Early Childhood Education (ECE)	Initial		
Educational Leadership - Tier I	Initial		

Select a Report: Fall 2019 Continuing Review ▼

Review scope: **GaPSC-only Review**

I. Institutional/Agency Information

Review and update institutional/agency information.

EDIT

II. Educator Preparation Provider (EPP) Information

Review and update unit descriptive information.

EDIT

III. EPP Standards

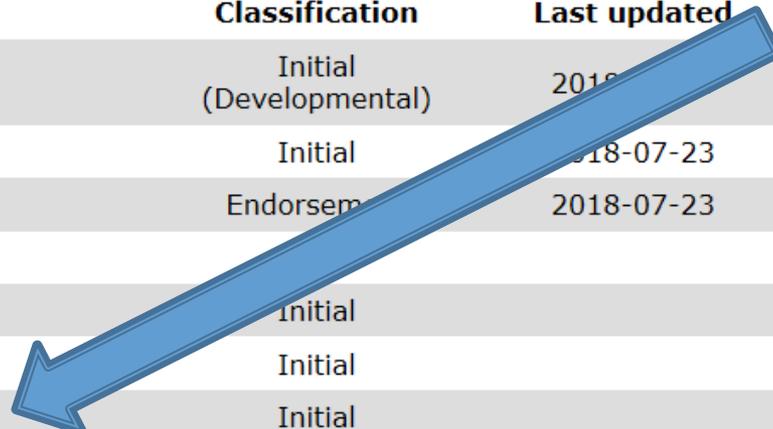
Review and update EPP standards.

EDIT

IV. Program Information

Provide information for each program listed below. Click the name of a program to proceed.

Program Name	Classification	Last updated	Finished
Agricultural Education	Initial (Developmental)	2018-07-23	
Art	Initial	2018-07-23	
Autism Endorsement	Endorsement	2018-07-23	
Biology	Initial		
Chemistry	Initial		
Curriculum and Instruction, EdS	Initial		
Curriculum and Instruction, MEd	Initial		
Early Childhood Education (ECE)	Initial		
Educational Leadership - Tier I	Initial		



Curriculum and Instruction (service)

Program Report Sections

Standard 1

1.1a Candidate Knowledge, Skills, and Professional Dispositions

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1.1b Identify Key Program Assessments

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1.2 Alignment of Key Program Assessments to Standards

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Standard 6

6.1 Admission Requirements

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6.4 Georgia P-12 Testing and Educator Evaluation

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6.5 Professional Ethical Standards and Requirements for Certification and Employment

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6.6 Field Experiences and Clinical Practice

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6.7 Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

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Last editor **Last edited** **Finished**

Standard 1

Teaching	Service/Leader
Component 1.1: Knowledge, Skills, and Dispositions	Component 1.1: Knowledge, Skills, and Dispositions
Component 1.2: Candidates' Use of Research and Evidence	Component 1.2: Content Standards
Component 1.3: Content Standards	
Component 1.4: P-12 Standards	
Component 1.5: Use of Technology	

Program Report Sections

Standard 1

1.1a Candidate Knowledge, Skills, and Professional Dispositions

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1.1b Identify Key Program Assessments

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1.2 Alignment of Key Program Assessments to Standards

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Standard 6

6.1 Admission Requirements

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6.4 Georgia P-12 Testing and Educator Evaluation

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6.5 Professional Ethical Standards and Requirements for Certification and Employment

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6.6 Field Experiences and Clinical Practice

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6.7 Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

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Curriculum and Instruction (service)

Curriculum and Instruction (service) – *(same for leadership)*

Component 1.1a - Candidate Knowledge, Skills, and Professional Dispositions

Candidates being prepared in service fields demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through: (1) applications of data literacy; (2) use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; (3) employment of data analysis and evidence to develop supportive school environments; (4) leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; (5) supporting appropriate applications of technology for their field of specialization; and (6) application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

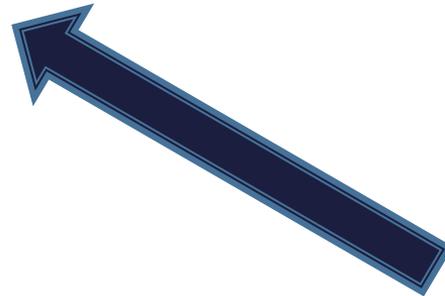
Upload up to **five files** describing how three of the six proficiencies listed above are measured in this particular program. Include a program of study.

Curriculum and Instruction (service) – *(same for leadership)*

Component 1.1a - Candidate Knowledge, Skills, and Professional Dispositions

Candidates being prepared in service fields demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through: (1) applications of data literacy; (2) use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; (3) employment of data analysis and evidence to develop supportive school environments; (4) leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; (5) supporting appropriate applications of technology for their field of specialization; and (6) application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Upload up to **five files** describing how three of the six proficiencies listed above are measured in this particular program. Include a program of study.



Curriculum and Instruction (service)

Program Report Sections

Standard 1

1.1a Candidate Knowledge, Skills, and Professional Dispositions

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1.1b Identify Key Program Assessments

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1.2 Alignment of Key Program Assessments to Standards

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Standard 6

6.1 Admission Requirements

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6.4 Georgia P-12 Testing and Educator Evaluation

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6.5 Professional Ethical Standards and Requirements for Certification and Employment

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6.6 Field Experiences and Clinical Practice

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6.7 Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

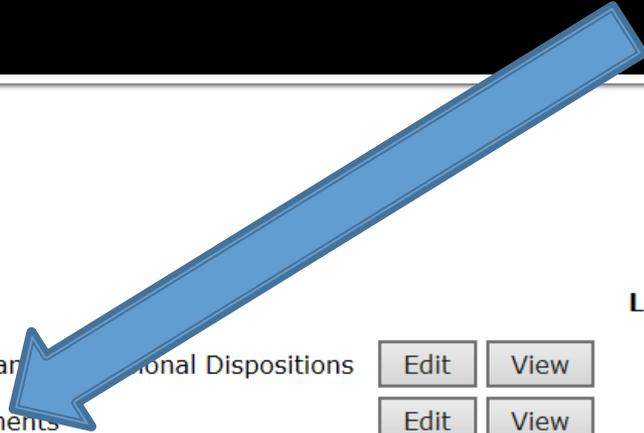
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Page 33 of the Standards Document

	EPP and its existing programs	First Continuing Review of a Program or new program added to an approved EPP			
	Continuing Review	Initial Teaching Program	Leadership Program	Service Program	Endorsement Program
EPP Standards	Standards 1-5	N/A	N/A	N/A	N/A
Program Standards	Standards 1 and 6 <i>(see appropriate cell to the right for additional information regarding programmatic reviews)</i>	Standards 1 and 6	Standard 1 and applicable components from Standard 6 <i>(see chart on next page)</i>	Standard 1 and applicable components from Standard 6 <i>(see chart on next page)</i>	Standard 1 and applicable components from Standard 6 <i>(see chart on next page)</i>
Key Assessments	4 Key EPP Assessments across all initial teaching programs (GACE and edTPA are required; 2 EPP choice)	6 Key Program Assessments (4 related to InTASC Standards are required; 2 program choice assessments)	6 Key Program Assessments (GACE is required; 5 program choice assessments demonstrating meeting standards)	4 Key Program Assessments (GACE is required; 3 program choice assessments demonstrating meeting standards)	3 Key Program Assessments (3 program choice assessments demonstrating meeting standards)

Curriculum and Instruction (service)

Program Report Sections

Standard 1

1.1a Candidate Knowledge, Skills, and Professional Dispositions

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1.1b Identify Key Program Assessments

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1.2 Alignment of Key Program Assessments to Standards

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Standard 6

6.1 Admission Requirements

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6.4 Georgia P-12 Testing and Educator Evaluation

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6.5 Professional Ethical Standards and Requirements for Certification and Employment

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6.6 Field Experiences and Clinical Practice

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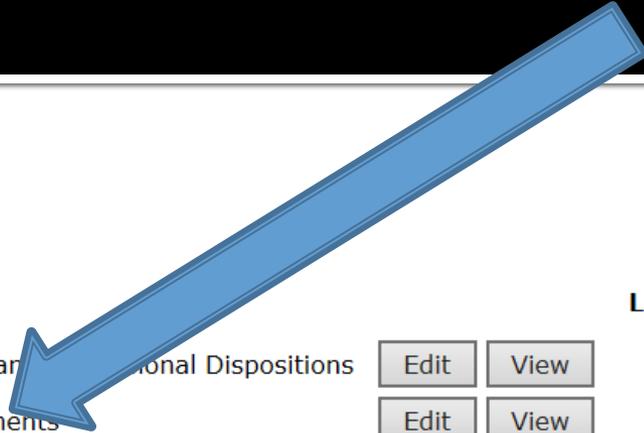
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Key Program Assessments: Validity and Reliability

	Assessments	Validity/ Reliability
Service	4	2
Leader	6	3
Service Endorsements	3	N/A

Reminder...

Effective May 15, 2014

505-3-.63 CURRICULUM AND INSTRUCTION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve in Curriculum and Instruction roles in P-12 educational settings and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Curriculum and Instruction Programs will be classified as Service field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees. Programs leading to initial certification in the field, regardless of degree level, must be approved by the GaPSC.

Component 1.2 - Professional Responsibilities: Alignment of Key Program Assessments to Standards

Providers ensure that program completers in service fields have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

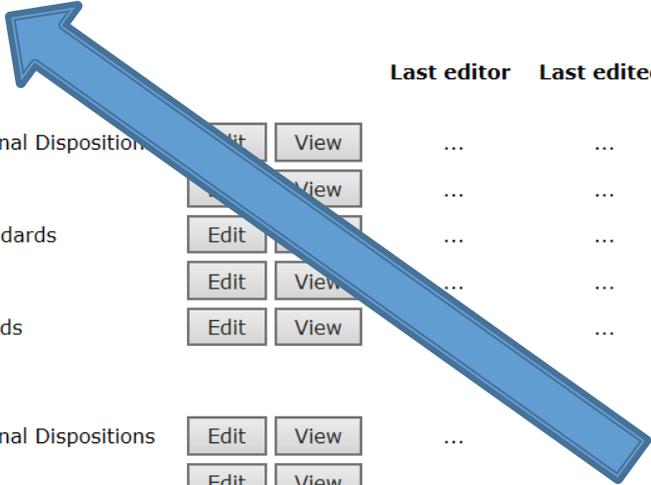
Using the chart below, indicate how each of the assessments described in 1.1b provides evidence of meeting those content standards. Click the BACK button to return to the main page.

Standards	Assessments
<p>1 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning as indicated in the following: 1. Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design; 505-3-.63 Page 2 2. Completers provide evidence of the ability to align curriculum across local, state, and national standards within and across subject areas; 3. Completers provide evidence of knowledge of resources, including technology, to support best teaching practices; and 4. Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.</p>	[choose assessments]
<p>2 Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning as indicated in the following: 1. Completers demonstrate the ability to design and modify environments that promote learning and are based on best practices and student performance data; 2. Completers exhibit the ability to differentiate instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy; and 3. Completers give evidence of the ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.</p>	[choose assessments]

Curriculum and Instruction (service)

EPP Report Sections

Direction: For each component, consider how the EPP functions to collectively monitor, track, and support the work of all programs in the EPP toward meeting each specific component of each standard. Provide aggregated data across programs, if applicable (e.g., performance data from all initial teaching fields, aggregated GPA data from all teaching fields, employer satisfaction data from all teaching fields). Where data might not be applicable (e.g., candidate's use of research, stakeholder input), provide a narrative, with documentation, that describes the EPP's monitoring, tracking, and support to ensure these programs address each specific component of each standard.



Standard 1

Teaching

			Last editor	Last edited	Finished
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Edit	View	...	...	...
1.2 Candidates' Use of Research and Evidence	Edit	View	...	...	...
1.3 Candidates' Understanding of Content Standards	Edit	View	...	...	...
1.4 Alignment to P-12 Standards	Edit	View	...	...	...
1.5 Modeling and Applying Technology Standards	Edit	View	...	...	...

Service/Leader

1.1 Candidate Knowledge, Skills, and Professional Dispositions	Edit	View	...	...	...
1.2 Professional Responsibilities	Edit	View	...	...	...

Standard 2

Teaching

2.1 Partnerships for Clinical Preparation	Edit	View	...	...	...
2.2 Clinical Educators	Edit	View	...	...	...
2.3 Clinical Experiences	Edit	View	...	...	...

Service/Leader

2.1 Partnerships for Clinical Preparation	Edit	View	...	...	...
2.2 Clinical Experiences	Edit	View	...	...	...

Directions

For each component, consider how the EPP functions to collectively monitor, track, and support the work of all programs in the EPP toward meeting each specific component of each standard. Provide aggregated data across programs, if applicable (e.g., performance data from all initial teaching fields, aggregated GPA data from all teaching fields, employer satisfaction data from all teaching fields). Where data might not be applicable (e.g., candidate's use of research, stakeholder input), provide a narrative, with documentation, that describes the EPP's monitoring, tracking, and support to ensure these programs address each specific component of each standard.

Standard 2

Teaching	Service/Leader
Component 2.1: Partnerships for Clinical Preparation	Component 2.1: Partnerships for Clinical Preparation
Component 2.2: Clinical Educators	Component 2.2: Clinical Experiences
Component 2.3: Clinical Experiences	

Standard 3

Teaching	Service/Leader
Component 3.1: Plan for Recruitment of Diverse Candidates who Meet Employment Needs	Component 3.1: Admission of Diverse Candidates who Meet Employment Needs
Component 3.2: Admission Standards	Component 3.2: Admission Standards
Component 3.3: Additional Selectivity Factors	Component 3.3: Selectivity During Preparation
Component 3.4: Selectivity During Preparation	Component 3.4: Selection at Completion
Component 3.5: Selection at Completion (KSD)	
Component 3.6: Section at Completion (Expectations of Profession)	

Standard 4

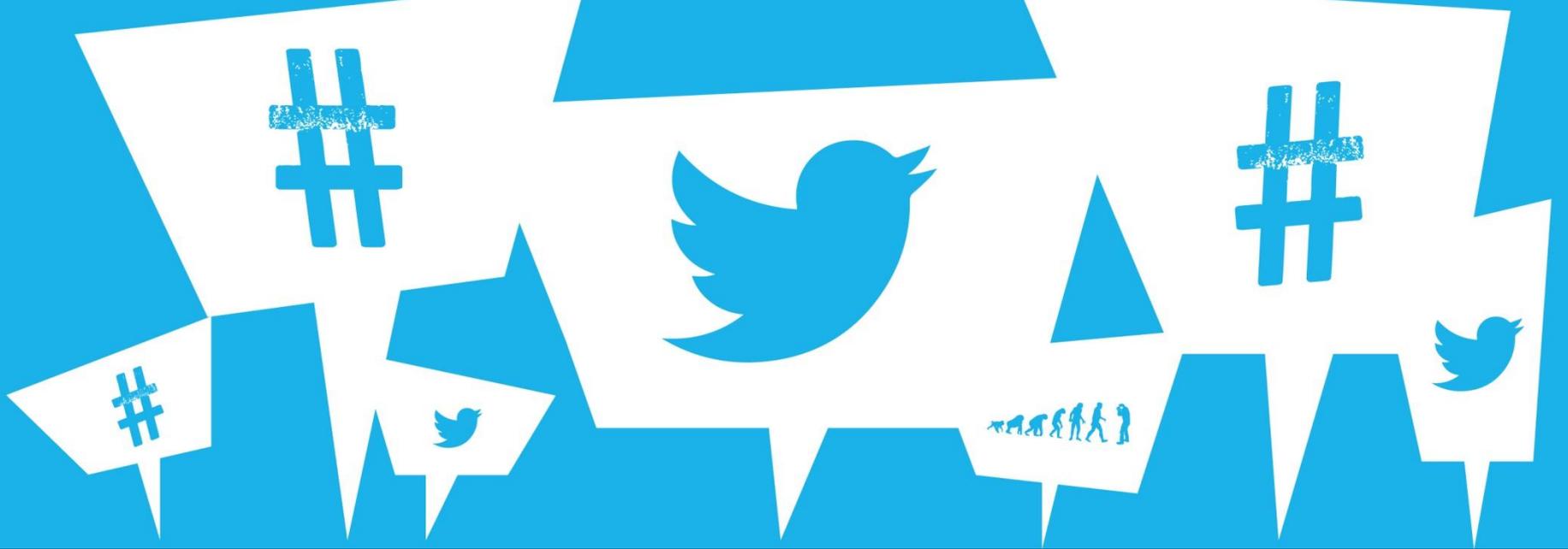
Teaching	Service/Leader
Component 4.1: Impact on P-12 Student Learning	Component 4.1: Satisfaction of Employers
Component 4.2: Indicators of Teaching Effectiveness	Component 4.2: Satisfaction of Completers
Component 4.3: Satisfaction of Employers	
Component 4.4: Satisfaction of Completers	

Standard 5: Only 5.4 is Different

Teaching 5.4: Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Service/Leader 5.4: Outcomes for service and leader programs include **completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information** such as places of employment and salaries.

QUESTIONS?



Share your conference experience!

#GaPSCDriveIn18

@Ga_PSC

#GaPSCDriveIn18
@Ga_PSC



angie.gant@gapsc.com

THANK YOU!