

505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP)

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY, dated January 15, 2018, be AMENDED to reflect changes in program admission and testing requirements for transitioning Military personnel and spouses of active-duty Military personnel.

(1) Purpose. This rule states specific content standards and requirements for approving non-traditional preparation programs designed for the initial preparation of transition teachers and supplements requirements in Rule 505-3-.01, STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, and Certification Rules 505-2-.01 GEORGIA EDUCATOR CERTIFICATION, 505-2-.04, INDUCTION, and 505-2-.05, PROFESSIONAL. This rule also states specific content standards and requirements for approving non-traditional preparation programs that prepare professionally certified teachers to teach any subject in grades P-5. Field Specific requirements for the Early Childhood Certification-only Program through GaTAPP (grades P-5) are described in paragraph (6) FIELD SPECIFIC REQUIREMENTS. This extension to the GaTAPP rule supplements the requirements in rule [505-3-.14 EARLY CHILDHOOD EDUCATION PROGRAM](#).

(2) Definitions.

(a) Academic Year (One): Consists of two (2) full semesters, one of which must include the beginning of a school year.

(b) Candidate Support Team (CST): A team of school-based leaders, mentors, Educator Preparation Provider (EPP) supervisors, and content specialists who monitor, assess, and coach candidates using performance assessment data to improve teaching performance in order to improve student learning;

(c) Coaching: Assisting candidates in transferring knowledge, skills, and understandings in the GaTAPP program into professional practice.

(d) Clinical Practice/Field Experiences:

1. Clinical Practice: Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing while supported by the Candidate Support Team. The job-embedded, hands-on experiences provide candidates with an intensive and extensive opportunity to be monitored, assessed, and coached. Performance assessment data from these experiences inform the Individualized Induction Plan/ Professional Learning Plan.

2. Field Experiences: Various early and ongoing field-based opportunities, in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur outside the candidate's classroom in settings such as schools, community centers, or homeless shelters.

(e) Dispositions: Moral commitments and professional attitudes, values, and beliefs that underlie educator performance and are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

(f) Early Childhood Education Certification-only Program: A one year supervised program administered through GaTAPP to prepare teachers with Professional teaching certification in any field issued by the GaPSC with the knowledge, skills, and dispositions to teach all subjects in grades P-5. This program requires an induction component that includes coaching and early childhood pedagogical and content instruction for one full academic year. This program does not lead to a degree or college credit.

(g) Highly Qualified Status: Although no longer a federal mandate, candidates admitted into GaTAPP programs have a minimum of a bachelor's degree, Georgia induction teacher certification, and verified content knowledge in the subjects they teach. Candidates seeking certification in non-core academic teaching fields are not required to meet "highly qualified requirements" and must complete the program to receive the Professional certificate by the end of the Induction certificate validity period.

(h) Individual Induction Plan (IIP): A dynamic plan of action to improve candidate performance collaboratively developed by the CST and the candidate based on performance assessment data. The IIP will be used by the mentor/supervisor to coach the candidate in the twenty four (24) competencies and dispositions delineated in this rule (also known as a Professional Learning Plan).

(i) Induction: A period of time (frequently up to three years) when educators are new to a teaching or leader position or new to the state, a school, or a school district. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure a system of support for the novice teacher and new leader in their first years of service. In GaTAPP, Induction is the first three years as a newly employed classroom teacher who must receive mentoring/ coaching from the Candidate Support Team throughout the induction period.

(j) Non-traditional Preparation: Post-baccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. These preparation programs, designed to lead to an Educator Preparation Provider's recommendation for certification but not a degree, often accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In most instances, candidates are employed as educators while enrolled. An example is the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) where employment is required for enrollment.

(k) Regionally Accredited: a process for assessing and enhancing academic and educational quality through voluntary peer review by a regionally accepted accrediting body to ensure the school district is meeting its standards of educational quality.

(l) Special Education Consultative Teacher: A Special Education teacher who works collaboratively with a content area teacher of record in all content and is not responsible for final scores for students. Candidates in the GaTAPP program are required to develop unit and/or lesson plans based on the Georgia state-approved P-12 performance standards in an academic content area(s) of concentration and to implement those plans in the classroom.

(m) Special Education Teacher of Record: A Special Education teacher who is responsible for the curriculum, instruction, assessment, and record maintenance for the P-12 learner in any of the five academic content concentrations, regular or remedial.

(n) Transition teachers: Individuals who wish to transition into teaching from another career path, did not complete a teacher education program, and who have never held a professional teaching certificate in any state or country.

(3) GENERAL REQUIREMENTS

(a) Educator Preparation Provider Requirements.

1. Eligible Program Providers: GaTAPP programs may be proposed by any GaPSC-approved EPP that can verify, through the program approval process, the ability to provide non-traditional preparation which complies with the definition of GaTAPP and to provide programs which meet all requirements and standards delineated in this rule. GaPSC-approved EPPs at local education agencies shall offer GaTAPP only to those candidates employed by that school system or school.

2. GaTAPP programs shall prepare individuals with the appropriate degree for the certificate sought in a Professional Teaching field issued by the GaPSC. GaTAPP programs have the following characteristics:

(i) Feature a flexible timeframe of one to three years for completion based on individualized performance assessment data;

(ii) Do not lead to a degree or college credit;

(iii) Are job-embedded allowing candidates to complete non-traditional preparation path 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;

(iv) Require that candidates are supported by a Candidate Support Team (CST);

(v) Require an induction component that includes coaching and induction for a minimum of one academic year and continuing until completion of the program;

(vi) Provide curriculum, performance-based instruction, and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge;

(vii) Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, and readiness to teach; and

(viii) Use candidate and non-traditional preparation performance data to inform decision-making regarding continuous improvement of candidate performance, program effectiveness, and provider effectiveness in the non-traditional preparation path.

3. Eligible Certification Fields.

(i) Non-traditional preparation paths are available only for the teaching fields specified in paragraph (6) **FIELD-SPECIFIC REQUIREMENTS**.

(ii) Because GaTAPP is a program for classroom teachers only, service, leadership, and endorsement certifications are not available through GaTAPP. See Rule 505-3-.60, ALTERNATIVE PREPARATION FOR EDUCATIONAL LEADERSHIP PROGRAM, for information on alternative certification in the field of Educational Leadership.

(4) PROGRAM APPROVAL REQUIREMENTS.

(a) **Annual Reporting and Evaluation Requirements** are described in Rule [505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION](#).

(b) **Program Admission Requirements.**

1. Field-specific admission requirements are described in paragraph (6) **FIELD-SPECIFIC REQUIREMENTS**.

2. All admitted candidates shall meet the following requirements:

(i) Hold a minimum of a bachelor's degree from a GaPSC accepted, accredited institution of higher education; See paragraph (6) FIELD SPECIFIC REQUIREMENTS for CTAE exception.

(ii) Have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(iii) Have verification of completion of the state approved Ethics Entry Assessment;

(iv) Never held a professional teaching certificate in Georgia or any other state or any country; See paragraph (6) FIELD SPECIFIC REQUIREMENTS for ECE Certification-only Program exception.

(v) Hold a valid Georgia Induction Level 4 (INT4) teaching certificate or Permit. Candidates accepted into the Early Childhood Education Certification-only program must hold a valid Non-Renewable Professional Certificate in Early Childhood as requested by the employing LUA;

(vi) 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 full-time teachers or as part-time teachers who teach at least a half day;

(vii) Provide evidence of subject matter competence in the subjects they teach;

(viii) Have a teaching assignment that is appropriate for the field listed on the Georgia teaching certificate; and

(ix) Upon admission, have an Individualized Induction Plan (IIP)/ Professional Learning Plan.

(c) **Supervision of Candidate Performance:** GaPSC approved EPPs shall provide supervision and assessment of the candidate's performance and coordinate results with observations and assessments by the other CST members.

(d) **Assessment of Candidate Performance:** GaPSC approved GaTAPP EPPs shall utilize common state-approved assessments and multiple program EPP specific assessments to make decisions regarding candidate program status.

(e) **Candidate Support Team (CST):** For a minimum of one (1) academic year and continuing throughout the program, all candidates must receive intensive support through a CST meeting the following requirements:

1. Team Composition: all CSTs must be comprised of:

(i) A school-based administrator;

(ii) A GaPSC certified school-based mentor or teaching coach;

(iii) A supervisor employed by the EPP; and

(iv) If not represented by one of the previously described team members, a content specialist who holds certification and expertise in the candidate's teaching field.

2. Team Member Criteria: Educators at the Professional Teacher level who have demonstrated effective teaching performance on state-approved assessments or educators at the Advanced Professional or Lead Professional levels or with a service or educational leadership, or Life certificate provided that a teaching field prerequisite has been established.

3. Training: Coaches/Mentors and Supervisors of the CST shall be trained in the knowledge, skills, and dispositions that meet the standards and requirements delineated in GaPSC Educator Preparation [Rule 505-3-.105, TEACHER SUPPORT AND COACHING ENDORSEMENT](#) or [505-3-.85, COACHING ENDORSEMENT PROGRAM](#). School-based administrators receive an orientation regarding program expectations linking the leadership practices to the program.

(f) **Serving Professionally Certified Educators**: To receive approval to offer a non-traditional path for Professionally certified educators to earn certification in Early Childhood Education, a GaPSC-approved educator preparation provider must ensure candidates meet the field-specific content requirements in [Rule 505-3-.14 Early Childhood Education Program](#). This extension of the initial teacher preparation program features a one year (minimum) supervised program for completion based on individualized performance assessment data and does not lead to a degree or college credit.

(5) CANDIDATE PERFORMANCE REQUIREMENTS.

(a) Prior to program completion and through the use of performance-based assessments, candidates must demonstrate proficiency in the following professional dispositions:

1. Dispositions:

(i) The candidate demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;

(ii) Candidate/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;

(iii) The candidate establishes a culture of learning where students are committed to the value of the subject, accept the candidate's high expectations, and take pride in quality work and conduct;

(iv) The candidate responds appropriately, respectfully, and successfully to student behavior;

(v) The candidate's directions, procedures, and oral and written language are communicated clearly and accurately;

(vi) The candidate demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent;

(vii) The candidate maintains accurate, complete records of student assignments and learning and of non-instructional activities;

(viii) The candidate frequently and successfully provides instructional information and student progress information to parents and engages families in the school program;

(ix) The candidate is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects;

(x) The candidate actively seeks professional development to enhance content and pedagogical skills and actively assists other educators;

(xi) The candidate proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making; and

(xii) The candidate understands and actively participates in the school's School Improvement process.

(b) Prior to program completion and through the use of performance-based assessments, candidates must demonstrate proficiency in the following professional competencies:

1. Competencies:

(i) Planning and Preparation

(I) The teacher demonstrates solid knowledge of content structure of the discipline, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology;

(II) The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels and language proficiency, and of students' interests and cultural heritage, and knowledge of students' special needs;

(III) The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;

(IV) The teacher selects instructional goals that are valuable, sequential, clear, aligned with state and national standards, suitable for diverse students, and balanced among types of learning;

(V) The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to extend content knowledge, pedagogy, and student learning;

(VI) The teacher's instructional plans are coherent and structured in that learning activities (learning units and lessons), resources, groupings, and time allocations are varied and suitable to the developmental level of the students, to individual students, and to the instructional goals; and

(VII) The teacher utilizes varied assessment methods, including those through technology, that are congruent with the instructional goals for student learning; students' understanding of the criteria and standards; and the teacher designs and utilizes formative results to plan for and differentiate instruction.

(ii) The Classroom Environment

(I) Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;

(II) The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teacher's high expectations, and take pride in quality work and conduct;

(III) The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals;

(IV) The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior; and

(V) The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety and accessibility components in place.

(iii) Instruction

(I) The teacher's expectations for student learning and classroom procedures are clearly articulated in directions, and both oral language and written language are communicated clearly and accurately modeling standard grammar;

(II) The teacher's questions and discussion techniques are of high quality and engage all students;

(III) The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing;

(IV) The teacher develops relevant assessment criteria, monitors student learning, and gives meaningful and timely feedback to students and teaches students to self-assess and monitor their own progress;

(V) The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students' needs, and being persistent in their searches for varied approaches for students who have difficulty learning; and

(VI) The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

(iv) Professional Responsibilities

(I) The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities;

(II) The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the instructional non-traditional preparation path;

(III) The teacher is supportive of and cooperative with colleagues, is involved in a culture of professional inquiry, and makes substantial contributions to school and district projects;

(IV) The teacher actively seeks professional development to enhance content, pedagogical skills and dispositions, accepts feedback from colleagues, and actively assists other educators;

(V) The teacher demonstrates integrity and ethical conduct; and

(VI) The teacher proactively serves all students, challenges negative attitudes, takes a leadership role in high quality decision-making, and understands and actively participates in the school's School Improvement process.

(c) The GaPSC-approved provider shall assure that all non-traditional preparation path participants meet the 24 competencies at the proficient level by path completion, by providing preparation (curriculum, instruction, and assessment) in the following pedagogical content standards:

1. Essential Preparation

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in unpacking state and/or national standards for the purpose of teaching all students in the content field in which the candidate is seeking Professional Certification;

(ii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary in developing pre and post assessments that are aligned with state and/or national content standards that clearly demonstrate the students' knowledge and skills as delineated in the state and/or national standards requirements; and

(iii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to establish benchmarks for monitoring student progress toward meeting state/national content standards;

2. Evidence

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in planning, implementing, and using multiple assessments to determine the level of student learning based on the academic content standards of the teaching field to include the:

- (I) Development of various types of assessments;
- (II) Development of scoring guides for the assessments;
- (III) Analysis of student work to assess achievement and gains; and
- (IV) Analysis of assessment data to determine instruction to meet individual student needs.

3. Engagement

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions of planning, implementing, and assessing classroom instruction engaging all students in active learning to include the:

- (I) Establishment of a standards-based classroom;
- (II) Use of research based exemplary practices;
- (III) Use of activating strategies;
- (IV) Use of cognitive strategies;
- (V) Use of summarizing strategies;
- (VI) Use of questioning strategies;
- (VII) Use of Bloom's Taxonomy;
- (VIII) Use of cooperative learning strategies;
- (IX) Demonstration of the understanding of relationship between engagement and achievement;
- (X) Demonstration of the understanding of how to align research-based strategies with Georgia Standards of Excellence;
- (XI) Demonstration of the understanding of the role of effective questioning and critical thinking;
- (XII) Demonstration of the skills to create acquisition and extending/refining lessons based on research-based strategies;
- (XIII) Demonstration of the understanding of how to use strategies and graphic organizers to increase engagement;
- (XIV) Demonstration of the understanding of how to write content questions according to Bloom's Taxonomy; and

(XV) Demonstration of the understanding of how to differentiate instruction by content and by learner.

4. Environment

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions to develop and implement effective classroom management plans that include the:

(I) Appropriate arrangement of classroom that supports student learning; and

(II) Planning and implementation of strategies that produce a learning environment that provides the best opportunity for student learning.

5. Ethics

(i) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to model ethical practices of the education profession. (505-6-.01, THE CODE OF ETHICS FOR EDUCATORS)

(d) Program Completion Requirements. Non-traditional EPPs shall require candidates to:

1. Pass the Georgia state-approved content assessment in the field of certification sought;

2. Meet the twelve (12) dispositions, twenty four (24) competencies, and pedagogical content standards delineated in this rule;

3. Complete an Individual Induction Plan (IIP)/Professional Learning Plan that includes the requirements described in paragraph (2)(h);

4. Meet all of the elements in Standard 6: Requirements and Standards of the *Georgia Standards for the Approval of Educator Preparation Providers and Educator Preparation Programs* (Georgia Standards);

5. Meet individual requirements resulting from the analysis of candidate assessment data;

6. Obtain a passing score on the state-approved content-pedagogy assessment. GaTAPP candidates must attempt the state-approved content pedagogy assessment by the end of the third semester of concurrent employment and GaTAPP enrollment;

7. Obtain a passing score on the state-approved content assessment in the field of certification sought, unless a passing score is required for program admission in that field (see paragraph **(6) FIELD-SPECIFIC REQUIREMENTS**); and

8. Obtain a passing score on the Ethics Exit Assessment.

(6) FIELD-SPECIFIC REQUIREMENTS. To receive approval to offer non-traditional paths to Professional teacher certification in eligible fields, a GaPSC-approved educator preparation provider must ensure candidates meet the following field-specific requirements:

(a) **Birth through Kindergarten Education (ages 0-5) and Early Childhood Education (grades P-5)** (Professionally Certified Teachers wishing to earn ECE certification see (6)(g))

1. **Admission Requirements:**

(i) Candidates shall have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(ii) There is no degree or major clearly aligned to the content standards in BIRTH THROUGH KINDERGARTEN or EARLY CHILDHOOD EDUCATION; therefore, candidates in these teaching fields must have a passing score on the state-approved content assessment for BIRTH THROUGH KINDERGARTEN or EARLY CHILDHOOD EDUCATION at program admission and are subject to additional course work to meet standards.

2. Additional program content requirements. Candidates must meet the standards delineated in GaPSC Educator Preparation Rule 505-3-.13, BIRTH THROUGH KINDERGARTEN EDUCATION or GaPSC Educator Preparation Rule 505-3-.14, EARLY CHILDHOOD EDUCATION.

(b) Middle Grades Education (grades 4-8).

1. Admission Requirements:

(i) GaTAPP Candidates must have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(ii) A bachelor's degree or higher with a major or a concentration in at least one of the following teaching fields: Language Arts, Reading, Mathematics, Science, or Social Science, or a transcript assessment confirming successful completion of fifteen (15) semester hours in upper level coursework (typically junior or senior level courses) in one of the above-mentioned teaching fields; or

(iii) A passing score on the in the teaching field if admitted with a degree in a related field or experience that demonstrates knowledge and skills in the content area.

2. Additional program content requirements: Prior to completion of the preparation path and recommendation for Professional certification, in addition to meeting all requirements of this rule and GaPSC requirements, candidates must pass the appropriate Georgia state-approved content assessment.

(c) Secondary Education (grades 6-12)

1. Admission Requirements

(i) Candidates shall have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(ii) A bachelor's degree or higher with a major in the assigned teaching field or successful completion of twenty one (21) semester hours in upper level coursework (typically junior or senior level courses) in the assigned teaching field; or

(iii) A passing score on the Georgia state-approved content assessment in the teaching field if admitted with a degree in a related field or experience that demonstrates knowledge and skills in the content area.

2. Additional program content requirements: Prior to completion of the preparation path and recommendation for Professional certification, in addition to meeting all requirements of this rule and GaPSC requirements, candidates must pass the appropriate Georgia state-approved content assessment.

(d) P-12 Certification Fields excluding Special Education.

1. Admission Requirements

(i) GaTAPP candidates shall have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(ii) A bachelor's degree or higher with a major in the assigned teaching field or successful completion of twenty one (21) semester hours in upper level coursework (typically junior or senior level courses) in the assigned teaching field; or

(iii) A passing score on the Georgia state-approved content assessment in the teaching field if admitted with degree in a related field or experience that demonstrates knowledge and skills in the content area.

(e) **P-12 Special Education Fields.** Preparation for Professional Certification in Special Education is subject to specific state and federal requirements. There is no related degree that provides the content knowledge required for certification in Special Education. Therefore, additional admission requirements and coursework are required for program completion. To receive approval to offer non-traditional paths to certification in Special Education a GaPSC-approved EPP must:

1. Describe in the approval application how candidates will meet the special education content standards delineated in the appropriate GaPSC Preparation Rules listed below in items (i)-(ix) and meet all standards and requirements stated in this rule:

- (i) Special Education Adapted Curriculum (P-12);
- (ii) Special Education Behavior Disorders (P-12);
- (iii) Special Education Deaf Education (P-12);
- (iv) Special Education General Curriculum (P-12);
- (v) Early Childhood Special Education General Curriculum (P-5);
- (vi) Special Education Learning Disabilities (P-12);
- (vii) Special Education Physical and Health Disabilities (P-12);
- (viii) Special Education Preschool (Ages 3-5); and
- (ix) Special Education Visual Impairment (P-12).

2. Admit and recommend for certification candidates who meet the following admission and program completion requirements in one of the two Special Education teaching categories, Teacher of Record or Consultative Teacher:

(i) **Special Education Teacher of Record: Admit candidates who:**

(I) Have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption;

(II) Hold a bachelor's degree or higher with a major or its equivalent in Language Arts, Reading, Mathematics, Science, or Social Science. The equivalent of a major is twenty one (21) semester hours in upper level coursework for Secondary Education and fifteen (15) semester hours in upper level coursework for Middle Grades. Upper level courses typically are junior or senior year level courses; or

(III) Have a passing score on the Georgia state-approved content assessment in Language Arts, Reading, Mathematics, Science, or Social Science; and

(IV) Have a passing score on the appropriate Georgia state-approved Special Education General Curriculum or Special Education Adaptive content assessment (or any other of the appropriate Special Education areas of need) listed in paragraph 1, (i)-(ix).

(ii) **Special Education Consultative Teacher: Admit candidates who:**

I. Have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption; and

II. Hold a bachelor's degree or higher with a concentration in Language Arts, Reading, Mathematics, Science, or Social Science. A concentration is fifteen (15) semester hours of coursework. The entry criteria meet program standards, not Highly Qualified requirements, as this role is consultative only.

2. **Additional program content requirements.**

(i) Develop learning segments based on the Georgia state-approved P-12 performance standards in an academic content area(s) of concentration and implement those plans in the classroom. The frequency and duration of the classroom instruction is determined by the Candidate Support Team.

(ii) Have a passing score on the appropriate Georgia state-approved Special Education General Curriculum or Special Education Adaptive content assessment (or any other of the appropriate Special Education areas of need) listed in paragraph 1, (i)-(ix).

(f) **Career, Technical and Agricultural Education Fields (grades 6-12)**

1. **Admission Requirements:** Hold a high school diploma or GED, or an associate's degree or higher in the teaching field for which the individual is seeking the professional teaching certification as delineated in Certification rule 505-2-.90, CAREER AND TECHNICAL SPECIALIZATIONS, or Rule 505-2-.87, HEALTHCARE SCIENCE fields;

2. **Additional program content requirements:** Have a passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption. Candidates seeking Career and Technical Specializations certification must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first.

3. **Field-Specific Requirements:** CTAE candidates who enter with a high school diploma or GED must complete both the associate's degree and the GaTAPP program for completion and recommendation for the Professional teaching certificate. The GaTAPP program must be completed during the one- to three-year timeframe; an additional year is provided in order to complete the associate's degree as needed.

(g) **Early Childhood Education Certification-only Through GaTAPP (grades P-5)**

1. **Admission Requirements. GaTapp Providers must admit candidates who:**

(i) Have a valid Induction Pathway 1, Induction Pathway 2, Induction Pathway 3, Professional, Lead Professional or Advanced Professional Georgia teaching certificate;

(ii) Are eligible for Non-Renewable Professional teaching certification in the field of Early Childhood Education;

(iii) Are 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 full time teachers or as part time teachers who teach at least half day in a P-5 classroom;

(iv) Have passed the Georgia state-approved content assessment for Early Childhood Education at the Induction level;

(v) Have an Individualized Induction Plan (IIP)/ Professional Learning Plan; and

(vi) Have an individualized program of study based on the needs of the candidate with respect to content knowledge, pedagogical skills, readiness to teach students in grades P-5, and prior experience.

2. Program Completion Requirements. Prior to program completion and through the use of performance-based assessments, a GaPSC-approved educator preparation provider must ensure candidates meet the following field-specific requirements:

(i) Demonstrate proficiency in the twelve (12) dispositions, twenty four (24) competencies, and pedagogical content standards delineated in this rule;

(ii) Demonstrate knowledge, skills, and dispositions in unpacking state and/or national standards for the purpose of teaching all students in grades P-5;

(iii) Demonstrate the effective use of technology in a PK-5 setting;

(iv) Complete prescribed Individual Induction Plan (IIP)/Professional Learning Plan;

(v) Meet individual requirements resulting from the analysis of candidate assessment data;

(vi) Demonstrate the knowledge, skills, and dispositions necessary to model ethical practices of the education profession;

(vii) Demonstrate an understanding of PK-5 growth and development;

(viii) Demonstrate the development of family and community relationships; and

(ix) Demonstrate an understanding of content knowledge, methods, and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety.

(3) Field-Specific Exemptions For Early Childhood Education Certification Only Program Through GaTAPP. Since candidates in this program have completed an initial teacher preparation program, they are exempt from the Program Admission Assessment, the state-approved content-pedagogy assessment, and the ethics assessments (Entrance and Exit).

(4) Military Exemption for Assessment Requirements. Military retirees or spouses of active-duty military personnel who do not exempt the Program Admissions requirement must attempt the Program Admission Assessment within the first year of program enrollment and must pass the assessment prior to program completion. Military retirees or spouses of active-duty military personnel who enter a GaTAPP program without a related degree in the field of certification sought must attempt the content assessment by the end of the first semester in the program and must pass the assessment by the end of the first year.