505-3-.108 PERSONALIZED LEARNING ENDORSEMENT PROGRAM

Nature of Amendment(s):

✓ Substantive
___ Clarification
___ Further Definition

Discussion: It is proposed that GaPSC Rule 505-3-.108 PERSONALIZED LEARNING ENDORSEMENT PROGRAM be INITIATED as a new rule with a new number to prepare educators to use the principles of personalized learning in their teaching practice.

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to model personalized learning in the field and at the grade level of their base certification and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Definitions.

(a) Asset Based Language: language or speech that expresses value for individualities, differences, and diversity of peers and other educators rather than emphasize differences as deficits.

(b) Competency of Focus: an individual competency which the learner and the Learning Coach have prioritized for immediate focus.

(c) Digital Content Ecosystem: Any dynamic and changing collection of instructional content accessed by either a teacher or a learner using a digital system.

(d) Educator as Instructional Designer: the designer of instructional curricula within his/her content area of expertise.

(e) Educator as Learning Coach: the learner's co-planner and guide within the learning environment.

(f) Executive Function: an umbrella term for the complex cognitive processes that serve ongoing, goal-directed behaviors.

(g) Growth and Mastery Mindset: a perspective or attitude toward learning that views it as an ongoing progression of continuous growth and improvement towards new understanding and mastery of interdependent competencies, and not an end point of either success or failure.

(h) Learner Agency: when learners advocate for their own needs, preferences, and interests to plan and drive their learning.

(i) Personalized Learning: an instructional approach that uses student voice to enact an individual path and pace through a collection of competencies.

(j) Responsive Instructional Design: considers user feedback and data to make real-time, high impact adjustments to the learning environment, curricula, and resources.

(3) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of teachers informed by the Educator Competencies for Personalized, Learner-Centered Teaching published in 2015 by the Council of Chief State School Officers:

1. **Standard 1: Prioritized Executive Function:** The candidate explicitly teaches students the skills of executive function (self-regulation, emotional responsibility, task completion, working memory, cognitive flexibility, time management, reflection, etc.), teaches practices of metacognition, and prepares the learning environment to promote learner agency. The candidate will:

(i) prepare learners to take responsibility for their learning through the acquisition and practice of executive function;

(ii) design and transform curricula that supports learner acquisition and practice of executive function by considering the cognitive development of the learner; and

(iii) measure and report growth in learner executive function to coach learners towards independence.

2. **Standard 2: Learner Agency:** The candidate teaches and encourages learners to advocate for their needs, preferences, and interests to plan and drive their learning. The candidate will:

(i) support learners in identifying and advocating for their preferred modalities, talents, and interests when co-planning experiences that support mastery;

(ii) create a flexible or innovative learning environment that supports learner agency; and

(iii) ensure learning experiences reflect preferred modalities, talents, and interests when co-planning experiences that support mastery.

3. **Standard 3: Asset-Based Dispositions:** The candidate uses asset-based language and classroom practices to serve all learners. The candidate will:

(i) encourage all learners to value his/her own individualities and the diversity of peers and other educators as assets;

(ii) practice responsive pedagogy and curriculum design in a way that promotes diverse learner characteristics as assets; and

(iii) value diverse learner characteristics and demonstrates a belief that all students can learn any competency given adequate resources and time through asset based language.

4. **Standard 4: Growth and Mastery Mindset:** The candidate defines learning as an ongoing progression by embracing a growth and mastery mindset, rejecting the binary of success and failure. The candidate will:

(i) prepare learners to monitor their own pace and progress and persevere towards mastery, embracing mistakes as learning opportunities;

(ii) identify causes of learner struggles, prescribe solutions, and co-plan with learners to set short and long-term goals for growth; and

(iii) design and implement adaptive tools, strategies and learning experiences to support growth towards mastery for all learners.

5. Standard 5: Authentic and Adaptive Assessment: The candidate co-plans with the learner to collect evidence of mastery using varied and data-rich performances that are on-going, authentic, flexible, and relevant. The candidate will:

(i) prepare learners to self-assess by identifying, documenting, and defending formal and informal learning experiences to build an assessed portfolio as evidence of mastery;

(ii) consider multiple means of demonstration when co-designing assessments aligned to competencies; and

(iii) assess learner experiences (formal and informal) in diagnostic, formative and summative ways as they align to mastery using authentic and adaptive assessments.

6. Standard 6: Flexible Educational Resources: The candidate provides the learner access to flexible resources when co-planning unique ways to master competencies. These include, but are not limited to the resources available in the digital content ecosystem. The candidate will:

(i) provide opportunity for learners to seek or select content from a curated menu of educational resources that address the competencies;

(ii) employ engaging pedagogies and research-based best practices of instructional design to curate, mine, create, and organize high impact educational resources and make them accessible to learners; and

(iii) monitor and observe the effectiveness of educational resources in real-time and suggest or seek alternatives as needed.

7. **Standard 7: Individualized Path:** The candidate prepares learners to be aware of competency-based learning progressions and to make informed choices in co-planning a unique pathway and pace towards mastery of the curriculum. The candidate will:

(i) co-plan and co-design with the learner a challenging learning pathway towards mastery while considering the interdependencies within and across content(s);

(ii) use data of previously assessed competencies to coach and co-plan current and future learning paths; and

(iii) facilitate and coach the learner towards independence in mastering the content.

8. Standard 8: Dynamic Communication: The candidate facilitates communication that flows multi-directionally from all stakeholders to meet learner needs in a variety of flexible formats. The candidate will:

(i)   coach learners to initiate communication with all stakeholders as s/he advocates for her/himself and others;

(ii) communicate curricula to ensure resources are leveraged for best outcomes; and

(iii) model and nurture effective communication strategies to build relationships with all stakeholders.

9. Standard 9: Expanded Collaboration: The candidate values learners as equal contributors in the planning process. The candidate will:

(i) coach learners to effectively collaborate in all interactions (group work, instructional conversations, sharing ideas, critical feedback, roles, peer feedback, etc.);

(ii) collaborate using tools and strategies to acquire real-time feedback and data from all stakeholders to inform curriculum design and improvement;

(iii) build relationships with all stakeholders that foster success, and

(iv) commit to timely personal interaction (co-plan, monitor progress, provide feedback, reflect and celebrate, etc.) with all learners.

10. Standard 10: Life-Long Professional Learning: The candidate perceives his/her own learning as a life-long pursuit. The candidate will:

(i) value and participate in professional learning communities and networks for ongoing growth in personalized learning;

(ii) keep abreast of innovative strategies and technologies that hold potential to support personalized learning; and

(iii) seek and create opportunities as a teacher leader, mentor, coach or content expert within the school, district or state to promote personalized learning.

Authority O.C.G.A. § 20-2-200