

505-3-.91 INTERVENTION SPECIALIST ENDORSEMENT PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.91 INTERVENTION SPECIALIST ENDORSEMENT PROGRAM, dated July 1, 2019, be AMENDED to add the in-field statement, which specifies the grade levels and/or subjects the program prepares individuals to teach.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach in Georgia's early intervention programs ~~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) In-Field Statement. Completers of the Intervention Specialist Endorsement program are qualified to teach, in the grade levels and field(s) of their base certificates, students in early intervention programs who are at risk of not reaching or maintaining academic grade level.

(23) Requirements.

- (a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in Elementary Education (P-5), Middle Grades Education (with a language arts and/or mathematics area of concentration), or Special Education General Curriculum (with a language arts and/or mathematics concentration) is required for program admission.
- (b) A GaPSC-approved educator preparation provider shall offer a program described in program planning forms, catalogs, and syllabi addressing the following standards, published by the Council for Exceptional Children 2012.
 1. Education of Students Who are At-Risk. The program shall prepare candidates who:
 - (i) Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, curriculum goals and content, and effective instructional practices for at-risk learners;
 - (ii) Develop and implement curriculum that focuses on individual students' needs and interests, and takes into account culturally valued content and students' home experiences;
 - (iii) Develop and implement learning activities that correlate with the Common Core Curriculum and Georgia Performance Standards and with the content domains of the Georgia Criterion Referenced Content Tests;
 - (iv) Assess students' cognitive, social-emotional, communication, motor, adaptive and aesthetic development and use assessment results to appropriately differentiate instruction;

- (v) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health, and the importance of supportive relationships;
 - (vi) Establish and maintain positive, collaborative relationships with families; and
 - (vii) Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being.
- (c) Certificate-Specific Requirements. The program shall incorporate the following certificate-specific requirements:
1. For Elementary Education (P-5) certificate holders, the program shall meet the standards for the Reading In-Field Endorsement specified in GaPSC Rule 505-3-.96 or the standards for the K-5 Mathematics Endorsement specified in GaPSC Rule 505-3-.92.
 2. For Middle Grades certificate holders, the program shall meet the standards for the Middle Grades areas of specialization in mathematics or reading specified in GaPSC Rule 505-3-.19.
 3. For Special Education General Curriculum certificate holders, the program shall meet the standards for either Elementary certificate holders or Middle Grades certificate holders, as appropriate to the candidate's job assignment.

Authority O.C.G.A. § 20-2-200