

505-3-.96 READING ENDORSEMENT PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.96 READING ENDORSEMENT PROGRAM, dated January 1, 2020, be AMENDED to add the in-field statement, which specifies the grade levels and/or subjects the program prepares individuals to teach. Other amendments include clarifications in the purpose statement and an updated reference to a paragraph in Rule 505-3-.01.

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 reading to ~~all students at the~~**in grades P-12** ~~level of the candidate's base certification~~—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 Reading Endorsement program are qualified to teach reading to students in grades P-12.

(23) 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 classroom teachers of reading adapted from standards published by the International Literacy Association (2017).

1. Standard Foundational Knowledge. Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate as indicated by the following:
 - (i) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development;
 - (ii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task;

- (iii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing; and
 - (iv) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.
2. Curriculum and Instruction. Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes as indicated by the following:
- (i) Candidates demonstrate the ability to critically examine literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program;
 - (ii) Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for all learners;
 - (iii) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of all learners; and
 - (iv) Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visual representation skills and processes of all learners.
3. Assessment and Evaluation. Candidates understand, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes as indicated by:
- (i) Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments;
 - (ii) Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs;
 - (iii) Candidates select and administer other formal and informal assessments appropriate for assessing students' language and literacy development;
 - (iv) Candidates use results of various assessment measures to inform and/or modify instruction: and
 - (v) Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.

4. Diversity and Equity. Candidates examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction as indicated by the following:
 - (i) Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities;
 - (ii) Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity;
 - (iii) Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials; and
 - (iv) Candidates forge family, community, and school relationships to enhance students' literacy learning.
5. Learners and The Literacy Environment. Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies as indicated by the following:
 - (i) Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners;
 - (ii) Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment;
 - (iii) Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences; and
 - (iv) Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.
6. Professional Learning and Leadership. Candidates are lifelong learners who reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning as indicated by the following:
 - (i) Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations;
 - (ii) Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change;
 - (iii) Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities; and
 - (iv) Candidates advocate for the teaching profession and their students, schools, and communities.