

## 505-3-.06 PEDAGOGY-ONLY PROGRAM

### Nature of Amendment(s):

Substantive  
 Clarification  
 Further Definition

### Discussion:

It is proposed that GaPSC Rule 505-3-.06 PEDAGOGY-ONLY PROGRAM, dated October 15, 2019, be AMENDED to exclude from the list of eligible fields the new field of Reading Education (T) and to clarify the types of prior coursework eligible for evidence of content expertise at program admission.

**(1) Purpose.** This rule specifies the pedagogical standards required for approval of initial educator preparation programs offered at the post-baccalaureate level that prepare individuals to teach in Middle Grades (4-8), Secondary (6-12), and all P-12 fields except **Reading Education and** Special Education, for which they have demonstrated content expertise. This rule supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS; therefore, unless otherwise stated herein, all requirements specified for initial teacher preparation programs in Rule 505-3-.01 apply to pedagogy-only programs.

### **(2) Requirements.**

- (a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, syllabi, and key assessments addressing the Model Core Teaching Standards, listed below, published in 2011 by the Council for Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC).
1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
  4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
  5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
  6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(b) Program Admission Requirements

1. In addition to meeting all program admission requirements specified in Rule 505-3-.01, candidates must meet prior to enrollment the following requirements:
  - (i) Candidates must hold a minimum of a bachelor's degree from a GaPSC-accepted, accredited institution of higher education; and
  - (ii) Candidates must provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:
    - (I) A major in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or
    - (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or
    - (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree **or through additional coursework** from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for secondary (6-12) and P-12 fields (excluding Special Education) is twenty-one (21) semester hours; and for Middle Grades (4-8) fields, fifteen (15) semester hours of coursework is required in one of the content areas of Language Arts, Math, Reading, Science, or Social studies.

(c) Program Completion Requirements

1. Prior to completion, candidates must meet all program completion requirements specified in Educator Preparation Rule [505-3-.01](#), with one exception; candidates seeking Middle Grades certification through the pedagogy-only program are required to be prepared in and attempt the state-approved content assessment in only one field.

Authority O.C.G.A. § 20-2-200