

505-3-.51 READING EDUCATION PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

DISCUSSION:

It is proposed that GaPSC Rule 505-3-.51 READING EDUCATION PROGRAM, dated January 1, 2020, be AMENDED to simplify and/or remove ambiguous terms, and to align the program with the science of reading and Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

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 programs that prepare individuals to serve as teachers of reading and related literacy topics in grades P-12, **in accordance with GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE**, and supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#). Reading Education programs will be classified as teaching **(T)** field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding **an** advanced degrees. **All P**programs leading to initial certification in **the this** field, regardless of degree level, must be approved by the GaPSC.

(2) Admission Requirements.

- (a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate is required for program admission.

(3) Program Standards and Requirements.

- (a) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree or higher level described in program planning forms, catalogs, and syllabi **based on the science of reading and** addressing the following standards adapted from those published by the International Literacy Association (2017):
1. **Foundational Knowledge.** Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, and the ways in which they interrelate as indicated by the following:
 - (i) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading development (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) throughout the grades and their relationship with other aspects of literacy;
 - (ii) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy; and
 - (iii) Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use,

speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

2. Curriculum and Instruction. Candidates use foundational knowledge to design literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; and collaborate with other teachers to implement effective literacy practices as indicated by the following:
 - (i) Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners;
 - (ii) Candidates design, select, adapt, teach and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view or visually represent;
 - (iii) Candidates select, adapt, teach, and evaluate evidence-based supplemental and intervention approaches and programs, and such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and
 - (iv) Candidates collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

3. Assessment and Evaluation. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist other teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders as indicated by the following:
 - (i) Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, ~~cultural bias~~), and influences of various types of tools in a comprehensive literacy and language assessment system, and apply that knowledge to using assessment tools;
 - (ii) Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students;
 - (iii) Candidates participate in and lead professional learning experiences to assist other teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and
 - (iv) Candidates, using both written and oral communication, explain assessment results, and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.

- ~~4. Diversity and Equity. Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; and advocate for equity fairness at school, district, and community levels as indicated by the following:~~

- ~~(i) Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction;~~
- ~~(ii) Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community;~~
- ~~(iii) Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity differences in their school and in society; and~~
- ~~(iv) Candidates advocate for equity at school, district, and community levels.~~

~~5~~ **4.** Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment as indicated by the following:

- (i) Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, ~~social, emotional, cultural, and intellectual,~~ **and other learner differences** factors;
- (ii) Candidates provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;
- (iii) Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts; and
- (iv) Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

~~6~~ **5.** Professional Learning and Leadership. Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

- (i) Candidates reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice;
- (ii) Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms;
- (iii) Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups; and
- (iv) Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

- 7.6. Practicum/Clinical Experiences.** Candidates complete supervised, integrated, extended practice/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practice includes ongoing experiences in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:
- (i) Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings;
 - (ii) Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices;
 - (iii) Candidates have ongoing opportunities for authentic, school-based practicum experiences; and
 - (iv) Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies, and, preferably, have experience as reading/literacy specialists.