

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

### Nature of Amendment(s):

☒ Substantive  
☒ Clarification  
☐ Further Definition

### Discussion:

It is proposed that GaPSC Educator Preparation Rule 505-3-.06 PEDAGODY-ONLY PROGRAM, dated June 15, 2023, be AMENDED to remove redundant language, and to incorporate the applicable requirements specified in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. Also included for consistency and enhanced readability are non-substantive formatting and punctuation changes.

### Current/Amended Sections(s):

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

**(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 GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS; and in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. ~~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 Georgia Teacher Assessment on Performance Standards (TAPS), listed below, published by the Georgia Department of Education.
1. Professional Knowledge:- The provider ensures candidates demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, learner development, and the needs of students by providing relevant learning experiences.
  2. Instructional Planning:- The provider ensures candidates plan for instruction using their understanding of learner development, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
  3. Instructional Strategies:- The provider ensures candidates promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The provider ensures candidates model and apply national or state approved technology standards to engage and improve learning for all students.
  4. Differentiated Instruction:- The provider ensures that candidates are able to apply critical concepts and principles of P-12 student growth and development. The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences.

5. Assessment Strategies. The provider ensures candidates systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. Assessment Uses. The provider ensures candidates systematically gather, analyze, and use relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and families.
7. Positive Learning Environment. The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. Academically Challenging Environment. The provider ensures candidates create a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
9. Professionalism. The provider ensures candidates exhibit a commitment to professional ethics and the school's mission, participate in professional growth opportunities to support student learning, and contribute to the profession.
10. Communication. The provider ensures candidates communicate effectively with students, families, district and school personnel, and other stakeholders in ways that enhance student learning.

(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) **The program shall prepare candidates who meet the applicable standards for the teaching of reading for the field of certification sought, as specified in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.**

(ed) Program Completion Requirements. Prior to completion, candidates must meet all program completion requirements specified in GaPSC ~~Educator Preparation~~ Rule 505-3-.01,

REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, 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 **content** field.

Authority O.C.G.A. § 20-2-200