

**505-3-.110. Urban Education Endorsement**

**Nature of Amendment(s):**

**Substantive**  
 **Clarification**  
 **Further Definition**

**Discussion:**

It is proposed that GaPSC Rule 505-3-.110 Urban Education Endorsement dated August 15, 2023, be REPEALED and that a new rule with the same number and the same title be INITIATED. The new rule includes updated program content standards.

**(1) Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach in an urban setting in the field and at the grade level of their 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 Urban Education Endorsement have strengthened and enhanced competency to teach in an urban setting in the field(s) and at the grade level(s) of their base certification.

**(3) 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 (3) (e) 4. (ix) of GaPSC 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 the preparation of educators:

1. Context of Urban Education. The program shall prepare candidates who are able to:

- (i) Demonstrate an understanding of the dynamic context of urban schools and classrooms (e.g. classroom management, motivation, supportive and welcoming classrooms, relevance to all student experiences) as different from other contexts, and apply that understanding in their instructional practices;
- (ii) Demonstrate a deep understanding of the ways in which social and contextual factors shape human learning and development in urban school communities and learning environments; and
- (iii) Demonstrate an understanding of background, class, language, and ability and the potential impact of these characteristics on students' educational experiences and apply that understanding in their instructional practices.

2. Culturally Relevant Pedagogy, Curriculum, and Leadership. The program shall prepare candidates who are able to:

- (i) Demonstrate an understanding of the definition of culturally relevant pedagogy and leadership;

- (ii) Evaluate, develop, and implement culturally relevant and linguistically responsive curriculum;
  - (iii) Demonstrate an understanding of evidence-based models of culturally relevant teaching, learning, and assessment practices;
  - (iv) Demonstrate an understanding of the impact of students' characteristics, backgrounds, and experiences on teaching, learning, assessment practices, and academic success, and use this understanding to inform, plan, and implement culturally relevant teaching, learning, assessment, and classroom management practices; and
  - (v) Research, evaluate and apply leadership and advocacy strategies that support a positive and culturally relevant environment for learners.
3. Urban Learner and Learning in the 21st Century. The program shall prepare candidates who:
- (i) Recognize and validate how the funds of knowledge of urban students may be used to create supportive, welcoming, and responsive educational opportunities aimed at meeting the unique learning needs of each student;
  - (ii) Explore and experience the contexts in which students from urban communities live and develop; and
  - (iii) Address the knowledge, skills, and digital literacy needs of students in urban environments and the student-centered technological advancements that impact their learning.
4. Communication, Engagement, and Partnerships with Families, Schools, and Communities. The program shall prepare candidates who:
- (i) Demonstrate an understanding of the importance of school partnerships between families, home and communities;
  - (ii) Establish, elicit, and maintain clear two-way communication between school, families, home and communities;
  - (iii) Increase knowledge and understanding of the beliefs and values of students' families and communities; and
  - (iv) Demonstrate an understanding of how to engage and establish authentic partnerships between families, schools, and communities to support student learning and wellbeing.
5. The Impact of Educational Policies and Practices on Urban Education. The program shall prepare candidates who:
- (i) Demonstrate an understanding of the social and educational issues impacting students in urban communities, and incorporate that awareness into instructional practices;
  - (ii) Demonstrate an understanding of the evolution of law and policies and apply that understanding in their instructional practices;

- (iii) Demonstrate an understanding of institutional, structural, and environmental impacts on urban education;
- (iv) Demonstrate an understanding of how educational policy and practices contribute to the achievement and opportunity challenges facing students, families, teachers, and leaders working and living in urban communities;
- (v) Demonstrate an understanding of the implications of student discipline policies and practices on student retention, dropout rates, and the school to prison pipeline; and
- (vi) Analyze the implications of school, district and/or state policies and practices on the overrepresentation of students in special education with specific backgrounds, communities, or language use.

Authority O.C.G.A. § 20-2-200