To Become
Effective January 1, 2027

Rule 505-3-.01. Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs

Nature of Amendment(s): **_√__Substantive**
____Clarification
____Further Definition

Discussion:
It is proposed that GaPSC 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs dated July 1, 2025, be REPEALED and that a new rule with the same number and title be INITIATED. Rule changes were informed by the Rule 505-3-.01 Advisory Council, which is comprised of representatives of non-traditional and traditional GaPSC-approved program providers. The new rule incorporates a number of new definitions some of which derive from the SR237 Strategic Plan, clarifies the definitions of clinical practice terminology, and updates definitions of existing terms; further clarifies the types of out-of-state organizations eligible to seek GaPSC approval; establishes requirements for consortium programs; clarifies expectations for EPP monitoring of candidate performance in programs; requires EPPs to ensure programs prepare candidates to meet the needs of all P-12 students, including those who are identified as gifted, at-risk, special education, and English language learners; allows middle grades programs offered at the baccalaureate degree level to require one, rather than two content area concentrations; adds Georgia Department of Corrections sites and Georgia Network for Educational and Therapeutic Support (GNETS) sites as acceptable field and clinical placements; clarifies field experience requirements for educators who are employed as a teacher of record while enrolled in a teacher preparation program; removes outdated assessment requirements; and clarifies requirements related to the Ethics Assessment. Other, non-substantive changes are proposed to clarify existing language.

(1) Purpose. This rule delineates state requirements and standards for the approval of educator preparation providers (EPPs) and programs for the initial and continuing preparation of educators.

(2) Definitions.

(a) Accreditation: (1) A process for assessing and enhancing academic and educational quality through external, often voluntary, peer review. (2) A decision awarded and process certified by an accrediting organization. For the purposes of educator preparation provider (EPP) and program approval, GaPSC recognizes three (3) types of accreditation: Regional Accreditation, National Accreditation, and Specialized Accreditation. Each type of accreditation is defined in subsequent paragraphs.

(b) Administrative Approval: A process used in lieu of the Developmental Approval Review exclusively for endorsement programs and available only to GaPSC-approved EPPs. Administrative approval involves a staff review of an approval application and a curriculum map in which key assessments are described and mapped to program content standards. After an endorsement program is administratively approved, it will be reviewed against all applicable standards in the EPP's next Continuing Approval Review.

(c) Advanced Preparation/Degree-Only Program: An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation and are certified in the program's subject area or field of certification. Advanced preparation/degree-only programs commonly award graduate credit and include masters, specialist, and doctoral degree programs.

(d) Apprenticeship: A structured training program that combines on-the-job experience with related coursework and mentoring, leading to a recognized credential. See also, Pre-apprenticeship [paragraph (as)] and Registered Apprentice [paragraph (aw)].

(e) Approval: A process for assessing and enhancing academic and educational quality through peer review, to assure the public that an educator preparation provider (EPP) and/or program has met institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an EPP or program meets GaPSC standards and annual reporting requirements.

(f) Approval Review: Examination of evidence and interviews of stakeholders conducted by GaPSC reviewers either on-site at an institution/agency or electronically using web and telephone conferencing systems as part of a Developmental, First Continuing, Continuing, Literacy Compliance, Focused, or Probationary Review. Although not an approval review, the Substantive Change process is used when significant changes are made to the design or operations of approved program [see paragraph (az)].

(g) At-Risk Students: Students who are in danger of not graduating, being promoted, or meeting educational goals.

(h) B/P-12: Formerly P-12, the term *B/P-12* references schools serving children aged birth to grade 12.

(i) Branch Campus: A campus that is physically detached from the parent university or college and has autonomous governance. A branch campus generally has full student and administrative services with a CEO and is regionally accredited separately from the parent campus. For approval purposes, GaPSC considers branch campuses distinct from the parent institution and therefore a separate EPP. For approval purposes, a branch campus located in the state of Georgia having an original, or main, campus located in another state or country is considered an out-of-state institution and is therefore ineligible to seek GaPSC approval as an EPP.

(j) Candidates/Teacher Candidates: Individuals enrolled in programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators, or programs for the preparation of other professional school personnel. Candidates are distinguished from students in B/P-12 schools. Candidates in programs leading to Teaching (T) certification may also be referred to as Pre-service Teacher Candidates. (The term *enrolled* is used in the GaPSC approval process to mean the candidate is admitted and taking classes.)

(k) Clinical Educators: All educator preparation provider (EPP) and B/P-12 school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences. The term *Clinical Educators* is intended to be inclusive of the roles of Mentor Teacher, B/P-12 Supervisor, and Faculty Supervisor. EPPs are expected to ensure the roles and responsibilities of all clinical educators with whom candidates interact are clearly understood by all relevant parties.

(l) Clinical Experiences: Educator preparation program experiences occurring in schools, school districts, or other education-related settings in which individuals seeking educator certification have opportunities to observe practicing educators, and practice, develop, and demonstrate the knowledge and skills required of the field of certification sought. As an overarching term, clinical experiences include field experiences [paragraph (aa)], as well as clinical practice [paragraph (m)].

(m) Clinical Practice: The culminating clinical experience (i.e., student teaching, internship, residency) in which candidates are placed in supervised classrooms for at least one (1) full semester where they experience intensive and extensive practices that fully immerse them in the learning community and provide opportunities to develop and demonstrate competence in the professional roles for which they are preparing. For teacher candidates employed as a teacher of record while enrolled in a preparation program, clinical practice is job embedded. In initial preparation programs in Service (S) and Leadership (L) fields requiring clinical practice,

candidates will complete clinical practice in placements that allow the knowledge, skills, and dispositions included in the programs to be practiced and applied.

(n) Competency-based Education: Competency-based education for educator preparation is a system of instruction, assessment, feedback, and self-reflection. It is based on candidates demonstrating that they have learned professional knowledge, skills, dispositions, ethics, and instructional practices in authentic educational settings. Candidates progress based on evidence of mastery that is assessed against standards or benchmarks, and in accordance with all requirements set forth herein and in applicable GaPSC Educator Preparation Rules. Competency-based education can be applied to an overall program, at a course level, or at the assignment level within a course.

(o) Consortium Program: An initial preparation program offered through a formal, multi-institutional partnership in which two or more GaPSC-approved EPPs share responsibility for collaboratively developing, delivering, and continuously improving a common set of courses or programs that meet mutually agreed-upon standards of academic quality. All EPP members of a consortium must be approved to offer a consortium program.

(p) Content Knowledge: The central concepts, tools of inquiry, and structures of a discipline (Source: CAEP Glossary).

(q) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen B/P-12 student learning. CAEP accredits educator preparation providers (EPPs).

(r) Dispositions: Moral commitments and professional attitudes, values, and beliefs that underlie educator performance and are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

(s) Distance Learning: A formal educational process in which instruction occurs when candidates and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

(t) Distance Learning Program: A program delivered primarily (50% or more contact hours) through distance technology in which the instructor of record and candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously. These preparation programs include those offered by the EPP through a contract with an outside vendor or configured as a consortium with other EPPs, as well as those offered solely by the provider.

(u) Dual-field Program: Dual-field educator preparation programs result in candidates meeting, through the completion of one degree program, all requirements and standards for two fields of preparation as defined by two distinct Educator Preparation Rules and therefore qualifying for two fields of certification as defined by two distinct Certification Rules. Dual-field program candidates must complete all requirements for both fields (one field cannot be optional), and candidates must attempt the state-approved content assessment for both fields prior to program completion.

(v) Dyslexia and Other Related Disorders: Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that

interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.

1. Aphasia: Aphasia is a condition characterized by either partial or total loss of the ability to communicate verbally or through written words. A person with aphasia may have difficulty speaking, reading, writing, recognizing the names of objects, or understanding what other people have said. The condition may be temporary or permanent and shall not include speech problems caused by loss of muscle control.

2. Dyscalculia: Dyscalculia is the inability to understand the meaning of numbers, the basic operations of addition and subtraction, or the complex operations of multiplication and division or to apply math principles to solve practical or abstract problems.

3. Dysgraphia: Dysgraphia is difficulty in automatically remembering and mastering the sequence of muscle motor movements needed to accurately write letters or numbers.

(w) Educator Preparation Program: A planned sequence of courses and experiences for preparing B/P-12 teachers and other professional school personnel that leads to a state certification. The three (3) types of educator preparation programs are described in paragraphs (ag) Initial, (y) Endorsement, and (c) Advanced/Degree-Only.

(x) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body responsible for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed.

(y) Endorsement: A planned sequence of courses and experiences, typically three (3) to five (5) courses in length, designed to provide educators with an additional, specific set of knowledge and skills, or to expand and enhance existing knowledge and skills. Successful completion of an endorsement results in the addition of the endorsement field to the Georgia educator certificate designating expertise in the field. Endorsements may be offered as non-credit bearing programs, or they may lead to college credit; they must be approved by the GaPSC and administered by a GaPSC-approved EPP and may be offered as either a stand-alone program or, unless otherwise specified in GaPSC Educator Preparation Rules 505-3-.82 through 505-3-.115, embedded in an initial preparation or advanced/degree-only program. Depending on the needs of the individual educator, endorsements may also be included as a part of an educator's professional learning plan/goals. See GaPSC Rule 505-2-.14, ENDORSEMENTS.

(z) EPP Readiness Framework: Formerly called *Preconditions.* Fundamental requirements that undergird the GaPSC standards that must be met as a first step in the approval process and before an EPP is permitted to schedule a Developmental Approval Review.

(aa) Field Experiences: Activities that include organized and sequenced engagement of candidates in settings providing opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Observation-based Field Experiences are learning experiences featuring observation of instructional environments and instructional practices without direct teaching responsibilities. Extensive Field Experiences are supervised field experiences consistent with the grade levels of certification

sought. Extensive field experiences extend beyond observation and include active professional practice or demonstration, substantive work with B/P-12 students and B/P-12 personnel as appropriate, and may include work with small groups of students, service learning, action research, and direct instruction. In non-traditional preparation programs (e.g., GaTAPP), or in traditional programs when candidates are employed as a teacher of record, field experiences occur outside candidates' classrooms with students with different learning needs and varied backgrounds in at least two (2) settings during job-embedded clinical experiences.

(ab) First Continuing Review: The First Continuing Review is conducted three (3) to four (4) years after a Developmental Review to determine if the EPP and/or initial educator preparation program(s) have evidence of meeting all applicable standards.

(ac) Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP): Georgia's non-traditional preparation program for preparing career changers for certification as B/P-12 teachers. See GaPSC Rule 505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(ad) Grade Point Average (GPA): A quantitative indicator of candidate achievement. Letter grades are converted to numbers and averaged over a period of time.

(ae) Induction: (1) The formal act or process of placing an individual into a new job or position and providing appropriate support during the first three (3) years of employment. The Georgia Department of Education defines The Induction Phase Teacher as any teacher who has been hired into a new permanent position in any Georgia school. (2) A Georgia level of professional type educator certification; for additional information see GaPSC Rule 505-2-04 INDUCTION CERTIFICATE.

(af) Information Literacy: An intellectual framework for understanding, finding, evaluating, and using information — activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical discernment and reasoning (adopted from The Association of College and Research Libraries).

(ag) Initial Preparation Program: A program designed to prepare candidates for their initial, or first professional type certificate in a Teaching (T), Leadership (L), or Service (S) field. Examples include degree programs at the baccalaureate, masters, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs, such as the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) or Alternative Preparation for Educational Leadership program. Programs leading to an educator's first certificate in a particular field are considered initial preparation even if the educator is certified in one or more other fields.

(ah) Local Unit of Administration (LUA): A local unit of administration (LUA) is a local education agency or a regional educational service agency, including but not limited to public, waiver, strategic waiver system, charter system or charter schools and private schools (e.g., faith-based schools, early learning centers, hospitals, juvenile detention centers). State agencies and public and private institutions of higher education requiring certification for employment purposes are included in this definition.

(ai) Media Literacy: The ability to encode and decode the symbols transmitted via media and the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. Also known as the skillful application of literacy skills to media and technology messages (adopted from the National Association for Media Literacy Education).

(aj) Mentor Teacher: A B/P-12 employed teacher and an expert practitioner who supports the development of a pre-service or novice teacher by assessing and providing feedback on instructional practice; interactions with students, colleagues, and parents; classroom

management; and professionalism. Mentor teachers are typically involved with faculty supervisors in the formal supervision and evaluation of pre-service clinical practice experiences. The term *mentor teacher* is often used synonymously with the terms *cooperating teacher* and *B/P-12 supervisor*. The terms *B/P-12 supervisor* and f*aculty supervisor* are described in paragraph (aaa).

(ak) National Accreditation: National accreditation is conducted by an accrediting organization which develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. National accrediting agencies operate throughout the country and review entire institutions, EPPs, or programs in specific content fields.

(al) Nationally Recognized Program: A program that has met the standards of a national specialized professional association (SPA). The term *National Recognition* signifies the highest level of SPA recognition awarded to programs.

(am) Non-credit Bearing Program: A program that does not result in the awarding of semester credit hours or quarter credit hours.

(an) Non-traditional Teacher Preparation Program: A program designed to prepare individuals who, at admission, hold an appropriate degree with verified content knowledge through a major or its equivalent in the content field or a passing score on the state-approved content assessment in the content field. If the state-approved content knowledge was not required at admission, it must be passed for program completion. Non-traditional teacher preparation programs lead only to a certificate, not to a degree or college credit and:

1. Feature a flexible timeframe for completion;

2. Are job-embedded, allowing candidates to complete requirements while employed by a regionally accredited local unit of administration (school district or private school), a charter school approved by the Georgia State Charter School Commission, a charter school approved by the Georgia Department of Education, in a Georgia Department of Corrections site where GaDOE-mandated P-12 standards are taught, in pre-schools or child care centers licensed by the Georgia Department of Early Care and Learning (DECAL, also known as Bright from the Start), Head Start, or in pre-schools accredited by USDOE or CHEA-accepted accrediting agencies, as a classroom teacher full-time or part-time for at least a half day;

3. Require that candidates are supported by a Candidate Support Team;

4. Require an induction component that includes coaching and supervision;

5. Provide curriculum, performance-based instruction, and assessment focused on the pedagogical knowledge, skills, and dispositions necessary for the candidate to teach his/her validated academic content knowledge; and

6. Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. See GaPSC Rule 505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(ao) Out-of-State Institution: An institution of higher education administratively based in a state within the United States other than Georgia, or another country.

(ap) Pedagogical Content Knowledge: A core part of content knowledge for teaching that includes core activities of teaching, such as determining what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; and deciding among

alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities (Source: adapted from the CAEP Glossary).

(aq) Pedagogical Knowledge: The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge (Source: CAEP Glossary).

(ar) Pedagogical Skills: An educator's abilities or expertise to impart the specialized knowledge/content and skills of their subject area(s) (Source: CAEP Glossary).

(as) Pre-apprentice: An individual participating in a preparatory program that introduces foundational skills and knowledge needed to enter a registered apprenticeship.

(at) Preparation Program Effectiveness Measures (PPEMs): A set of common measures applied to all preparation programs leading to initial certification. Preparation Program Effectiveness Measures (PPEMs) are further defined in GaPSC Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(au) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program to include all GaPSC requirements such as attempting all assessments required for state certification.

(av) Regional Accreditation: Regional accreditation is conducted by an accrediting organization that develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. Six (6) regional accreditors operate in the United States to conduct educational accreditation of public, private, for-profit, and not-for-profit schools, colleges, and universities in their regions. The Southern Association of Colleges and Schools (SACS) is the regional accreditor for the southern region. The SACS accrediting organization for P-12 schools is the Council on Accreditation and School Improvement (SACSCASI), also known as Cognia. The SACS accrediting organization for institutes of higher education is the Commission on Colleges (SACSCOC).

(aw) Registered Apprentice: An individual enrolled in a U.S. Department of Labor or state–registered apprenticeship program that combines paid, supervised work experience with related instruction leading to a recognized credential.

(ax) Specialized Accreditation: Specialized accrediting organizations operate throughout the country to review programs and some single-purpose institutions. Like national and regional accreditors, specialized accreditation organizations develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met.

(ay) Specialized Professional Association (SPA): An organization representing a particular disciplinary area that provides resources and develops standards for the preparation of educators in that area. Some SPAs review and recognize programs for compliance with their published standards and may be constituent members of CAEP or may operate independently of CAEP.

(az) Substantive Change Procedure: The process used for EPPs to submit changes that are considered significant, including additional levels of program offerings and changes to key assessments or leadership personnel.

(aaa) Supervisor: An individual involved in the oversight and evaluation of educator preparation candidates during clinical experiences. In most cases one or more individuals are involved in the formal supervision of clinical experiences—a supervisor employed by the EPP and one or more supervisors employed by the B/P-12 site hosting a candidate. The term *faculty supervisor* refers to the employee of the EPP and the term *B/P-12 supervisor* (sometimes referred to as *mentor*

teacher or *cooperating teacher*) refers to the school-based employee who hosts a candidate for the culminating clinical practice.

(aab) Student Teaching: A supervised, full-time clinical practice near the end of a teacher preparation program in which a candidate assumes increasing instructional responsibility under a B/P-12 supervisor's (mentor or cooperating teacher) guidance. A full semester is no less than 500 hours, the equivalent of approximately fifteen weeks, eight 8 hours per day, five days a week.

(aac) Technology Literacy: Using technology as a tool to research, organize, evaluate, and communicate information and understanding the ethical and legal issues surrounding the access and use of information.

(aad) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators offered by an institution of higher education.

(aae) Year-long Residency: A structured, immersive and extended clinical practice lasting the entire length of the B/P-12 school year, in the same school, in which candidates have more time to practice teaching skills with students under the close guidance of experienced and effective B/P-12 supervisors licensed in the content area the candidate is preparing to teach. Candidates fully participate in the school as a member of the faculty, including faculty meetings, parent conferences, and professional learning activities spanning, if feasible, the beginning (i.e., pre-planning) and ending (i.e., post-planning) of the academic year. (Candidates may participate in post-planning at the end of the junior year if it is not possible for them to participate at the end of the senior year). These extended residencies also include supervision and mentoring by a faculty supervisor who, along with the B/P-12 supervisor, ensures the candidate is ready for program completion and is eligible for state certification.

(3) GENERAL REQUIREMENTS APPLICABLE TO ALL EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(a) Authorization for the establishment of Georgia Educator Preparation Providers (EPPs).

1. The following types of organizations administratively based in the state of Georgia (as determined by the location of the office of the President or the single highest ranking executive officer of the institution/agency/organization) are eligible to seek GaPSC approval as an EPP for the purpose of preparing educators: Regionally accredited institutions of higher education; regionally accredited local units of administration with student enrollment over 30,000; Regional Educational Service Agencies (RESAs); and other education service organizations.

2. Out-of-state organizations that are Accredited without conditions or probation by the Council for the Accreditation of Educator Preparation (CAEP) and that are approved without conditions or probation by the state in which the organization is administratively based are eligible to seek GaPSC approval to offer, through a branch or satellite campus and/or by online delivery, non-credit-bearing certification-only programs leading to initial teacher certification. Out-of-state program providers offering credit-bearing and/or degree-granting programs, either through affiliation with or in partnership with an institution of higher education, are not eligible for GaPSC approval. Once approved by GaPSC, an out-of-state organization must maintain CAEP Accreditation and home state approval in good standing (without conditions or probation) to continue qualifying for GaPSC approval.

(b) Accreditation of Institutions/Agencies with an Educator Preparation Provider (EPP).

1. Institutions of higher education with a college, school, department or other entity that is a GaPSC-approved EPP shall be fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), at the level(s) of degree(s) granted by

the institution. The institution shall submit program(s) for GaPSC approval corresponding to the appropriate level of accreditation and in a field recognized for certification by the GaPSC. If an institution has applied for change in degree level to a GaPSC-accepted regional accreditation agency and is seeking Developmental Approval of a program(s) at the proposed new degree level by the GaPSC, the institution must be regionally accredited at the new degree level prior to approval review by the GaPSC. See GaPSC Rule 505-2-.31 GAPSC-ACCEPTED ACCREDITATION FOR CERTFICATION PURPOSES.

2. Local education agencies, RESAs, or other approved, non-IHE providers shall admit candidates who hold degrees from a GaPSC-accepted accredited institution of higher education appropriate for the certificate sought. GaPSC-approved EPPs offering Career Technical and Agricultural Education (CTAE) programs, including GaTAPP providers, may admit individuals who do not hold post-secondary degrees who are seeking CTAE certification in certain fields (see GaPSC Rule 505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP). See GaPSC Rule 505-2-.31 GAPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES for a list of acceptable accrediting agencies.

(c) GaPSC Approval of Educator Preparation Providers (EPPs).

1. Prior to seeking GaPSC approval for the first time (Developmental Approval), an eligible institution, agency, or organization and all educator preparation program(s) it seeks to offer in Georgia must be approved by its governing board. See paragraph (3) (a) for eligibility requirements.

2. GaPSC approval standards for EPPs and programs shall at a minimum be adapted from the most recent version of the standards of the Council for the Accreditation of Educator Preparation (CAEP).

3. EPPs administratively based in the state of Georgia for which GaPSC has regulatory authority may choose to seek and/or maintain CAEP accreditation. If the most recent accreditation visit was conducted jointly by GaPSC and CAEP, the GaPSC will accept CAEP accreditation of an EPP and the EPP shall be recognized as approved by GaPSC until the end of the seven (7)-year approval cycle, or for a shorter period of time if, during the seven (7)-year cycle GaPSC action is necessitated by persistently low (Low Performing) status or non-compliance with GaPSC rules. If CAEP accreditation of the EPP is delayed, denied, or revoked, GaPSC will render an EPP approval decision. If the accreditation visit is conducted solely by CAEP, GaPSC approval of the EPP will be based upon the implementation of the state approval process and a final EPP approval decision will be rendered by the Georgia Professional Standards Commission. Program approval is contingent upon EPP approval.

4. LUAs, qualifying organizations (see paragraphs (3) (a) 1 and 2), and IHEs seeking GaPSC approval as an EPP shall follow all applicable GaPSC policies and procedures to include the EPP Readiness Framework to determine eligibility for a review, approval review requirements, post review requirements, Commission decisions, public disclosure policy, and annual reporting procedures. In order to maintain approval status, all GaPSC-approved EPPs must maintain regional or GaPSC-accepted accreditation and must comply with all applicable GaPSC rules and policies including, but not limited to, those regarding Preparation Program Effectiveness Measures, annual reporting, and data submission requirements. Failure by GaPSC-approved EPP to fully comply with GaPSC Educator Preparation, Certification, and Ethics Rules, Commission approval decisions, or agency procedures and/or requirements may result in changes in approval status up to and including revocation of approval. Failure to comply with federal reporting requirements may result in fines.

5. EPPs must have completed the GaPSC approval process and be approved by the GaPSC before candidates are enrolled in educator preparation programs and begin taking classes.

6. For EPPs offering initial preparation programs leading to a Teaching (T), Leadership (L), or Service (S) certificate, GaPSC EPP approval cycles shall include Developmental Approval valid for three (3) years and Continuing Approval valid for seven (7) years. The Developmental Approval Review is used to determine if a new EPP has the capacity to meet state standards and it is followed, in three (3) to four (4) years, by a First Continuing Review to determine if the EPP has evidence of meeting state standards. Following the First Continuing Review, the GaPSC will conduct Continuing Reviews of the EPP and all preparation programs at seven (7) year intervals. For EPPs offering initial teacher preparation programs, the approval review cycle includes a Literacy Compliance Review every four (4) years. Literacy Compliance Reviews will occur in conjunction with First Continuing Reviews (three to four years after Developmental Approval is granted), in conjunction with Continuing Reviews, and at the mid-point of the seven-year Continuing Approval cycle (e.g. three and a half years after the prior Continuing Review). Literacy Compliance Reviews are mandated by the Georgia Early Literacy Act of 2026 for the purpose of ensuring teacher preparation programs meet the standards delineated in GaPSC RULE 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. For EPPs seeking to maintain CAEP accreditation, the state Continuing Review will be scheduled such that the state review will be completed, and the resulting GaPSC approval decision will be rendered prior to the beginning of the CAEP site visit. GaPSC will require a Focused Approval Review or a Probationary Review of an approved or accredited EPP and/or its educator preparation programs in fewer than seven (7) years if annual performance data indicate standards are not being met, or if a previous approval review indicates pervasive problems exist that limit provider capacity to offer programs capable of meeting standards and requirements specified in GaPSC educator preparation and certification rules, or if GaPSC staff determine the EPP is out of compliance with state rules.

7. For EPPs offering only endorsement programs, GaPSC EPP approval cycles shall include Developmental Approval valid for seven (7) years and Continuing Approval every seven (7) years thereafter.

8. GaPSC-approved EPPs shall comply with all GaPSC reporting requirements, to include the timely submission of data in all appropriate candidate-level, program-level, and EPP-level GaPSC reporting systems. Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field experiences and clinical practice in Georgia B/P-12 schools shall comply with all applicable GaPSC reporting requirements, to include the submission of data in the appropriate GaPSC reporting system. EPPs shall report according to the schedules and timelines below and shall accurately provide all data elements. Failure to report on time and accurately may negatively impact EPP approval status. See GaPSC Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

   (i) Enrollments. GaPSC-approved EPPs and out-of-state EPPs with candidates completing field experiences and clinical practice in Georgia schools shall, through the appropriate GaPSC reporting system, enter all applicable data for candidates enrolled in Teaching (T), Leadership (L), and Service (S) field programs leading to initial Georgia certification, and in Endorsement programs according to the following schedule:

      (I) October 31: The deadline for entering all candidates newly enrolled in the summer semester that most recently ended and all candidates newly enrolled in the current academic year fall semesters.

(II) March 31: The deadline for entering all candidates newly enrolled in current academic year spring semester.

(ii) Clinical Practice Beginning Date and Cooperating Teacher GA Cert ID. GaPSC-approved EPPs and out-of-state EPPs with candidates in teaching (T), leadership (L), or service (S) field programs completing clinical practice in Georgia schools shall enter in the appropriate GaPSC reporting system, the beginning date of Clinical practice and B/P-12 supervisor (mentor/cooperating teacher) GA Cert ID according to the following schedule:

(I) September 30: The deadline for entering Clinical Practice Begin Date and Cooperating Teacher GA Cert ID for all candidates, including those who are employed as an educator (i.e., a teacher of record, school or district leader, or other school or district role), beginning supervised clinical practice (student teaching/internship/residency) at the beginning of the B/P-12 academic year.

(II) February 28: The deadline for entering Clinical Practice Begin Date and Cooperating Teacher GA Cert ID for all candidates, including those who are employed as an educator (i.e., a teacher of record, school or district leader, or other school or district role), beginning supervised clinical practice (student teaching/internship/residency) at the mid-point of the B/P-12 academic year.

(III) For any candidates beginning clinical practice at other times (i.e., not at the beginning or mid-point of the academic year), the Clinical Practice Begin Date and Cooperating Teacher GA Cert ID must be entered no later than 30 days after the first day of the supervised clinical practice (student teaching/internship/residency).

(iii) Completions and Withdrawals. GaPSC-approved EPPs and out-of-state EPPs with candidates completing field experiences and clinical practice in Georgia schools shall, through the appropriate GaPSC reporting system, enter all applicable data related to candidate completions and withdrawals within sixty (60) days of the event.

(iv) For federal, Title II, reporting purposes, October 7 is the deadline for entering all initial teaching candidates who were enrolled, withdrawn, or completed a GaPSC-approved program during the prior September 1 – August 31.

9. GaPSC-approved EPPs shall notify all enrolled candidates when EPP and/or program approval is revoked or when approval status is changed to Probation. Notification must be made within sixty (60) days after such a GaPSC decision is granted, in written form via letter or e-mail, and a copy must be provided to GaPSC by the EPP head. This notification must clearly describe the impact of the approval status change on candidates and the options available to them. EPPs must maintain records of candidates' acknowledgement of receipt of the notification.

(d) GaPSC Approval of Educator Preparation Programs.

1. Educator preparation programs leading to Georgia educator certification shall be offered only by GaPSC-approved EPPs. All initial preparation programs and endorsement programs must be approved by the GaPSC.

2. GaPSC-approved EPPs seeking approval to add new initial preparation programs must receive governing board approval for the program(s) before submitting the GaPSC Intent to Seek Approval form.

3. GaPSC-approved EPPs seeking approval for preparation programs leading to Georgia educator certification shall follow all applicable GaPSC program approval policies and procedures in effect at the time of the requested approval and shall comply with revised policies in accordance with timelines published by the GaPSC.

4. Initial educator preparation programs and endorsement programs shall be approved by the GaPSC before candidates are enrolled and begin program coursework.

5. GaPSC-approved EPPs, in conjunction with preparations for an EPP approval review, shall submit reports conforming to GaPSC program standards and program review requirements for approval. Programs may also be submitted to GaPSC-accepted Specialized Professional Associations or program accrediting agencies for national recognition or accreditation. If the highest level of recognition or accreditation, in most cases National Recognition or Accreditation, is granted for a program, state approval procedures will be reduced to remove duplication and will include only those components necessary to ensure Georgia-specific standards and requirements are met. Programs submitted for national recognition or accreditation that are not granted National Recognition (i.e., granted Recognition with Conditions or any level of recognition lower than National Recognition) or Accreditation must comply with all applicable GaPSC program approval review requirements. See the guidance document accompanying this rule for the list of GaPSC-accepted SPAs and program accrediting agencies.

6. GaPSC approval of initial preparation programs in Teaching (T), Leadership (L), and Service (S) fields shall include a Developmental Approval Review to determine if the new educator preparation program has the capacity to meet state standards. Developmental Approval is valid for three (3) to four (4) years and is followed by a First Continuing Review to determine if the educator preparation program has evidence of meeting state standards. Following the First Continuing Review, the GaPSC will conduct Continuing Reviews of the educator preparation programs in conjunction with the EPP Continuing Review at seven (7) year intervals. Literacy Compliance Reviews will occur in conjunction with First Continuing Reviews (three to four years after Developmental Approval is granted), in conjunction with Continuing Reviews, and at the mid-point of the seven-year Continuing Approval cycle (e.g. three and a half years after the prior Continuing Review).

7. GaPSC approval of new endorsement programs shall include an Administrative Approval process to determine if the new program has the capacity to meet state standards followed by a Continuing Approval Review of the program in conjunction with the next scheduled EPP Continuing Review, and Continuing Reviews every seven (7) years thereafter.

8. The GaPSC will require a Focused Approval Review or a Probationary Review of an approved educator preparation program in fewer than seven (7) years if a previous approval review indicates pervasive problems exist limiting program capacity to meet standards and requirements specified in GaPSC educator preparation and certification rules.

9. GaPSC-approved EPPs shall submit program(s) for GaPSC approval corresponding to the appropriate level of preparation (initial or endorsement) and in a certification field authorized in GaPSC Certification Rules. Although advanced/degree-only preparation programs are neither reviewed nor approved by GaPSC, those accepted by GaPSC for the purposes of certificate level upgrades must be listed in the GaPSC Certificate Upgrade Advisor. See GaPSC Certification Rule 505-2-.33 CERTIFICATE UPGRADE.

10. GaPSC-approved EPPs must maintain EPP and program approval to offer a consortium program. Although program coursework may be taught by faculty at other institutions, the EPP from which a candidate will earn a degree and/or certification will be responsible for

all GaPSC-related reporting and communication with GaPSC, and all program performance-related data will be attributed to the degree/certification-granting EPP.

11. GaPSC-approved EPPs with approved programs in the fields of Educational Leadership, and Curriculum and Instruction or Teacher Leadership are eligible to request, through the GaPSC Substantive Change process, approval to offer a dual-field program conforming to the definition of Dual-field Program [see paragraph (2) (u)] and the applicable Educator Preparation Rule for the program. Dual-field programs may be offered only in the fields of (1) Curriculum and Instruction and Educational Leadership, and (2) Teacher Leadership and Educational Leadership. After GaPSC approval of a dual-field program, during subsequent First Continuing and Continuing Approval Reviews of the EPP and all programs, in addition to the reviews of each of the single field programs, a dual-field program will be reviewed as a separate program. GaPSC-approved dual-field programs are subject to the same reporting requirements as single-field programs.

12. GaPSC-approved EPPs shall make program decisions based upon program purpose, institutional mission, supply and demand data, and B/P-12 partner needs, and shall attempt to include a variety of options for program completion (e.g., multiple delivery models, degree options, and individualized programs; additional examples are provided in the guidance document accompanying this rule).

13. Ongoing GaPSC approval of educator preparation programs is contingent upon EPP approval status, the performance of the EPP and its programs, and compliance with GaPSC rules and reporting requirements. (See GaPSC Educator Preparation Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.)

14. Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field experiences and clinical practice in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning field experiences and clinical practice in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE. Out-of-state EPPs preparing candidates for Georgia certification who are employed as a teacher of record while enrolled in their programs shall ensure their candidates hold the appropriate Georgia Teaching (T) certificate (i.e., Provisional Certificate, Permit, or Waiver Certificate). Out-of-state EPPs must also ensure their candidates meet all program assessment requirements outlined in this rule in paragraphs (3) (e) (6); the requirements specified in GaPSC Certification Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM, paragraph (2) (d) 2; and the requirements outlined in GaPSC Certification Rule 505-2-.04 INDUCTION CERTIFICATE, including the required amount of time spent in the culminating clinical practice (i.e., student teaching, internship, or residency occurring after, and not including, field experiences), and passing the ethics and content assessments.

15. Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field experiences and clinical practice in Georgia B/P-12 schools are subject to all applicable data collection requirements referenced in paragraph (3) (c) 8. and described in GaPSC Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(e) Educator Preparation Program Requirements.

1. Admission Requirements.

(i) The Georgia Educator Ethics Assessment must be passed prior to enrollment in a traditional or non-traditional initial educator preparation program and to qualify for

the Pre-Service Teaching Certificate (see GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE) or a Provisional Certificate (see GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(ii) GaPSC-approved EPPs shall ensure candidates admitted to initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC-accepted accredited institution. Candidates seeking certification in Career Technical and Agricultural Education (CTAE) fields must hold a high school diploma or GED, or an associate's degree or higher in the field of certification sought, as delineated in applicable GaPSC Certification Rules. CTAE candidates admitted with a high school diploma or GED must complete both the associate's degree and the initial teacher preparation program to earn a professional type certificate. The preparation program must be completed within three years; an additional year is allowable if needed to complete the associate's degree.

2. Pre-service Certificate Request.

(i) GaPSC-approved EPPs must ensure all candidates admitted and enrolled in traditional initial teacher preparation programs at the baccalaureate level or higher request the Pre-Service Certificate before beginning field experiences and clinical practice in Georgia B/P-12 schools, except for candidates who hold a valid Georgia Professional, Provisional, Permit, or Waiver teaching certificate, and are currently employed in a Georgia school. Out-of-state EPPs must ensure candidates enrolled in initial teacher preparation programs and completing field experiences and clinical practice in Georgia B/P-12 schools request the Pre-Service Certificate prior to beginning field experiences and clinical practice, except for candidates who hold a valid Georgia Professional, Provisional, Permit, or Waiver teaching certificate, and are currently employed in a Georgia school; such candidates must be enrolled in programs leading to a certification field issued by the GaPSC. See GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE for Pre-Service certification requirements.

(ii) Successful completion of a criminal record check is required to earn the Pre-Service Certificate. See GaPSC Certification Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE.

3. Candidate Monitoring and Support. EPPs shall monitor each cohort aggregate GPA and individual candidate performance, analyze the data to identify specific needs for candidate support, and develop and implement plans to provide the needed supports.

4. Program Content and Curriculum Requirements.

(i) Preparation programs for educators prepared as teachers shall incorporate the latest version of the Teacher Assessment on Performance Standards (TAPS) published by the Georgia Department of Education. Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the TAPS standards as they apply to the preparation and continued growth and development of teachers.

(ii) GaPSC-approved EPPs shall require a major or equivalent in all middle grades, secondary, and in P-12 fields where appropriate such as certain Special Education programs, which require fifteen (15) semester hours of academic content. The equivalent of a major is defined for middle grades (4-8) as a minimum of fifteen (15) semester hours of coursework in the content field and for secondary (6-12) as a

minimum of twenty-one (21) semester hours of coursework in the content field. Content field coursework must meet expected levels of depth and breadth in the content area and shall address the program content standards required for the field as delineated in GaPSC Educator Preparation Rules 505-3-.19 through 505-3-.53.

(iii) GaPSC-approved EPPs shall ensure candidates in all initial preparation programs complete a sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and behavior appropriate for school and community, ethical decision-making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. In addition to candidates meeting the state-approved ethics assessment requirement in (e) 1. (i) and (e) 6. (iii) (see GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS), GaPSC-approved EPPs shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

(iv) GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. EPPs shall ensure candidates are also prepared to implement any Georgia mandated educator evaluation system. EPPs shall ensure educational leadership candidates understand all state standards and have the knowledge and skills necessary to lead successful implementation of standards in schools.

(v) GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate knowledge of the definitions and characteristics of dyslexia and other related disorders; competence in the use of evidence-based instruction, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders; and competence in the use of a multi-tiered systems of support framework addressing reading, writing, mathematics, and behavior, including:

(I) Universal screening;

(II) Scientific, research-based interventions;

(III) Progress monitoring of the effectiveness of interventions on student performance;

(IV) Data-based decision-making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs; and

(V) Application and implementation of response-to-intervention and dyslexia and other related disorders instructional practices in the classroom setting.

(vi) GaPSC-approved EPPs shall require candidates seeking certification to demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating Information, Media and Technology Literacy into curricula and instruction, including incorporating B/P-12 student use of technology, and to use technology effectively to collect, manage, and analyze data for the purpose of improving teaching and learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field

experiences and clinical practice. Candidates shall also demonstrate the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

(vii) GaPSC-approved EPPs shall require candidates seeking certification in a Teaching (T) field, the field of Educational Leadership (L), or the Service (S) fields of School Librarian and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent through a Georgia-approved professional learning program with a grade of B or better. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program (see GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS). In addition, candidates in all fields must have a working knowledge of Georgia's framework for the identification of differentiated learning needs of students and how to implement multi-tiered systems of support addressing the range of learning needs.

(viii) GaPSC-approved EPPs shall ensure candidates seeking teacher certification demonstrate the appropriate level of competence in the teaching of reading, as described for each Teaching (T) field in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(ix) GaPSC-approved EPPs offering endorsements shall ensure they are designed to result in candidates' expanded knowledge and skills in creating challenging learning experiences, supporting learner ownership and responsibility for learning, and in strengthening analysis and reflection on the impact of planning to reach rigorous curriculum goals, as specified in GaPSC Rules 505-3-.82 through 505-3-.115. Unless specified otherwise in GaPSC Rules 505-3-.82 through 505-3-.115, endorsements may be offered as stand-alone programs or embedded in initial preparation or degree-only programs. Embedded endorsements must include field experiences specifically for meeting endorsement standards and requirements, as well as any additional grade levels addressed by the endorsement. These field experiences must be in addition to those required for the initial preparation program. Although field experiences in specific grade bands are not required for endorsements, candidates must have opportunities to demonstrate the knowledge and skills delineated in endorsement standards in as many settings as necessary to demonstrate competence with children at all developmental levels addressed by the endorsement. In addition to field experience requirements, the GaPSC Continuing Approval process for embedded endorsements will require EPPs to provide evidence of meeting a minimum of one (1) of the following (2) options:

(I) Option 1: Additional Coursework. Endorsements are typically comprised of three (3) to five (5) courses. To fully address the additional knowledge and skills delineated in endorsement standards, it may be necessary to add endorsement courses to a program of study.

(II) Option 2: Additional Assessments(s). Candidates' demonstration of endorsement knowledge and skills must be assessed by either the initial preparation or advanced/degree-only program assessments or via additional assessment instruments specifically designed to address endorsement content.

See the guidance document accompanying this rule for further clarification of expectations for endorsements.

(x) GaPSC-approved EPPs shall ensure educator preparation programs prepare candidates to meet the needs of all P-12 students, including those who are identified as gifted, at-risk, special education, and English language learners.

(xi) GaPSC-approved EPPs shall provide information to each candidate on Georgia's tiered certification structure, professional learning requirements, and employment options.

5. Requirements for Partnerships, and Field Experiences and Clinical Practice.

(i) Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools, which are formalized as partnerships and focused on continuous school improvement and student growth and learning through the preparation of candidates, and other services such as support of induction phase educators, and professional development of B/P-20 educators when feasible. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness, as described in the guidance document accompanying this rule.

(ii) GaPSC-approved EPPs shall require in all programs leading to initial certification in Teaching (T), Leadership (L), or Service (S) fields, and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings providing them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in all applicable institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Field experiences occurring early in a preparation program should be observation-based experiences featuring observation of instructional environments and instructional practices without direct teaching responsibilities. As candidates progress through programs, field experiences should become increasingly extensive, supervised, and in settings consistent with the grade levels of certification sought. Extensive field experiences extend beyond observation and include active professional practice or demonstration, substantive work with B/P-12 students and B/P-12 personnel as appropriate, and may include work with small groups of students, service learning, action research, and direct instruction. Field experience placements and sequencing will vary depending upon the program. For Leadership and Service fields, refer to the preparation rule for field experience requirements. In non-traditional preparation programs, such as GaTAPP, and in traditional programs when candidates are employed as a teacher of record or employed in other roles, field experiences occur outside candidates' classrooms with students with different learning needs and varied backgrounds in at least two settings during job-embedded clinical experiences. Refer to the guidance document accompanying this rule and the Guidebook for Traditional Field and Clinical Experiences for additional information.

(iii) GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth Through Kindergarten programs, field experiences are required at three (3) age levels: Ages 0 to 2, ages 3 to 4, and 5 (kindergarten). For Elementary Education programs (P-5), field experiences are required in three (3) grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two (2) grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four (4) grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two (2) grade levels: 6-8 and 9-12.

(iv) GaPSC-approved EPPs shall ensure candidates complete supervised clinical practice (student teaching/residency/internship) in the field of certification sought and only in fields for which the EPP has been approved by the GaPSC. Clinical practice for all fields must occur in regionally accredited public schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, out-of-state charter schools approved by the state's charter schools commission or department of education, private schools accredited by a GaPSC-accepted accreditor, Department of Defense schools, Georgia Department of Corrections sites, Georgia Network for Educational and Therapeutic Support (GNETS) sites, or in international settings meeting accreditation criteria specified in GaPSC Rule 505-2-.31 GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools, in pre-schools or child care centers licensed by the Georgia Department of Early Care and Learning (DECAL, also known as Bright from the Start), Head Start, or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. Candidates of GaPSC-approved EPPs must meet all applicable Pre-Service Certificate requirements prior to beginning clinical practice, regardless of clinical practice placement location. Clinical practice must be designed and implemented cooperatively with B/P-12 partners and candidates' experiences must allow them to demonstrate their developing effectiveness and positive impact on all students' learning and development. Although year-long residencies/internships as defined herein [see paragraph (2) (aae)] are recognized as most effective for initial teacher preparation, teacher candidates must spend a minimum of one (1) full semester or the equivalent (500 hours) in clinical practice. GaPSC preparation program rules for service and leadership fields specify clinical practice requirements. Not all service field programs require clinical practice; see GaPSC Rules 505-3-.63 through 505-3-.81.

(v) B/P-12 educators who supervise candidates [i.e., mentors, cooperating teachers, educational leadership coaches/mentors, Service (S) field supervisors] in clinical practice at Georgia schools shall meet the following requirements:

(I) B/P-12 supervisors shall have a minimum of three (3) years of experience in a Teaching (T), Leadership (L), or Service (S) role; and

(II) If the clinical practice is completed at a Georgia school requiring GaPSC certification, the B/P-12 supervisor shall hold a renewable Professional Certificate in the content area of the certification sought by the candidate. In cases where a B/P-12 supervisor holding certification in the content area is not available, the candidate may be placed with an educator with at least three (3) years of experience holding a GaPSC Permit in the content area of the certification sought by the candidate or with a professionally certified educator in a related field of certification (related fields are defined in Appendix C of the guidance document accompanying this rule). For Teaching (T) field candidates who are employed as the full-time teacher of record while completing clinical practice in a school requiring GaPSC certification, the B/P-12 supervisor should meet the requirements described above, or at a minimum, must hold Professional Certification.

(III) If the clinical practice is completed at a Georgia school that has the legal authority to waive certification, the B/P-12 supervisor must hold a Clearance Certificate. See GaPSC Certification Rule 505-2-.42 CLEARANCE CERTIFICATE.

(IV) The Partnership Agreement shall describe training, evaluation, and ongoing support for B/P-12 supervisors and shall clearly delineate qualifications and selection criteria mutually agreed upon by the EPP and B/P-12 partner. The Partnership Agreement shall also include a principal or employer attestation assuring educators selected for supervision of clinical practice are the best qualified and have received an annual summative performance evaluation rating of proficient/satisfactory or higher for the most recent year of experience.

(V) Certificate IDs (to include Clearance Certificate IDs as applicable) of B/P-12 supervisors must be entered in the appropriate GaPSC reporting system, along with the Clinical Practice beginning date, by the deadlines specified in paragraph (3) (c) 8. (ii).

It is the responsibility of GaPSC-approved EPPs and out-of-state EPPs who place candidates seeking Georgia certification in Georgia schools for field experiences and clinical practice to ensure these requirements are met.

6. Assessment Requirements.

(i) State-approved Content Assessment.

(I) Eligibility: EPPs shall determine traditional program candidates' readiness for the state-approved content assessment and shall authorize candidates for testing only in their field(s) of initial preparation and only at the appropriate point in the preparation program.

(II) Attempts: GaPSC-approved EPPs shall require all enrolled candidates to attempt the state-approved content assessment (resulting in an official score on all parts, or testlets of the assessment) within the content assessment window of time beginning on a date determined by the EPP after program admission and ending on August 31 in the year of program completion, and at least once prior to program completion. Candidates enrolled in a traditional (IHE-based), initial preparation program at the bachelor's degree level leading to Middle Grades certification must attempt the state-approved content assessment in at least one (1) area of concentration, as required for program completion and receive an official score on the assessment prior to program completion. For more information on Middle Grades areas of concentration, see GaPSC Rule 505-3-.19 MIDDLE GRADES EDUCATION PROGRAM.

(III) Passing Score: Unless specified otherwise in Educator Preparation Program Rules (505-3-.05 – 505-3-.79), a passing score on applicable state-approved content assessments is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS, and GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE.

(ii) State-approved Literacy Assessments.

(I) Eligibility: EPPs shall determine initial preparation program candidates' readiness for the appropriate state-approved literacy assessment and shall authorize candidates for attempting the assessment aligned with their fields of preparation and only at the appropriate point in the preparation program. See the guidance document accompanying this rule for the alignment of preparation fields with literacy assessments.

(II) Attempts: GaPSC-approved EPPs shall require candidates enrolled in state-approved programs leading to certification in Teaching (T) fields to attempt the appropriate state-approved literacy assessment (resulting in an official score) prior to program completion.

(III) Passing Score: With the exception of the GaTAPP program [See GaPSC Rule 505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP)], a passing score on all applicable state-approved literacy assessments is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS, and GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE.

(iii) State-approved Educator Ethics Assessment.

(I) Program Admission:

A. Candidates who enroll in initial teacher preparation programs must pass the Georgia Educator Ethics Assessment prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced Professional Teaching Certificate are not required to pass the assessment if they enroll in an initial preparation program for the purpose of adding a new Teaching (T) field. Candidates who enroll in initial teacher preparation programs who are certified in a Leadership (L) or Service (S) field must pass the Georgia Educator Ethics Assessment prior to beginning program coursework.

B. Candidates who enroll in any GaPSC-approved Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework.

7. Program Completion Requirements.

(i) GaPSC-approved EPPs shall require candidates completing initial preparation programs to have a 2.5 or higher overall GPA on a 4.0 scale. Non-traditional program providers do not issue grades and therefore are not subject to this requirement; however, non-traditional EPPs must verify all program requirements are met as specified in GaPSC Rule 505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(ii) GaPSC-approved EPPs may accept professional learning, prior coursework, or documented experience the EPP deems relevant to the program of study in lieu of requiring candidates to repeat the same or similar coursework for credit.

(iii) GaPSC-approved EPPs shall provide, at appropriate intervals, information to candidates about instructional policies and requirements needed for completing educator preparation programs, including all requirements necessary to meet each candidate's certification objective(s), the availability of EPP services such as tutoring services, social and psychological counseling, and job placement and market needs based on available supply and demand data.

(iv) GaPSC-approved EPPs shall provide performance data to candidates that they may use to inform their individual professional learning needs during induction.

(f) Verification of Program Completion and Reporting of Ethics Violations.

1. GaPSC-approved EPPs shall designate an official who will provide evidence to the GaPSC that program completers have met the requirements of approved programs, including all applicable Special Georgia Requirements, and thereby qualify for state certification.

2. GaPSC-approved EPPs shall submit, in a timely manner, any documentation required of them by the GaPSC Certification Division for program completers seeking GaPSC certification.

3. GaPSC-approved EPPs shall ensure program completers meet all requirements of the approved program in effect at the time the candidate was officially admitted to the program and any additional program requirements with effective dates after program admission, as described elsewhere in this rule.

4. Should program completers return to their GaPSC-approved EPP more than five (5) years after completion to request verification of program completion, providers shall require those individuals to meet current preparation requirements to assure up-to-date knowledge in the field of certification sought.

5. GaPSC-approved EPPs shall immediately report to GaPSC any violations of the Georgia Code of Ethics for Educators by enrolled candidates. Failure to report ethical violations may result in changes in approval status that could include revocation of approval. Out-of-state EPPs placing candidates in Georgia schools for field experiences and clinical practice are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations. Procedures for reporting ethical violations are addressed in the guidance document accompanying this rule.

Authority: O.C.G.A. § 20-2-200.