Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

GEORGIA STANDARDS FOR THE APPROVAL OF EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS

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Executive Secretary

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Georgia Standards for the Approval of Educator Preparation Providers and Initial Teaching Preparation Programs

Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection to increase their understanding and implementation of research-based practices. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with all P-12 students and their families. For each component in Standard 1, the provider ensures candidates demonstrate their knowledge and application of Georgia's Teacher Assessment on Performance Standards (TAPS).

1.1 Professional Knowledge

The provider ensures candidates demonstrate their understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).

1.2 Instructional Practice

The provider ensures candidates plan using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning). 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 (Georgia TAPS Standard 3: Instructional Strategies). The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4:

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Differentiated Instruction). 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 (Georgia TAPS Standard 5: Assessment Strategies). 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 parents (Georgia TAPS Standard 6: Assessment Uses).

1.3 Learning Environment

The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning 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 (Georgia TAPS Standard 8: Academically Challenging Environment).

1.4 Professionalism and Communication

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 (Georgia TAPS Standard 9: Professionalism). The provider ensures candidates communicate effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

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Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences are designed to develop candidate's knowledge, skills, and professional dispositions, and to demonstrate positive impact on all students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with different groups of P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on P-12 students' learning and development as presented in Standard 1.

Standard 3:

CANDIDATE RECRUITMENT, PROGRESSION, AND SUPPORT

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

3.1 Recruitment

The provider presents goals aligned with its mission and evidence of progress for recruitment of high-quality candidates from a broad range of backgrounds and populations. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. Goals and evidence address progress towards a candidate pool that reflects the population of America's P-12 students.

3.2 Monitoring and Supporting Candidate Progression

The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider tracks each cohort aggregate GPA to monitor all changes in these data, documenting any point when the cohort GPA is less than 3.0, and analyzes the data to identify the potential need for candidate support. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints and documents resolutions.

3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) of

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certification sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

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Standard 4:

PROGRAM IMPACT

The provider demonstrates the effectiveness of its completers' instruction, P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

4.1 Completer Effectiveness

The provider demonstrates that program completers:

- Effectively contribute to P-12 student-learning growth and development; and
- Apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.

In addition, the provider includes a rationale for the data elements provided.

4.2 Satisfaction of Employers

The provider demonstrates employers are satisfied with completers' preparation for working with P-12 students and their families.

4.3 Satisfaction of Completers

The provider demonstrates completers perceive their preparation as relevant to the responsibilities they encounter on the job, and that their preparation was effective.

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Standard 5:

QUALITY ASSURANCE SYSTEM AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system consisting of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

5.2 Data Quality

The provider's quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, and documents modifications and/or innovations and their effects on EPP outcomes.

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Standard 6:

SPECIAL GEORGIA REQUIREMENTS

EPPs approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rules 505-3-.01, 505-3-.02, and 505-3-.03, and to guide Approval Review Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable elements of this standard.

6.1 Admission Requirements

6.1.1. Content Knowledge for Post-Baccalaureate and CTAE Candidates

The provider shall ensure candidates admitted into 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. CTAE candidates must hold a high school diploma or GED, or an associate's degree or higher in the teaching field of Professional certification sought, as delineated in applicable Certification Rules. CTAE candidates who enter with a high school diploma or GED must complete both the associate's degree and initial teaching preparation program to earn a Professional teaching certificate. The preparation program must be completed within three years; an additional year is allowable if needed to complete the associate's degree.

6.1.2 Educator Ethics Assessment

Candidates entering traditional or non-traditional initial teacher or leader preparation programs at the baccalaureate level or higher must pass the state-approved assessment of educator ethics prior to enrollment.

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6.1.3 Criminal Record Check

GaPSC-approved EPPs shall require at or prior to admission to traditional initial teacher preparation programs at the baccalaureate level or higher, completion of a criminal record check. Successful completion of a criminal record check is required to earn the Pre-service Certificate or Provisional Certificate and to participate in field and clinical experiences in Georgia P-12 schools.

6.2 Identification and Education of Children with Special Needs

GaPSC-approved EPPs shall ensure candidates in all teaching fields, the field of Educational Leadership, and the service fields of Media Specialist and School Counseling successfully complete either five (5) or more quarter hours or three (3) or more semester hours in the identification and education of children who have special educational needs, or equivalent coursework through a Georgia-approved professional learning program. This requirement may be met through a dedicated course, or content may be embedded in courses and experiences throughout the program. 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 structures of support addressing the range of learning needs.

6.3. Georgia P-12 Testing and Educator Evaluation

GaPSC-approved EPPs shall ensure candidates demonstrate an understanding of student testing rules and protocols, and demonstrate understanding of the requirements for and implementation of any state-mandated educator evaluation system.

6.4. Professional Ethical Standards and Requirements for Certification and Employment

6.4.1. Ethics

GaPSC-approved EPPs shall ensure candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and social 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. 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.

6.4.2. Certification and Employment

GaPSC-approved EPPs shall provide information to each candidate on the process for completing a background check, and Georgia's tiered certification structure, professional learning requirements, and employment options.

6.5. Field Experiences and Clinical Practice

6.5.1. Field Experiences

GaPSC-approved EPPs shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences shall 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. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program.

6.5.2. Grade Level Requirements

GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels and field(s) of certification sought. Candidates for Birth Through Kindergarten certification must complete field experiences at three (3) levels: with children aged 0 to 2, 3 to 4, and in a kindergarten classroom. Candidates for Elementary certification must complete field experiences at three (3) levels: in grades PK-K, 1-3, and 4-

5. Candidates for Middle Grades certification must complete field experiences at two (2) levels: in grades 4-5 and 6-8. Candidates for P-12 certification must complete field experiences at four (4) levels: in grades PK-2, 3-5, 6-8, and 9-12. Candidates for certification in secondary (6-12) fields must complete field experiences at two (2) levels: in grades 6-8 and 9-12.

6.5.3. Clinical Practice

GaPSC-approved EPPs shall offer clinical practice (residency/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long residencies/internship experiences, in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools and in the grade level(s) and/or field(s) of certification sought. GaPSC preparation program rules may require additional clinical practice (see Rules 505-3-.13 through 505-3-.113).

6.6. Preparation for the Teaching of Reading, Literacy, and Language

GaPSC-approved EPPs offering programs leading to initial certification in a Teaching (T) field shall ensure candidates meet the applicable content and pedagogical standards delineated in GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language.

6.6.1 Program of Study/Curriculum

GaPSC-approved EPPs shall ensure candidates complete a well-articulated sequence of courses and/or experiences to address the knowledge and skills associated with the teaching of reading, as specified for all applicable programs in Rule 505-3-.03, Foundations of Reading, Literacy, and Language. EPPs are expected to provide evidence that the standards delineated in Rule 505-3-.03 are being met in coursework and, as applicable, in field and clinical experiences.

6.6.2 Candidate Assessments

GaPSC-approved EPPs shall ensure that in all applicable programs, assessment data from coursework, and field and clinical experiences, as applicable, demonstrate candidates'

acquisition of the knowledge and skills delineated in Rule 505-3-.03, Foundations of Reading, Literacy, and Language.

6.6.3 Knowledge of Dyslexia

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.

6.6.4 Faculty Resources

GaPSC-approved EPPs shall ensure that faculty have the knowledge and skills necessary to address the standards delineated in Rule 505-3-.03, Foundations of Reading, Literacy, and Language.

6.7. Educational Leadership Requirements

6.7.1 Tier I

GaPSC-approved EPPs shall ensure that Tier I Educational Leadership programs address all requirements for Tier I programs specified in Rule 505-3-.76 or 505-3-.77.

6.7.1.1. *Tier I Program Admission.* EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established

in Rule 505-3-.76 or 505-3-.77.

6.7.1.2. *Partnerships.* A partnership agreement shall be established with LUAs, agencies, or other organizations for the purposes of collaboratively ensuring program curricula and clinical experiences address LUA leadership preparation needs, and for continuously examining program effectiveness. Such partnerships shall permit candidate self-selection for traditional Tier I programs provided the partner LUA has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to partner LUAs and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

6.7.1.3. *Candidate Support.* At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA where the candidate is employed and who has been trained on leader mentoring. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

6.7.1.4. *Clinical Practice.* Tier I Clinical Practice shall include 250 clock hours in traditional programs (certification-only and degree-granting) offered by colleges and universities. In non-traditional Alternative Preparation for Educational Leadership programs, clinical practice shall be job-embedded, as candidates must be employed in a leadership position for at least a half day every day for a minimum of a 12 month cycle. Tier I clinical experiences shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills and dispositions identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP supervisor. Field experiences shall align with performances required in coursework, and shall engage candidates in substantial, standards-based work in various settings. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

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6.7.2 Tier II

GaPSC-approved EPPs shall ensure that Tier II Educational Leadership programs address all requirements for Tier II programs specified in Rule 505-3-.76 or 505-3-.77.

6.7.2.1. *Tier II Program Admission.* EPPs shall require potential candidates to: (i) Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate; (ii) Serve in a leadership position at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements in Rules 505-3-.76 and 505-3-.77; and (iii) Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

6.7.2.2. *Partnerships.* A partnership agreement shall be established with the employing LUA, agency, or organization of each candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical requirements. Partnership agreements: (i) Shall be developed collaboratively by the LUA, agency, or organization and the program provider; (ii) Shall establish mutually agreed upon responsibilities; and (iii) Shall be regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

6.7.2.3. *Candidate Support.* The clinical work of each Tier II candidate shall be supervised

by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP.)

6.7.2.4. *Clinical Practice - Residency.* Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency. In traditional programs (certification-only and degree-granting) offered by colleges and universities, the extended residency shall consist of 750 clock hours. In non-traditional Alternative Preparation for Leadership programs, the extended residency shall be job embedded, as candidates must be employed in a leadership position for at least a half day every day for a minimum of a 12 month cycle. Extended, job-embedded residency work shall provide significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills and dispositions identified in the standards through substantial, sustained, standards based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

6.8. Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

GaPSC-approved EPPs shall ensure candidates in degree-granting initial preparation programs in the fields of Curriculum and Instruction, Instructional Technology, and Teacher Leadership complete the following requirements at the appropriate level.

6.8.1 Master's Degree Requirements

Curriculum and Instruction, Instructional Technology, and Teacher Leadership programs

resulting in a Master's degree shall require a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. Candidates enrolled in certificate-only (non-degree) programs are not required to complete the content/content pedagogy requirement. All content hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. Three of the semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator.

6.8.2 Specialist and Doctoral Degree Requirements

Curriculum and Instruction, Instructional Technology, and Teacher Leadership programs resulting in Specialist or Doctoral degrees shall require a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. Candidates enrolled in certificate-only (non-degree) programs are not required to complete the content/content pedagogy requirement. All content hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

6.9 Embedded Endorsements

Embedded endorsements are defined as endorsements that are offered as a part of the program of study for an initial preparation program. EPPs offering initial preparation programs with embedded endorsements must demonstrate that field experience requirements are met, requiring candidates to demonstrate knowledge and skills in classroom settings. Candidates completing an embedded endorsement program will be required to complete additional field experiences (above and beyond those required for the initial preparation program) specifically to address endorsement standards and requirements, and/or any additional grade levels addressed by the endorsement program. Although field experiences in specific grade levels are not required for endorsement programs, candidates must have substantive opportunities to demonstrate the knowledge and skills delineated in

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endorsement standards in carefully planned and scaffolded experiences in fieldwork in as many settings as necessary to demonstrate competence with children at all developmental levels applicable for the endorsement program.

In addition, EPPs must ensure that one of the following options is included in each embedded endorsement:

a. Option 1: Additional Coursework. Endorsement programs are typically comprised of three (3) or four (4) courses (the equivalent of nine (9) or twelve (12) semester hours). 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.

b. Option 2: Additional Assessment(s). Although candidates demonstrate meeting initial preparation program standards through the identified key assessments from that program, and data from those key assessments might be used for two of the three required key assessments for an endorsement, all three of the key assessments cannot be duplicated from the initial preparation program. If this option is chosen, candidates' demonstration of endorsement program knowledge and skills must be assessed by at least one additional assessment instrument specifically designed to address endorsement program content.

6.10 Faculty Resources

The EPP has professional education faculty that, through scholarship or experience, are qualified for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology and online delivery of courses.

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Georgia Standards for the Approval of Service and Leader Preparation Programs

Service/Leader Standard 1:
CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection to increase their understanding and implementation of research-based practices. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to work effectively with other educators, all P-12 students, and their families.

Service/Leader 1.1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates in service and leader preparation programs demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

Service/Leader 1.2: Provider Responsibilities

Providers ensure that service and leader program candidates have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. Evidence of candidate content knowledge appropriate for the professional specialty should be documented.

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Service/Leader Standard 2:
CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Service/Leader 2.1: Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of service and leader candidate preparation.

Service/Leader 2.2: Clinical Experiences

The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the service/leader preparation program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in Service/Leader Component 1.1.

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Service/Leader Standard 3:
CANDIDATE RECRUITMENT, PROGRESSION, AND SUPPORT

The provider demonstrates that the quality of service and leader program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and are eligible for certification.

Service/Leader 3.1: Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the population of America's P-12 students.

Service/Leader 3.2: Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

The provider sets admissions requirements for academic achievement. These include GaPSC's minimum criteria described in EDUCATOR PREPARATION RULE 505-3-.01, as well as graduate school minimum criteria. 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. The provider gathers data to monitor candidates from admission to completion.

Service/Leader 3.3: Monitoring and Supporting Candidate Progression

The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by gender, race, and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining

records of candidate complaints, including complaints made to GaPSC, and documents the resolution.

Service/Leader 3.4: Competency at Completion

The provider ensures candidates demonstrate expected levels of content knowledge to help facilitate learning with positive impacts on all P-12 student learning and development through the application of content knowledge, data literacy and research-informed decision making, effective use of collaborative skills, application of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

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Service/Leader Standard 4:
SATISFACTION WITH PREPARATION

The provider documents the satisfaction of its completers from service/leader preparation programs and their employers with the relevance and effectiveness of their preparation.

Service/Leader 4.1: Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

Service/Leader 4.2: Satisfaction of Completers

The provider demonstrates that service and leader program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Approval Review Requirements

	EPP and its existing programs		First Continuing Review of a Program or new program added to an approved EPP			
	Continuing Review		Initial Teaching Program	Leadership Program	Service Program	Endorsement Program
EPP Standards	*Standards 1-5		N/A	N/A	N/A	N/A
Program Standards	Standards 1 and 6 *(see appropriate cell to the right for additional information regarding programmatic reviews)*		Standard 1 and applicable components from Standard 6	Standard 1 and applicable components from Standard 6 *(see chart on next page)*	Standard 1 and applicable components from Standard 6 *(see chart on next page)*	Standard 1 and applicable components from Standard 6 *(see chart on next page)*
Key Assessments	3 Key EPP Assessments across all initial teaching programs (GACE is required; 2 EPP choice)		5 Key Program Assessments (All must measure TAPS and/or Program Standards)	4 Key Program Assessments (GACE is required; 3 program choice assessments demonstrating meeting standards)	4 Key Program Assessments (GACE is required; 3 program choice assessments demonstrating meeting standards)	3 Key Program Assessments (3 program choice assessments demonstrating meeting standards)

*Reviews of Endorsement-only EPPs:

Endorsement-only EPPs offer endorsement programs and no initial teaching, service, or leadership programs. Due to their unique nature, endorsement-only EPPs will respond to the following standards and components:

- All Standard 1 components for each endorsement;
- Applicable components of Standard 6 (6.5, 6.9, and 6.10) for each endorsement; and
- Components 5.1, 5.3, and 5.4 for the EPP.

Protocol for Reviews:

For Continuing Reviews, First Continuing Reviews, Developmental Reviews, and Program-only Reviews, an approval review team will conduct a formative review (formerly referred to as an "offsite review") several months prior to the summative review (formerly referred to as an "onsite review"). This allows the EPP and program representatives to respond to formative feedback reports and provide additional evidence in the Provider Reporting System (PRS). All aspects of approval reviews, including interviews, will be conducted virtually.

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Standard 6: Applicable Components for Leadership, Service, and Endorsement Reviews

Note: Cell contains a check (✓) when component is applicable. Otherwise, cell is blank.

Georgia Standards for the Approval of Initial Teaching Preparation Programs (effective AY 2022-23)	Educational Leadership	Service Fields	Endorsements
6.1: Admission Requirements			
6.1.1 Appropriate Content Knowledge for Post-Bacc. Candidates	✓	✓	
6.1.2 Educator Ethics Assessment	✓		
6.1.3 Criminal Record Check			
6.2: Identification and Education of Children with Special Needs	✓	Media, School Counseling	
6.3: Georgia P-12 Testing and Educator Evaluation	✓	✓	
6.4: Professional Ethical Standards and Requirements for Certification and Employment			
6.4.1 Ethics	✓	✓	
6.4.2 Certification and Employment	✓	✓	
6.5: Field Experiences and Clinical Practice			
6.5.1 Field Experiences	✓	✓	✓
6.5.2 Grade Bands	✓	✓	
6.5.3 Clinical Practice	✓	✓	
6.6 Preparation for the Teaching of Reading, Literacy, and Language			
6.6.1 Program of Study/Curriculum		Literacy Specialist	Reading
6.6.2 Candidate Assessments		Literacy Specialist	Reading
6.6.3 Knowledge of Dyslexia		Literacy Specialist	Reading
6.6.4 Faculty Resources		Literacy Specialist	Reading
6.7: Educational Leadership Requirements			
6.7.1 Tier I	✓		
6.7.2 Tier II	✓		
6.8: Content Coursework for Curriculum and Instruction (C&I), Instructional Technology (IT), and Teacher Leader (TL) Programs			
6.8.1. Master's Degree Requirements		Only C&I, IT, and TL	
6.8.2. Specialist and Doctoral Degree Requirements		Only C&I, IT, and TL	
6.9: Embedded Endorsements			✓
6.10: Faculty Resources	✓	✓	✓

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Document History

In 2014, the Georgia Professional Standards Commission (GaPSC) adopted the original version of the Accreditation Standards published by the Council for the Accreditation of Educator Preparation (CAEP) for use in the Georgia Educator Preparation Provider (EPP) and preparation program approval process. With minor adaptations, the standards for initial teaching programs became effective in 2016, and the standards for service and leader programs became effective in 2018. The original version of those educator preparation standards was in effect for all EPPs and programs that underwent summative reviews through December 2022.

In 2021 and 2022, in preparation for summative reviews that would be held in spring semester 2023, GaPSC adopted a revised version of initial teaching standards and service and leader standards to ensure rigorous reviews without the duplication of standards. Changes were also made to GaPSC admission requirements, including the removal of both the Program Admission Assessment and the minimum Grade Point Average (GPA).

In March, 2023, the program approval standards were revised to align with Georgia's Teacher Assessment on Performance Standards (TAPS). These standards were effective for summative reviews of EPPs and all initial preparation programs beginning Fall 2023.

In January 2024, the standards were updated to reflect the adoption of GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language, and to reflect amendments to the preparation program rules for the fields of Curriculum and Instruction, Instructional Technology, and Teacher Leadership. This version of the standards is effective for approval reviews of EPPs and initial preparation programs beginning Fall 2024.

In August 2024, the standards were updated to reflect amendments to the preparation program rules for the Educational Leadership Requirements for non-traditional Alternative Preparation for Leadership programs. This version of the standards is effective for approval reviews of EPPs and initial preparation programs beginning Fall 2024.