



**Georgia Professional Standards
Commission**

**Guidance for Interpreting and
Implementing Rule 505-3-.01**

**Requirements and Standards for Approving
Educator Preparation Providers and Educator
Preparation Programs**
(Rule Effective date July 1, 2020)

Version 2, August 26, 2020

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Introduction

Georgia Professional Standards Commission (GaPSC) Educator Preparation Rule 505-3-.01, *Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs*, establishes the requirements and standards for all entities and programs preparing individuals for Georgia educator certification. In an October 2016 revision, amendments included a number of substantial changes and additions impacting the design and operation of preparation programs offered by Georgia educator preparation providers (EPPs), as well as out-of-state EPPs offering programs to Georgia residents. Rule changes were broadly categorized as follows:

- Clinical expectations
- Educator assessment
- Approval review information
- Program admission
- Advanced preparation/degree-only programs
- Reporting

The 2016 version of the rule reflected an overarching goal of improving educator preparation such that upon entering the profession, program completers will be ready to positively impact P-12 student growth and learning. Also reflected is a continued emphasis on clinical preparation and the importance of mutually beneficial partnerships among EPPs and P-12 schools, along with a definition of year-long teacher residency, terms associated with clinical preparation, and a revision of expectations for clinical supervisors.

Subsequent rule revisions adopted by the Commission and effective in January 2018, October 2018, July 2019, January 2020, April 2020, and July 2020 are reflected in this updated, second version of the guidance document. Amendments reflect legislative mandates and a focus on continuous improvement, as well as efforts to streamline approval review procedures. A new guidance category, Program Content, was added and several existing guidance topics are now included in this category. All rule references in this document reflect paragraph and page numbers in the July 1, 2020, version of Rule 505-3-.01.

The purpose of this document is to assist EPPs in interpreting new terminology and rule revisions, in understanding the implications of rule changes and additions as they relate to program design and delivery, and in planning for implementation of rule requirements. Most, if not all, significant rule revisions are addressed as distinct topics on the following pages, and included for each topic are rule references, relevant definitions, implementation timelines, and guidance.

Program providers are encouraged to consider this document an important guide for understanding GaPSC expectations, and for planning and implementing rule changes impacting all preparation programs. Implementation timelines should be considered as requirements; for instance, some rule revisions take effect immediately, while others will be expected to be phased into program operations over time. The implementation timeline (Appendix A) provided on page 43 provides a quick reference guide for expected implementation dates. As a part of all approval reviews occurring during or after the semester of implementation, site visitors will seek evidence of implementation of all applicable rule revisions. Guidance related to program design and delivery is not intended to be mandatory, as we understand there are many ways to accomplish certain requirements; however, variances should be justifiable.

Questions about guidance or other information provided herein, or topic suggestions should be submitted to the EPP's assigned GaPSC Education Specialist. As revisions are made, new versions will be shared with EPP heads and posted on the GaPSC website page dedicated to providing resources for program providers. The resource page is located at <https://www.gapsc.com/EducatorPreparation/Resources/IHE.aspx>. Document footers will indicate the latest revision date.

Guidance Topics

CLINICAL EXPECTATIONS

1. Year-long Residency: Definition and Clarification of Expectations

Rule page number and paragraph: Page 6, Paragraph (2) (aw)

Rule Statement:

(aw): Year-long residency: An 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 teachers 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 (e.g. pre-planning) and ending (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 representative of the preparation program who, along with the B/P-12 supervisor, ensures the candidate is ready for program completion and is eligible for state certification.

Guidance:

Year-long residency is not a requirement of the GaPSC; however, it is highly recommended in order to contribute to the success of both teacher candidates and B/P-12 students. While candidate involvement in pre/post planning may pose some challenges for EPPs, it is aspirational and can be accommodated in a variety of ways. For example, 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 representative of the preparation program who, along with the B/P-12 supervisor (as defined by the [Qualifications of Mentor/Supervising B/P-12 Educators](#)), ensures the candidate is prepared to be an effective educator.

Implementation Timeline: October 15, 2016

2. Expectations of Out-of-State EPPs: Pre-service Certificate and Field and Clinical Requirements

Rule page number and paragraph: Page 9-10, Paragraph (3) (d) 10

Rule Statement:

(d) 11: Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences 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 institutions preparing candidates for Georgia certification must also ensure their candidates meet all program completion assessment requirements outlined in this rule in paragraphs (3)(e)(5)(i) and (ii); 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 experience (i.e. student teaching or internship occurring after, and not including, field experiences)**, and passing the ethics and content assessments.

Guidance:

In order to request Georgia Pre-Service Certificates, out-of-state (OOS) EPPs with candidates who plan to fulfill any field and clinical experiences in Georgia B/P-12 schools must ensure that their eligible educator preparation programs are entered accurately in the GaPSC Traditional Program Management System (TPMS). Representatives from OOS EPPs begin this process by contacting the GaPSC educator preparation division at eduprep@gapsc.com. To be eligible for entry into TPMS, OOS programs must be approved by the home state of the institution, and they must lead to an area of certification issued by the state of Georgia (certification fields are listed at www.gapsc.com/Commission/Rules).

OOS EPPs must also identify a staff person who will establish and maintain an account on the GaPSC portal, www.gapsc.org, in order to enter candidates into TPMS and initiate certification transactions using the GaPSC “ExpressLane.”

Once programs have been entered accurately into TPMS, OOS EPPs must enter admitted candidates’ information into the system. Candidates are then required to set up a MyPSC account on the mypsc.gapsc.org portal and claim that they are, in fact, enrolled in the OOS EPP. Candidates must also pass the Georgia Educator Ethics Assessment (360). After a candidate has passed the Ethics Assessment (360), the OOS EPP representative submits application materials for a Pre-Service Certificate to GaPSC via ExpressLane. Application materials include:

- a signed GaPSC Pre-Service Certificate Application for Certification (only available through www.gapsc.org), including completed Personal Affirmation Questions and signature authorizing a criminal background check;
- documentation of a passing score on the GACE Program Admission assessment or documentation of meeting exemption criteria outlined in GaPSC Rule [505-2-.26 CERTIFICATION & LICENSURE ASSESSMENTS](#) (GaPSC-approved program candidates only);
- a signed and notarized Verification of Lawful Presence (VLP) affidavit; and
- a copy of supporting documentation for VLP, such as valid driver’s license.

GaPSC will conduct a Georgia Crime Information Center (GCIC) criminal record check. If the VLP documents are accepted and the criminal record check is cleared, the Pre-Service Certificate will be issued for a five-year validity period. Candidates completing field/clinical experiences in Georgia B/P-12 schools must hold the Pre-Service Certificate prior to fieldwork that is required as a part of enrollment in the preparation program. Fieldwork that is completed *prior to enrollment* (observational experiences, fieldwork required for pre-enrollment coursework, etc.) should include no more than 60 hours.

The rule statement shown above in bold font was added in the July 2020 revision to ensure candidates enrolled in out-of-state programs complete the Georgia requirement of a minimum of one full semester of clinical practice (e.g., student teaching, internship). Prior to program completion, all OOS program candidates who are doing field experiences in Georgia schools should attempt the appropriate GACE Content Assessment (all applicable parts). While GaPSC cannot legally require OOS institutions to require

Georgia assessments of their candidates, passing scores on GaPSC approved assessments are required for certification. Again, these assessments must be passed in order for the candidate to obtain the Induction Certificate. OOS EPPs are expected to support their candidates placed in Georgia schools through the process of completing these requirements.

Implementation Timeline: July 1, 2020

3. EPP Program Decisions Based on P-12 Partner Needs

Rule page number & paragraph: Page 9, Paragraph (3) (d) 8; and Page 14, Paragraph (3) (e) 4 (i)

Rule Statement:

(d) 8: GaPSC-approved EPPs shall make program decisions based upon program purpose, institutional mission, supply and demand data, and 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).

(e) 4 (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, support of induction phase educators, and professional development of B/P-20 educators. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness, as described in the guidance document accompanying this rule.

Guidance:

EPPs are expected to make decisions regarding which educator preparation programs to offer based upon their institutional/agency mission. In addition, Rule 505-3-.01 sets forth an expectation that EPPs will consider the needs of their B/P-12 partners and other B/P-12 schools in their service areas when making such decisions. To the extent that such data are available, EPPs should carefully consider supply and demand data, as well as other factors, such as distance to the nearest EPP, when considering program additions or when discontinuing programs. For instance, before deciding to offer an Elementary Education program, the EPP should consider how many Elementary programs are offered in the region, what percentage of program completers secure Elementary teaching positions upon program completion, and how many non-certified individuals fill Elementary positions. Although Elementary certified educators are over-produced in some areas of the state, there are not enough of them to fill vacant positions in other parts of the state.

In addition to considering supply and demand data, Rule 505-3-.01 sets forth an expectation that EPPs will consider the needs of their B/P-12 partners when making program decisions, actively seeking their input to help inform those decisions where appropriate. Rule paragraph (e) 4 (i) specifies that EPP and P-12 partnerships should be mutually beneficial and focused on continuous school improvement and student growth and learning. It follows, then, that an EPP's intentional focus on B/P-12 partner school improvement and student learning would involve offering educator preparation programs aimed at meeting the specific school improvement and learning needs identified by partner schools. For instance, a

school or school district seeking to improve student performance in K-5 mathematics might ask an EPP partner to offer the K-5 Mathematics Endorsement to practicing teachers on a P-12 campus. This is one of many examples of an EPP basing program decisions on the learning needs of B/P-12 schools.

Implementation Timeline: Fall 2017

4. Powerful Partnerships

Rule page number and paragraph: Page 14, Paragraph (e) 4 (i)

Rule Statement:

(e) 4 (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, support of induction phase educators, and professional development of B/P-20 educators. **EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness**, as described in the guidance document accompanying this rule.

Guidance:

Georgia's definition of partnerships is intended to improve the preparation of educators and, ultimately, student achievement. It is designed to more broadly define the roles of school partners—the cooperating teachers, school administrators, and others—in preparing educators, and to more deeply engage with them in the teaching and learning process for the entire school.

Georgia is nationally recognized for the strength of partnerships between EPPs and B/P-12 schools. Since the inclusion of higher expectations related to partnerships in Rule 505-3-.01 in 2013, EPPs have worked diligently to improve existing partnerships and create new alliances aimed at ensuring such relationships are mutually beneficial. The [P-20 Regional Collaboratives](#) serve as a primary example of the exponential growth of Georgia EPP/school partnerships. Across the state, partnerships have evolved such that schools benefit by hosting candidates and EPP faculty benefit by participating in the school environment, thereby remaining more current and connected to the work of the field.

In the 2016 version of the rule, the intent was to continue to enhance and expand partnerships; to carry forward the momentum gained since 2013, when the partnership expectations were implemented. The rule statement above, shown in bold font, is **aspirational** in nature. In 2015, the GaPSC Partnership Task Force, comprised of a diverse group of EPP, P-12, and state agency representatives, developed a definition of *Powerful Partnerships* and an accompanying self-study tool that may serve as useful resources to EPPs seeking to grow their partnership networks and expand and enhance the services they provide to B/P-12 schools. These resources are provided in [Appendix B](#).

Implementation Timeline: October 15, 2016

5. Field Experience Expectations for Candidates Employed as Educators

Rule page number and paragraph: Page 14, Paragraph (3) (e) 4 (ii) and (iii)

Rule Statement:

(e) 4 (ii): 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 providing them with 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. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences requiring active professional practice or demonstration and including substantive work with B/P-12 students or B/P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice.

(e) 4 (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 age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For Elementary Education programs (P-5), field experiences are required in three grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.

Guidance:

As opposed to traditional, undergraduate programs in which candidates complete field experiences prior to the culminating clinical practice experience (residency/internship), in post-baccalaureate programs some candidates are employed as teachers while they are enrolled. In such cases, the employment is considered the clinical practice, and field experiences must be conducted simultaneously. In post-baccalaureate programs such as M.A.T., certification-only, and GaTAPP, where the teacher candidate is completing clinical practice in his/her own place of employment, field experiences should occur outside the candidate's classroom with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice experience. In these programs, even though the candidate is being prepared and serving as the teacher simultaneously, it will be important for the grade-band requirements described in (e) 4 (iii) to be met. For example, individuals employed in a middle school, seeking middle grades' certification in 4-8, will need to have opportunities to complete field experiences in either 4th or 5th grade to satisfy the grade-band requirement.

Some candidates enrolled in M.A.T. or certification-only programs are not simultaneously employed, and they are expected to complete the diverse field experiences prior to beginning clinical practice.

Implementation Timeline: Spring 2017

6. Qualifications of Mentor/Supervising B/P-12 Educators

Rule page number and paragraph: Pages 15-16, Paragraphs (e) 4 (v) (I), (II), (III), (IV), and (V)

Rule Statements:

(v): B/P-12 educators who supervise candidates (mentors, cooperating teachers, leadership coaches/mentors, service field supervisors) in residencies or internships 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, service, or leadership role; and

(II): If the residency or internship is completed at a Georgia school requiring GaPSC certification, the B/P-12 supervisor shall hold renewable Professional Level Certification 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 a Professionally Certified educator in a related field of certification (related fields are provided in Appendix C). For teaching field candidates who are employed as the full-time teacher of record while completing residency or internship in a school requiring GaPSC certification, the B/P-12 supervisor must hold Professional Certification.

(III): If the residency or internship is completed at a Georgia school that has the legal authority to waive certification, the B/P-12 supervisor must hold a 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 the B/P-12 partner. The Partnership Agreement shall also include a principal or employer attestation assuring educators selected for supervision of residencies/internships 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 TPMS prior to the completion of the residency or internship.

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

Guidance:

The residency/internship portion of an educator's preparation is critical in terms of ensuring readiness for the profession, and the B/P-12 supervisor to which the candidate is assigned can have a significant impact (positive or negative) on an educator's career trajectory. Given the high-stakes nature of certification assessments and attaining an induction certificate, this culminating clinical experience is even more critical now than ever before. To that end, EPPs are expected to make every reasonable effort to place candidates with B/P-12 supervisors who hold the same field of certification sought by the candidate. Of equal importance, however, is the requirement for supervisors to be experienced and accomplished educators who possess the skills and dispositions necessary for effective coaching and supervision of

residents/interns. To ensure the proper *fit*, representatives of the B/P-12 partner school must be involved with EPP representatives in making placement decisions. Rule 505-3-.01 sets boundaries related to placement decisions for the purpose of ensuring residencies/internships are of the highest possible quality for candidates and to ensure these experiences will support their readiness for the profession.

In schools requiring certification:

Ideally, candidates should be placed with supervisors holding professional certification in the field of certification sought by the candidates. If, for instance, a candidate is seeking certification in a low-incidence field such as Physics, placement with another science teacher may be appropriate. Recognizing there are instances when the only individual who holds a matching certification is simply not a good fit (for performance or dispositional issues), the EPP must work with a school partner representative to identify a better fit using the list of related fields in [Appendix C](#) as a guide.

For candidates in service fields such as Curriculum and Instruction, Instructional Technology, or Teacher Leadership, mentors certified in the matching field may not be available. In such cases, the EPP should:

- work with the partner school or district to identify and select mentors with appropriate expertise and experiences in the field(s) of certification sought by candidates (i.e. experience serving as a teacher leader or working with curriculum);
- document the selection process for approval purposes; and
- as needed in applicable reports, assure the best available mentors were selected.

The list of related fields in [Appendix C](#) may also serve as a useful guide in these situations.

In schools legally able to waive certification:

Many of Georgia's charter schools employ educators who choose to maintain certification. If, after confirming a certified mentor is not available in either a matching or related field (as defined in [Appendix C](#)), a mentor who holds only a GaPSC-issued Clearance Certificate may be selected. Clearance Certificates are issued, where appropriate, at the request of the employer to educators who satisfactorily complete fingerprint and criminal background check requirements outlined in [Certification Rule 505-2-.42](#) and do not have a certificate that is currently revoked or suspended in Georgia or any other state. All educators employed by a local unit of administration (LUA), which includes state chartered special schools and commission charter schools, must hold a Clearance Certificate. As there are no academic requirements necessary to qualify for this certificate, the EPP will be expected to work closely with the school to assure the mentor has the appropriate expertise and dispositions to serve as a mentor. The same documentation, reporting, and assurance expectations mentioned above apply in these instances.

Implementation Timeline: October 15, 2016

EDUCATOR ASSESSMENT

7. Definition of an Assessment Attempt

Rule page number and paragraph: Pages 16-17, Paragraphs (e) 5 (i), (ii), and (iii)

Rule Statements:

- (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 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 leading to Middle Grades certification must attempt the state-approved content assessment in each of the two (2) areas of concentration, as required for program completion and receive an official score on each 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: A passing score on all applicable state-approved content assessments is not required for program completion, except in the GaTAPP program, which is a non-traditional, certification-only program (See GaPSC Rule 505-3-.05); 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 Performance-based Assessments.
 - (I) Eligibility: EPPs shall determine initial preparation program candidates' readiness for the state-approved performance-based assessments in state approved Teacher Leadership programs and Educational Leadership Tier II programs and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program.
 - (II) Attempts: GaPSC-approved EPPs shall require candidates enrolled in Educational Leadership Tier II preparation programs to attempt the state-approved performance-based assessment (resulting in an official score on all tasks within the assessment) prior to program completion.
 - (III) Passing Score: A passing score on all applicable state-approved performance-based 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, Rule 505-2-.153, EDUCATIONAL LEADERSHIP CERTIFICATE, and 505-2-.149, TEACHER LEADERSHIP.
- (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 – Program Exit prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced

Professional Certificate are not required to attempt and pass the assessment if they enroll in an initial preparation program for the purpose of adding a new teaching field.

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

Guidance:

GACE Content Assessments: Attempting the assessment means the examinee received an official score on all tests within the assessment.

Performance-based GACE assessments [Teacher Leadership GACE; Performance Assessment for School Leaders (PASL)]: Attempting the assessment means the examinee received an official score on each task within the assessment. An examinee who receives a task(s) score of zero (0) is not considered to have attempted the assessment. At this time, Teacher Leadership candidates have one year after completion to attempt the GACE Teacher Leadership Assessment.

Georgia Educator Ethics Assessment (360) and Georgia Ethics for Educational Leadership Assessment (380): Attempting the assessment means the examinee received an official score on each module of the assessment.

Implementation Timeline: July 1, 2020

8. Middle Grades GACE Content Assessment

Rule page number and paragraph: Page 16, Paragraph (e) 5 (i) (II)

Rule Statements:

(i): ...Candidates enrolled in a traditional (IHE-based), initial preparation program leading to Middle Grades certification must attempt the state-approved content assessment in each of the two (2) areas of concentration required for program completion and receive an official score on each assessment prior to program completion. For more information on Middle Grades areas of concentration, see GaPSC [Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM](#).

Guidance:

Candidates enrolled in initial teaching GaPSC-approved preparation programs must attempt the appropriate GaPSC state-approved content assessment (GACE). Candidates enrolled in a middle grades education program leading to initial certification must attempt the GACE content assessment in both fields of preparation prior to program completion to be considered a program completer.

Although middle grades candidates enrolled in a traditional, undergraduate preparation program must attempt the GACE content assessment in two middle grades content fields, due to an amendment to the Middle Grades Education Program rule (505-3-.19, effective January 15, 2020), candidates enrolled in post-baccalaureate programs may be prepared in one content field and are therefore required to test in only one field.

Candidates enrolled in initial teaching OOS middle grades preparation programs who are completing field and clinical experiences in B/P-12 Georgia schools are also expected to attempt the GACE content assessment in both fields of preparation prior to program completion. (See [Item #2](#) in this document for more information on expectations of OOS program providers.)

Implementation Timeline: October 15, 2016

9. Removal of the edTPA

Rule page number and paragraph: Page 16, Paragraph (e) 5 (shown above in section 7)

Guidance:

At the June 2020 meeting, the Professional Standards Commission adopted amendments to Rule 505-3-.01 that removed the edTPA as a program completion and certification requirement. Although EPPs may continue to require edTPA, GaPSC will no longer provide support or technical assistance. Additional guidance related to this change is available at:

- <https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>
https://www.gapsc.com/EducatorPreparation/Assessment/documents/EdTPA-Rules_Action_Memo_6-12-20.pdf

Implementation Timeline: July 1, 2020

10. Changes in Educator Ethics Assessment Requirements

Rule page numbers and paragraphs: Page 11, Paragraphs (3) (e) 1. (iii), and pages 16-17, paragraph (3) (e) 5. (iii)

Rule Statements:

1. (iii) The Georgia Educator Ethics Assessment – Program Exit 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, PRESERVICE TEACHING CERTIFICATE).
5. (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 – Program Exit prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced Professional Certificate are not required to attempt and pass the assessment if they enroll in an initial preparation program for the purpose of adding a new teaching field.
 - B. Candidates who enroll in any GaPSC-approved Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment – Program Exit prior to beginning program coursework.

Guidance:

Effective July 1, 2020, the Educator Ethics Assessment – Program Entry was removed as a program admission requirement and a requirement was put in place to pass the one remaining assessment (360) at program entry. Initial teaching candidates must pass the Georgia Educator Ethics Assessment (360) prior to beginning program coursework, unless they are enrolled in an initial preparation program for the purpose of adding a new field to their certificate. Educational Leadership candidates must pass the Georgia Ethics for Educational Leadership Assessment (380) prior to beginning program coursework.

Implementation Timeline: July 1, 2020

11. Admission Assessment Allowance for Military Personnel Transitioning to Teaching

Rule page number and paragraph: Pages 10 - 11, Paragraph (3) (e) 1. (ii) (I)

Rule Statements:

(ii) GaPSC-approved EPPs shall ensure candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required prior to enrollment in all initial preparation programs, with three (3) exceptions:

(I) Military retirees or spouses of active-duty military personnel who do not exempt the requirement must attempt the Program Admission Assessment within the first year of program enrollment and must pass the assessment within two (2) years of program admission or prior to program completion, whichever occurs first (see GaPSC Rule 505-2-.46 MILITARY SUPPORT CERTIFICATE);

Guidance:

In conjunction with GaPSC's receipt of the Troops To Teachers grant (see <https://proudtoserveagain.com>), the rule amendment allows transitioning military personnel more time to meet testing requirements. The new sub-paragraph (I), shown above, was added to paragraph (3) (e) 1. (ii).

Implementation Timeline: October 15, 2018

APPROVAL REVIEW INFORMATION

12. Definition of Branch Campus

Rule page number and paragraph: Page 1, Paragraph (2) (f)

Rule Statement:

(f) 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.

Guidance:

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 (with the exception of educational leadership programs). Similarly, a GaPSC-approved (Georgia-based) EPP operating a branch campus within the state of Georgia would be considered as two distinct EPPs and would be treated as such with regard to approval processes and decisions. GaPSC-approved EPP branch campuses located outside the state of Georgia are not subject to GaPSC approval.

As of the date of this draft, GaPSC-approved EPPs do not operate branch campuses within the borders of the state; however, there is one example of a branch campus operating in Florida.

Implementation Timeline: October 15, 2016

13. First Continuing Review

Rule page number and paragraph: Page 3, Paragraph (2) (v)

Rule Statement:

(v) First Continuing Review: Formerly called the *Initial Performance Review*, the First Continuing Review is conducted three years after a Developmental Review to determine if the EPP and/or educator preparation program(s) have evidence of meeting all applicable standards. For EPPs seeking CAEP accreditation, the First Continuing Review of an EPP will be conducted jointly by state and national (CAEP) site visitors in accordance with Georgia's State Partnership Agreement with CAEP.

Guidance:

The First Continuing Approval Review replaces the terminology for the method of review previously known as the Initial Performance Approval Review. The First Continuing Approval Review is conducted for the purpose of determining whether performance data indicate the educator preparation provider and/or educator preparation programs are meeting standards and that candidates in programs are meeting performance expectations delineated in standards. The First Continuing Approval Review typically occurs three-to-four years after the educator preparation provider and/or educator preparation programs are granted Developmental Approval.

The term *First Continuing Approval Review* is more congruous with the terminology for the Continuing Approval Review than the term *Initial Performance Review*. The First Continuing Approval Review essentially commences the cycle of determining whether performance data indicate the educator preparation provider and educator preparation programs are focused on continuous improvement. The

First Continuing Approval Review precedes the Continuing Approval Review method of reviews which occurs every seven years and involves a review of the educator preparation provider and educator preparation programs. Continuing Approval Reviews are for the purpose of verifying that the educator preparation provider and educator preparation programs continue to meet the Georgia Standards.

The First Continuing Approval Review typically occurs via an electronic or virtual review format utilizing real-time online meeting, desktop sharing and video conferencing software, and/or conference calling technology.

Implementation Timeline: October 15, 2016

14. Changes to the Approval Review Cycle for Endorsement Programs

Rule page numbers and paragraphs: Page 7, paragraph (3) (c) 7. and page 8, paragraph (3) (d) 6.

Rule Statements:

(c) 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.

(d) 6. GaPSC educator preparation program approval shall include a Developmental Approval Review to determine if the new educator preparation program has the capacity to meet state standards. For initial preparation programs in Teaching, Leadership, and Service fields, 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. **For endorsement programs, Developmental Approval is valid for seven (7) years and is followed by a Continuing Review every seven years thereafter.** 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 annual performance data indicate standards are not being met or 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.

Guidance:

Effective January 1, 2020, endorsement programs are exempt from the First Continuing Approval Review. After Developmental Approval is granted for an endorsement program, the next approval review is the Continuing Approval review in seven years or in conjunction with the EPP's next Continuing Approval Review, whichever occurs first.

For all initial preparation programs and EPPs, the First Continuing Review will be conducted three-to-four years after Developmental Approval is granted. See the chart below for details.

	Developmental Prior to admitting candidates and beginning programs	First Continuing 3-to-4 years after Developmental Approval is granted	Continuing Seven years after First Continuing and every seven years thereafter
EPPs	✓	✓	✓
Initial Teaching, Leadership, and Leadership Programs	✓	+✓	✓
Endorsement Programs	◆	*Exempt	✓

*After Developmental Approval is granted for a new program, the First Continuing Review will be conducted in three to four years or in conjunction with the EPP’s next Continuing Review, whichever occurs first. This will synchronize program approval review cycles with the EPP approval review cycle.

*Endorsement programs are exempt from the First Continuing Review. After Developmental Approval is granted, the next approval review will be in seven years or in conjunction with the EPP’s next Continuing Approval Review, whichever occurs first. This will synchronize endorsement program approval review cycles with the EPP approval review cycle.

*Beginning in May 2020, Endorsement programs no longer go through the Developmental Approval Review process. Instead, they are Administratively Approved to begin operating and reviewed against all applicable standards at the EPP’s next Continuing Approval Review. Rule amendments reflecting this change will be included in version 3.

Implementation Timeline: January 1, 2020

15. CAEP Accreditation in Lieu of GaPSC Approval of an EPP

Rule page number and paragraph: Page 7, Paragraph (3) (c) 3

Rule Statement:

(c) 3: CAEP accreditation of an EPP shall be accepted as a route to GaPSC approval of an EPP administratively based in the state of Georgia for which GaPSC has regulatory authority. Program approval is contingent upon EPP approval. If CAEP accreditation of the EPP is delayed, denied, or revoked, GaPSC will render a decision regarding EPP approval to offer educator preparation programs.

Guidance:

The GaPSC does not require CAEP accreditation of EPPs administratively based in the state of Georgia. CAEP accreditation is, however, necessary for EPP programs to become nationally recognized through their applicable Specialized Professional Association (SPA).

The Georgia Standards for Approval of Educator Preparation Providers and Programs are aligned with CAEP Standards. Although some EPPs will choose to seek CAEP accreditation, the GaPSC will continue to review and approve educator preparation programs, either in conjunction with or separately from the joint GaPSC/CAEP EPP accreditation visit. After a joint GaPSC/CAEP accreditation visit, GaPSC will render approval decisions for programs, and depending upon the CAEP decision for the EPP, will either accept the CAEP accreditation decision or render a state approval decision. In other words, GaPSC reserves the

right to consider EPP approval status separately from CAEP accreditation, particularly when CAEP accreditation decisions are delayed, or when accreditation is denied or revoked.

CAEP renders accreditation decisions in April or May and October, the semester following the site visit. If the CAEP accreditation decision is delayed, or if accreditation is denied or revoked, the GaPSC will review the applicable site visitor reports from the joint GaPSC/CAEP visit and render an approval decision for the EPP. The decision will be informed by the findings from the joint GaPSC/CAEP Site Visitor team, Preparation Approval Annual Report (PAAR), Preparation Program Effectiveness Measures (when available), and the recommendations of the Evaluation Review Panel (ERP). This decision may result in continuing or conditional approval, or the denial or revocation of approval for the provider to operate in the state of Georgia.

Implementation Timeline: October 15, 2016

16. Notification to Candidates of Change in Approval Status

Rule page number and paragraph: Page 8, Paragraph (3) (c) 9

Rule Statement:

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

Guidance:

Members of the GaPSC reserve the right and have the authority to render/approve a change in the approval status of an EPP. In some instances, the approval decisions are of an adverse nature. For example, the GaPSC may decide that an EPP can no longer admit candidates into its programs until certain conditions are remedied. Another example may involve the GaPSC overturning a Met standard to that of UnMet. The GaPSC may grant an EPP Approval with Probation and prescribe provisions, or requirements, which must be met within a specified period of time as a result. Adverse approval decisions are not intended to prevent candidates from completing preparation programs. Therefore, it is critical that enrolled candidates are notified when a GaPSC approval decision negatively impacts the approval status of their program. In cases where a negative approval decision is rendered, the GaPSC will direct the EPP to notify enrolled candidates of the change in status. As specified in the rule, notification must be made within two months and may be made via a letter or e-mail, and the EPP is expected to verify candidates' receipt of the information. A copy of the notification message must also be sent to the EPP's assigned GaPSC Education Specialist. The notification should describe any changes to the program of study or program requirements as a result of the change in approval status. When approval is revoked, the EPP will be expected to establish and send to GaPSC a list of enrolled students and the timeline by which they will complete the program.

Implementation Timeline: Fall 2017

17. SPA Recognition or National Accreditation of Programs

Rule page number and paragraph: Page 9, Paragraph (3) (d) 5

Rule Statement:

(d) 5: GaPSC-approved EPPs, in conjunction with preparations for an EPP approval review, shall submit program reports conforming to GaPSC program standards and program review requirements for evaluation either by the appropriate CAEP-accepted national Specialized Professional Association (SPA) or accrediting agency, or by GaPSC. If the highest level of recognition, in most cases National Recognition or Accreditation, is granted for a program, state approval procedures will be reduced to remove duplication in processes and will include only those procedures necessary to ensure Georgia-specific standards and requirements are met. Programs submitted for national recognition that are not granted National Recognition (e.g. granted Recognition with Conditions or any level of recognition lower than National Recognition) must comply with all applicable GaPSC program approval review procedures.

Guidance:

The SPA review process ensures program curricula and requirements are aligned with national standards published by professional associations. CAEP-accredited EPPs may submit program reports to SPAs for review by content-specific experts identified by the professional associations. Successful completion of the SPA process may result in “National Recognition” for specialty licensure areas (i.e. Elementary Education, Mathematics Education, Special Education, etc.). Each SPA determines the recognition status of the specialty licensure area based on its specific national standards, and recognition decisions are the responsibility of the SPA. CAEP facilitates the SPA program review process, and EPPs must be in the process of seeking CAEP accreditation in order to submit programs for National Recognition.

Currently, CAEP facilitates national program review with SPAs for the following Georgia certification fields:

Georgia Certification Fields	Specialized Professional Associations (SPAs)
Educational Leadership	National Policy Board for Educational Administration (NPBEA)
English/Language Arts Education	National Council of Teachers of English (NCTE)
English to Speakers of Other Languages	Teachers of English to Speakers of Other Languages (TESOL)
Foreign Language Education	American Council on the Teaching of Foreign Language (ACTFL)
Health and Physical Education	Society for Public Health Education (SOPHE)
Mathematics Education	National Council of Teachers of Mathematics (NCTM)
Media Specialist	American Library Association (ALA)/American Association of School Librarians (AASL)
Middle Grades Education	Association for Middle Level Education (AMLE)
School Counseling	*American School Counselor Association (ASCA)

Georgia Certification Fields	Specialized Professional Associations (SPAs)
School Psychology	National Association of School Psychologists (NASP)
Social Studies fields (Economics, Geography, History, Political Science)	National Council for the Social Studies (NCSS)
Special Education (all fields)	Council for Exceptional Children (CEC)

* GaPSC acceptance of ASCA Recognition is pending confirmation of alignment with state standards.

For some programs, national review is conducted by a specialty area accreditor, rather than a SPA. Certain national program accreditors are accepted by CAEP and are therefore, also accepted by GaPSC. (Note that CAEP accreditation is not required for EPPs to submit to these program accreditors.)

The following Georgia certification fields may be submitted for national accreditation by the corresponding accrediting agency:

Georgia Certification Fields	National Accrediting Agency
Art Education	National Association of Schools of Art and Design (NASAD)
Dance Education	National Association of Schools of Dance (NASD)
Drama Education	National Association of Schools of Theatre (NAST)
Family and Consumer Sciences	American Association of Family and Consumer Sciences (AACCS)
Music Education	National Association of Schools of Music (NASM)
School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Speech Language Pathology	American Speech-Language-Hearing Association (ASHA)

All initial preparation programs offered by Georgia EPPs will be reviewed by the GaPSC; however, the level of state review required will depend upon the level of national recognition or accreditation earned. Programs receiving National Recognition or National Accreditation will submit to GaPSC information addressing applicable elements of Georgia Standard 6. The SPA or accrediting agency report will be uploaded as evidence into PRS-II, along with how areas for improvement are being addressed. Programs receiving any recognition status lower than National Recognition or Accreditation (examples include National Recognition with Conditions, National Recognition with Probation, Conditional Accreditation, or Denial of Accreditation) will submit to GaPSC evidence of meeting Standard 1 and applicable components of Standard 6.

Of critical importance is early, frequent, and close communication between EPPs and GaPSC Education Specialists as EPPs are preparing for approval reviews. GaPSC staff must be aware of SPA and national accrediting agency program review submissions (and plans to submit) in order to accurately plan for the state program review process. The state Program Reporting System (PRS-II) must accurately reflect programs offered, as well as the status of any submissions for national recognition or accreditation.

Implementation Timeline: October 15, 2016

18. Expectations for Embedded Endorsement Programs

Rule page number and paragraph: Pages 13-14, Paragraph (e) (3) (ix)

Rule Statement:

(3) (viii): GaPSC-approved EPPs offering endorsement programs shall ensure the programs 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 – 505-3-.106. Unless specified otherwise in GaPSC Rules 505-3-.82 through 505-3-.106, endorsement programs may be offered as a stand-alone program or embedded in initial preparation programs. The GaPSC approval process for embedded endorsement programs will require EPPs to provide evidence of meeting a minimum of two of the following three options:

(I) 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). Although some endorsement standards may be required in initial preparation programs, (e.g., Reading Endorsement standards must be addressed in Elementary Education programs) and in such cases some overlap of coursework is expected, it may be necessary to add endorsement courses to a program of study to fully address the additional knowledge and skills delineated in endorsement standards.

(II) Option 2: Additional Field Experiences. Endorsement programs require candidates to demonstrate knowledge and skills in classroom settings via field experiences. Candidates completing an embedded endorsement program may be required to complete additional field experiences (beyond those required for the initial preparation program) specifically to address endorsement standards and requirements.

(III) Option 3: Additional Assessment(s). Candidates' demonstration of endorsement program knowledge and skills must be assessed by either initial preparation program assessments or via additional assessment instruments specifically designed to address endorsement program content

Guidance:

Currently, for seven of the endorsement fields a valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, service certificate, leadership certificate, or Life certificate is required for program admission, as some teaching, service, or leader experience is necessary as a foundation for success in these areas. These seven programs are:

- Coaching Endorsement
- Intervention Specialist Endorsement
- K-5 Math Endorsement
- K-5 Science Endorsement
- Multi-Tiered System of Supports Facilitator Endorsement
- Teacher Leader Endorsement
- Teacher Support and Coaching (TSC) Endorsement

For all other endorsement programs, GaPSC-approved EPPs may seek approval to offer them either as a stand-alone program or as an embedded program within a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. While endorsements may be offered by EPPs in either stand-alone or embedded format, for state approval purposes, they are always treated as stand-alone programs and distinct approval decisions are rendered for all endorsement programs. For instance, if an EPP offers a Reading Endorsement embedded within an Elementary Education program, two program

reports will be prepared (one for the Elementary program and one for the Reading Endorsement), each program will be reviewed according to all applicable standards and requirements, and two approval decisions will be rendered.

Endorsement programs are either an extension of foundational knowledge in a subject area or they provide additional, or new, content expertise. Beginning teachers who have completed embedded endorsements are assumed by hiring principals to be well prepared and ready to teach in their particular fields of certification. Therefore, when embedding endorsement programs, EPPs are expected to provide evidence that candidates' knowledge and skills extend beyond what is expected at the foundational level and that candidates demonstrate having met all endorsement standards.

To ensure that candidates are receiving more than the foundational knowledge regarding the content of the endorsement, the program approval process for reviewing endorsements will be enhanced. There are three options for providing evidence of the enhancement to an initial preparation program, and EPPs have flexibility in determining which two of these three options they will employ. Programs with candidates who are completing both an initial preparation program (or degree-only program) and an endorsement embedded in that program must provide evidence of meeting two of the following:

1. Additional coursework: If an initial preparation program contains 124 credit hours, candidates completing an embedded endorsement may be required to complete more hours in their program. Endorsements are typically nine (9) or twelve (12) hours in length. Because some of the endorsement standards may be required in the initial preparation program, as well, some overlap is expected in some cases. However, an EPP could show an extra course or two that demonstrates evidence of addressing all endorsement program standards and requirements in addition to what is required for the initial preparation program;
2. Additional fieldwork: If an initial preparation program requires 900 hours of fieldwork, candidates completing the embedded endorsement might be required to complete additional fieldwork hours for the completion of the endorsement; or
3. Additional assessment(s): If the initial preparation program and the embedded endorsement are so intertwined that a reviewer would not be able to tell where one ends and the other begins, an additional assessment (or more than one) may be administered. For instance, EPPs could require a portfolio as a key assessment in the endorsement program that demonstrates evidence of applying the endorsement standards (throughout the embedded coursework and fieldwork).

The [InTASC Learning Progressions](#) serve as an excellent resource for understanding the types and levels of performance candidates should demonstrate when they are gaining additional, or extended, knowledge and skills through an endorsement program. In other words, candidates completing endorsement programs should be performing at a higher level on the learning progressions than those who are completing initial preparation programs, as is signaled to a hiring principal by the endorsement on the certificate.

Endorsements that may be embedded include:

- 505-3-.82 Birth Through Kindergarten Endorsement Program
- 505-3-.83 Autism Education Endorsement Program
- 505-3-.84 Career Technical Instruction (CTI) Endorsement Program
- 505-3-.86 Computer Science Endorsement Program
- 505-3-.87 Coordinated Career Academic Education (CCA) Endorsement Program

505-3-.88	Culinary Arts Endorsement Program
505-3-.89	English To Speakers Of Other Languages (ESOL) Endorsement Program
505-3-.90	Gifted In-Field Education Endorsement Program
505-3-.94	Stem Education Endorsement Program
505-3-.95	Online Teaching Endorsement Program
505-3-.96	Reading Endorsement Program
505-3-.97	Safety and Driver Education Endorsement Program
505-3-.98	Special Education Deaf Education Endorsement Program
505-3-.99	Special Education Physical and Health Disabilities Endorsement Program
505-3-.100	Special Education Preschool (Ages 3-5) Endorsement Program
505-3-.101	Special Education Transition Specialist Endorsement Program
505-3-.102	Special Education Visual Impairment Endorsement Program
505-3-.106	Work-Based Learning Endorsement Program
505-3-.107	Dual Immersion Elementary Education Endorsement Program
505-3-.108	Personalized Learning Endorsement Program
505-3-.109	Positive Behavior Intervention and Supports (PBIS) Endorsement Program
505-3-.110	Urban Education Endorsement Program
505-3-.111	Elementary Agriculture Education (P - 5) Endorsement Program
505-3-.112	Dyslexia Endorsement Program

Implementation Timeline: Fall 2018

PROGRAM ADMISSION

19. GPA Calculation for Admission and Completion Purposes

Rule page number and paragraph: Page 10, Paragraph (3) (e) 1. (i)

Rule Statement:

1. (i): GaPSC-approved EPPs shall ensure candidates enrolled in initial preparation programs at the baccalaureate level have a minimum undergraduate GPA of 2.5 on a 4.0 scale. EPPs offering non-traditional or traditional post-baccalaureate programs in teaching (T), service (S), or leadership (L) fields shall ensure enrolled candidates have a GPA of 2.5 or higher. There are no equivalent majors for the teaching fields of Elementary Education, Birth Through Kindergarten, or Special Education; therefore, candidates enrolling in these programs must have an overall GPA of 2.5. The provider shall ensure the average GPA of each enrolled cohort is 3.0 or higher. The term *enrolled cohort* refers to all candidates admitted to and enrolled in all initial preparation programs (across all T, S, and L fields as applicable) offered by the EPP in the GaPSC-defined reporting year (September 1 – August 31). EPPs may exempt individuals from the minimum GPA requirement under the following circumstances:

(I) if the prospective candidate's most recent undergraduate GPA was obtained ten or more years prior to admission; or

(II) if the prospective candidates did not complete undergraduate coursework (applicable only to CTAE programs).

Exempted GPAs are not included in the calculation of the average for the admitted cohort. As long as the average GPA of the admitted cohort meets the 3.0 minimum requirement, EPPs may accept up to 10% of the admitted cohort with GPAs lower than 2.5.

Guidance:

All candidates admitted to initial preparation programs must meet the 2.5 GPA requirement or they must meet exemption criteria. Additionally, the average GPA of each enrolled cohort during a reporting year must be 3.0 or higher. This aggregated cohort requirement applies to the overall EPP, not individual programs, and the GPA of individuals who exempted the GPA requirement are excluded from the aggregated average.

Included in the rule revision effective April 15, 2020, was an amendment that removed from paragraph (3) (e) 1. (i) the requirement that for admission, the GPA in a major or in content area coursework be used rather than the overall GPA. This change is consistent with the following prior guidance.

GaPSC does not define how providers must calculate the GPA for those who are enrolling in their programs. Providers must consider how they plan to calculate the GPA for all individuals and calculate it the same way across all programs. Some providers allow for “grade replacement,” and the original grade is removed from the average. Some providers require that all grades be averaged into the overall GPA, including grades from remedial courses. As long as the definition is the same across all programs, the calculation is acceptable.

For programs that enroll individuals who are hired as educators while completing their programs (e.g., GaTAPP, certification-only, and M.A.T. programs), the EPP may have minimal control over who plans to enroll. The partnership between the EPP and the employing school district will be an important aspect of meeting the expected requirements, as the EPP can express stated minimum requirements, and if they so choose, additional requirements that are above and beyond the 2.5 minimum or the 3.0 cohort average. In addition, some individuals who are career changers may have a GPA that is more than 10 years old, and all of those GPAs are exempt from inclusion in the 3.0 aggregated cohort requirement. The consistency of application across all programs must still be applied. Therefore, if an EPP chooses to use the GPA of only the most recent degree for an enrollee in a post-baccalaureate program, that would be the expectation for all post-baccalaureate programs. If the combined GPA of all degrees completed is the calculation used for one enrollee, that same calculation must be used for all enrolling candidates.

Regarding the exemption of GPAs from ten years ago or more, the University System of Georgia allows for a five-year academic renewal policy, rather than the ten-year allowance. If USG EPPs would like to allow individuals with a GPA lower than the required 2.5 earned between six and ten years ago, they could do so through the 10% exemption.

Although minimum admission requirements stated in the rule must be met, EPPs can have higher, more rigorous requirements than those specified in the rule.

Implementation Timeline: Fall 2020

20. Program Admission Assessment Exemption and Timing for CTAE Teachers

Rule page number and paragraph: Page 11, Paragraph (3) (e) 1. (ii) (II)

Rule Statement:

1. (ii): GaPSC-approved EPPs shall ensure candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required prior to enrollment in all initial preparation programs, with three (3) exceptions:

(II): Candidates seeking Career and Technical Specializations certification must either exempt the requirement or pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first; and

Guidance:

Although the Program Admission Assessment (PAA) is required for entry into programs, some individuals who are admitted to CTAE programs have not yet completed college coursework. They may not meet the qualifying exemptions, and they may not be ready to take the PAA prior to entering a teacher preparation program. Therefore, those candidates are allowed additional time (up to three [3] years after program admission or prior to program completion, whichever comes first) to meet this Program Admission requirement.

Implementation Timeline: October 15, 2016

21. Pre-Service Certificate Request

Rule page number and paragraph: Page 11, Paragraph (3) (e) 2 (i)

Rule Statement:

2. (i): EPPs must request the Pre-Service Certificate for all candidates admitted to traditional initial teacher preparation programs at the baccalaureate level or higher, except for candidates who hold a valid professional Georgia teacher certificate and are currently employed in a Georgia school. Out-of-state EPPs must request the Pre-Service Certificate for candidates enrolled in initial teacher preparation programs and completing field and clinical experiences in Georgia schools; such candidates must be enrolled in programs leading to a certification field offered by the GaPSC. See GaPSC Rule 505-2-.03, [PRE-SERVICE CERTIFICATE](#) for Pre-Service certification requirements.

Guidance:

The intent of the language specified in paragraph (e) 2. (i) is to ensure all teacher candidates have met requirements for and have been issued a Pre-Service Certificate prior to beginning program field and clinical experiences in Georgia B/P-12 schools. As described in GaPSC [Certification Rule 505-2-.03](#), the foremost purpose of the Pre-Service Certificate is to assure the safety of school children.

The process for requesting the Pre-Service Certificate is primarily managed through TPMS. For a detailed process description, diagram (process flow chart), and related FAQs, please refer to the document titled, *Pre-Service Certificate Process and Frequently Asked Questions*, located at <http://www.gapsc.com/Certification/TieredCertification/preService.aspx>.

Please note that documents demonstrating evidence of Verification of Lawful Presence (e.g., driver's license, passport) are often difficult to read when uploaded. Ensuring that these pieces are scanned accurately will allow candidates' certification paperwork to be processed more quickly.

Implementation Timeline: October 15, 2016

22. Criminal Record Check

Rule page number and paragraph: Page 11, Paragraph (3) (e) 2 (ii)

Rule Statement:

2 (ii): Successful completion of a criminal record check is required to earn the Pre-Service Certificate. The Pre-Service Certificate is required for all candidates enrolled in traditional initial teacher preparation programs and participating in field and clinical experiences in Georgia B/P-12 schools (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE).

Guidance:

After admission to a program, candidates provide the EPP with a signed GaPSC Pre-Service Certificate Application, including the completed Personal Affirmation Questions and signature authorizing a criminal background check. (The submission of this document may be required by the EPP as a part of the application packet.) Once the candidate has claimed enrollment with the EPP, the EPP submits the required documents to GaPSC through ExpressLane. Upon enrollment, the EPP also sends a letter to each candidate requiring the individual to claim program enrollment with the EPP in his/her MyPSC account and explaining the consequence of not obtaining the Pre-Service Certificate.

GaPSC conducts the Georgia Crime Information Center (GCIC) criminal record check. If the candidate responds "No" to all Personal Affirmation questions on the application and the criminal record check does not contradict those answers, the Pre-Service Certificate is issued through the candidate's MyPSC account. If the candidate responds "Yes" to any Personal Affirmation questions, or the answers are not consistent with the report generated by GaPSC, an ethics investigation is conducted. Members of the Professional Standards Commission Educator Ethics Committee review the results and recommend action to the full membership of the Commission, which will issue one of the following decisions:

- The candidate is cleared and the Pre-Service Certificate is issued.
- The candidate is given a warning and the Pre-Service Certificate is issued.
- The candidate is given a reprimand and the Pre-Service Certificate is issued.
- The candidate is denied the Pre-Service Certificate.

Because there is the potential for lengthy periods of time between the submission of documents to GaPSC and an ethics case review by the Commission, it is important for EPPs to submit application documents as soon as possible after candidates have been admitted. Should EPPs need to submit requests very close to

the beginning of the semester when field experiences will begin, they should e-mail a request to expedite the process to certhelp@gapsc.com and include a Certification ID number with each candidate's name. GaPSC staff will conduct the criminal record check and process the certification paperwork as soon as possible.

Implementation Timeline: October 15, 2016

PROGRAM CONTENT

23. Inclusion of Content Addressing Dyslexia and Other Related Disorders

Rule page numbers and paragraphs: Definitions - page 2, paragraph (2) (I); Program content requirements – page 12, paragraph (3) (e) 3. (v)

Rule Statements:

(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 interventions, 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 response-to-intervention 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.

Guidance:

Overview

EPPs may include content required by GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) in the exceptional education course required for all education majors PreK – grade 12. The following should be broadly covered in the course:

- Definitions
- Characteristics of dyslexia and related disorders
- Evidence-based intervention
- Structured multisensory instruction
- Multi-Tiered System of Supports
- Accommodations

For elementary education majors and middle grades majors, EPPs may include content required by GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) either in an existing course (special education or general education) or provide an additional course in which the following information is comprehensively covered:

- Definitions
- Knowledge of characteristics of dyslexia and related disorders
- Evidence-based interventions
- Structured multisensory instruction
- Multi-Tiered System of Supports
- Accommodations

Outline of Essential Components

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 interventions, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders
- Competence in the use of a response-to-intervention framework addressing reading, writing, mathematics, and behavior, including:
 - Universal screening
 - Scientific, research-based interventions
 - Progress monitoring of the effectiveness of interventions on student performance
 - 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
 - Application and implementation of response-to-intervention and dyslexia and other related disorders instructional practices in the classroom setting

Definitions

The following definitions are found in GaPSC Rule 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs and are included here to support better understanding of content-specific terminology.

Dyslexia: Dyslexia is a specific learning disability that is neurological in origin, which is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

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.

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.

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

Knowledge of Characteristics of Dyslexia and Other Related Disorders

Students with dyslexia struggle with the relationship between letters and sounds. Because of this, they have a hard time decoding, or sounding out, unfamiliar words, and instead often misread them based on an overreliance on their sight-word memory. Deficits are unexpected relative to cognitive abilities in that the student's skills are lower than their overall ability and are not due to a lack of intelligence. Screening for characteristics of dyslexia is a proactive way to address skill deficits through appropriate interventions. Screening results that reflect characteristics of dyslexia do not necessarily mean that a student has dyslexia nor can dyslexia be diagnosed through a screening alone.

More information is available in the [Georgia Dyslexia Informational Handbook](#), pp. 8-11.

Evidence-based Interventions

Once a school identifies that a student shows characteristics of dyslexia, it is important to provide aligned interventions. School and district leaders should evaluate their existing intervention resources to ensure they include evidence-based interventions that include all of the following principles:

- Explicit – explains skills, directly teaches, and models what is expected.
Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- Systematic and cumulative – introduces concepts in a definite, logical sequence; orders concept from simple to more complex.
“Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 26).
- Multi-sensory – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning (visual, auditory, kinesthetic, tactile).
 - “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
 - Writing words and sentences with tactile materials
 - Physical activities to practice spelling
 - Scavenger hunts for letters and words
 - Shared reading
- Language-based – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax). Mather and Wendling (2012, p. 171) state individuals with dyslexia need to:
 - Understand how phonemes (sounds) are represented with graphemes (letters);
 - Learn how to blend and segment phonemes to pronounce and spell words;
 - Learn how to break words into smaller units, such as syllables, to make them easier to pronounce;
 - Learn to recognize and spell common orthographic graphic patterns (e.g., -tion);
 - Learn how to read and spell words with irregular elements (e.g., ocean); and
 - Spend time engaged in meaningful reading and writing activities.
 - Aligned to individual student need – addresses the skill deficit(s) identified through targeted assessments. “The teacher must be adept at prescriptive or individualized

teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27).

More information is available in the [Georgia Dyslexia Informational Handbook](#), p. 24.

Structured Multisensory Approaches to Teaching Language and Reading Skills

The International Dyslexia Association provides guidance on the instructional features of structured multisensory approaches to teaching language and reading skills, which include:

- Instructional tasks are modeled and clearly explained, especially when first introduced or when a child is having difficulty.
- Highly explicit instruction is provided, not only in important foundational skills such as decoding and spelling, but also in higher-level aspects of literacy such as syntax, reading comprehension, and text composition.
- Important prerequisite skills are taught before students are expected to learn skills that are more advanced.
- Meaningful interactions with language occur during the lesson.
- Multiple opportunities are provided to practice instructional tasks, such as:
 - Interactive read-alouds
 - Supported reading
 - Discussion
 - Verbal memory activities
 - Writing about reading
 - Sustained reading practice
 - Free writing
 - Small group work
- Student effort is encouraged.
- Lesson engagement during teacher-led instruction is monitored and scaffolded.
- Lesson engagement during independent work is monitored and facilitated.
- Students successfully complete activities at a high criterion level of performance before moving on to more advanced skills.

More information is available in the [Georgia Dyslexia Informational Handbook](#), pp. 24-29.

Accommodations for Students Displaying Characteristics of Dyslexia and/or Other Related Disorders

Instructional accommodations may include how instruction is provided, how the child is expected to respond to instruction, how the child participates in classroom activities and the kinds of instructional materials used. Accommodations provide children with disabilities a variety of ways to access the Georgia Standards of Excellence, so their disabilities are not barriers to achievement. Children receiving accommodations are still expected to meet the same grade level standards as their peers without disabilities. For example, a child might listen to portions of a text rather than reading it, answer questions orally, or use a computer keyboard instead of writing with a pencil.

More information is available in the [Georgia Dyslexia Informational Handbook](#), pp. 31-32.

Multi-Tiered Systems of Support (MTSS)

A Multi-tiered System of Supports (MTSS) is a data-driven prevention framework that uses assessment (screening and progress monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

MTSS is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior problems. The Tiered System of Supports for Students includes school wide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole-child needs. Georgia’s MTSS framework consists of three levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports. The levels are Tier I: Primary Level – Instruction/Core Curriculum; Tier II: Secondary Level – Intervention; and Tier III: Tertiary Level - Intensive Intervention.

Response to Intervention (RTI) is a process within the system of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select new, or continue) an intervention based on a student’s progress toward the trajected goal.

GaPSC Rule 505-3-.01 (3) (e) 3. (v) (p. 12) requires that candidates seeking teacher certification demonstrate competence in the use of a response-to-intervention framework addressing reading, writing, mathematics, and behavior. A response-to-intervention framework includes the following components:

- Universal screening
The purpose of screening is to identify students who need enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness. Screening assessments typically are brief and usually are administered to all students at a grade level. Additionally, these assessments should be valid, reliable, and evidence-based. The data obtained from screening assessments should be used with other data sources to verify decisions made about whether a student is or is not at risk or in need of enrichment/acceleration. Screening is a critical and necessary step in making informed choices about how to meet the unique needs of the whole child in Georgia’s Tiered System of Supports for Students.
- Progress monitoring of the effectiveness of interventions on student performance
Progress monitoring is a part of RTI and should be frequent and ongoing. The data should be used to monitor a student’s progress on both the content covered during the intervention lessons and the student’s progress toward meeting grade level standards. The data will drive decisions regarding details such as frequency, length, duration, intensity of sessions.
- 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
Data-based decision making, an essential component of Georgia’s Tiered System of Supports for Students, is in alignment with coherent instruction and crucial to the school improvement process. Coherent instruction and the school improvement process are a part of Georgia’s Systems of Continuous Improvement. Data-based decision making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. The data-based decision process consists of using data to identify needs of all students, selecting and implementing evidence-based practices and interventions, monitoring the progress of students’ responsiveness to an intervention and making adjustments based on progress monitoring data, as needed.

More information is available in the [Georgia Dyslexia Informational Handbook](#) pp. 17-20 and the Georgia Department of Education document, [What is MTSS in Georgia?](#)

Additional guidance and references for the citations included above are provided in the [GaPSC Dyslexia Endorsement Guidance Document](#).

Implementation Timeline: Fall 2021

24. Leader Preparation Programs' Incorporation of InTASC Model Core Teaching Standards

Rule page number and paragraph: Page 11, Paragraph (e) (3) (i)

Rule Statement:

(3) (i): Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium. **Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the InTASC standards as they apply to the preparation and continued growth and development of teachers.**

Guidance:

The InTASC Model Core Teaching Standards (MCTS) define and describe effective teaching practice, and GaPSC-approved EPPs must incorporate these standards into their teacher preparation programs. Additionally, the MCTS are closely aligned with the ten standards upon which the observation component of Georgia's statewide teacher effectiveness system is based. To that end, educators preparing for roles as instructional leaders and principals need to be familiar with the MCTS. Of particular use for principals and instructional coaches are the MCTS Learning Progressions, a support tool designed to promote and improve teacher effectiveness and growth. The Learning Progressions serve as an excellent resource for understanding the types and levels of performance practicing teachers should demonstrate as they move from novice to accomplished practice. The InTASC Model Core Teaching Standards and the Learning Progressions are available at [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html).

Implementation Timeline: Fall 2018

25. Content Field Coursework in Middle Grades and Secondary Programs

Rule page number and paragraph: Pages 11-12, Paragraph (e) (3) (ii)

Rule Statement:

(3) (ii): GaPSC-approved EPPs shall require a major or equivalent in all secondary and P-12 fields, where appropriate. The equivalent of a major is defined for middle grades (4-8) as a minimum of 15 semester hours of coursework in the content field and for secondary (6-12) as a minimum of 21 semester hours of coursework in the content field. Content field coursework must meet expected levels of depth and breadth in the content area (i.e. courses above the General Education level) 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.

Guidance:

Middle grades and secondary candidates are expected to have the necessary content knowledge in the field(s) of certification they seek. As a means of obtaining that content knowledge, candidates in middle grades programs (4-8) should have a minimum of 15 semester hours in each of the two certification fields sought, and secondary (6-12) candidates should have a minimum of 21 semester hours of coursework in the certification field sought. This content coursework should be at a level above what is required at the general education level and should address all appropriate program content standards.

In middle grades' programs, coursework taken to meet the teaching reading and writing requirement may be used toward meeting the 15 semester hours of content coursework in either of the concentration areas of language arts or reading. (See GaPSC [Rule 505-5-.19, MIDDLE GRADES EDUCATION PROGRAM](#)).

These courses may be offered by the School of Arts and Sciences or by the School of Education.

Implementation Timeline: October 15, 2016

26. Teacher Candidates' Incorporation of Key Skills in Instruction

Rule page number and paragraph: Page 12, Paragraph (e) (3) (iv)

Rule Statement:

(3) (iv): GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards (GPS); Georgia Performance Standards (CCGPS), Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. **Within the context of core knowledge instruction, providers shall ensure candidates are prepared to develop and deliver instructional plans which incorporate critical thinking, problem solving, communication skills and opportunities for student collaboration.** 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.

Guidance:

The new portion of this paragraph addressed in this guidance topic is shown in bold font above. The additional language reflects [InTASC MCTS](#), Standard 3, *Learning Environments* and Standard 5, *Application of Content*, by emphasizing the development of teacher candidates' skills related to teaching their P-12 students to think critically. Teacher candidates must also be able to design lessons that include P-12 students' use of problem solving, communication, collaborative learning, and positive social engagement. These skills are widely recognized as necessary for student success and are therefore worthy of emphasis within programs.

Implementation Timeline: Fall 2018

27. Educational Leadership Candidates' Understanding of State Standards

Rule page number and paragraph: Page 12, Paragraph (e) (3) (iv)

Rule Statement:

(3) (iv): GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards (GPS); Georgia Performance Standards (CCGPS), Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. Within the context of core knowledge instruction, providers shall ensure candidates are prepared to develop and deliver instructional plans which incorporate critical thinking, problem solving, communication skills and opportunities for student collaboration. 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.**

Guidance:

The new portion of this paragraph addressed in this guidance topic is shown in bold font above. Georgia's tiered certification and preparation structure for Educational Leadership are designed to ensure school leaders are well prepared to positively impact teaching and learning. Tier I programs emphasize, among other foundational skills, the knowledge, skills, and dispositions necessary to design, implement, and assess instructional programs. Therefore, it is critical that educational leadership preparation programs ensure leader candidates are familiar with all relevant Georgia P-12 standards and demonstrate knowledge and skills related to how those standards are best implemented in schools. For more guidance on this requirement see the document titled, [Georgia Professional Standards Commission Educational Leadership Program Guidelines](#) (June 2015).

Implementation Timeline: Fall 2018

28. Candidates' Understanding of Technology and Media

Rule page number and paragraph: Page 13, Paragraph (e) (3) (vi)

Rule Statement:

(3) (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 and clinical experiences. At a minimum, candidates shall be exposed to the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

Guidance:

The new portion of this paragraph addressed in this guidance topic is shown in bold font above. The terms, *Information Literacy*, *Media Literacy*, and *Technology Literacy* are new additions to Rule 505-3-.01. The definition of each term is provided below, and reflected in each are skills necessary for success in P-20 education and careers. Given the needed emphasis on these skills, as well as references to them in [InTASC MCTS](#) standards 3, 6, 7, and 8, Rule 505-3-.01 Task Force members suggested this language be added to the rule:

(z) **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).

(ac) **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).

(at) **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.

These may include, but are not limited to assuring that candidates are able to:

- use technologies to extend the possibilities for learning both locally and globally;
- employ technology to support assessment practices to engage learners more fully and to assess and address learner needs;
- plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
- continuously monitor student learning;
- engage learners in assessing their progress, and adjust instruction in response to student learning needs; and
- engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

Implementation Timeline: Fall 2018

29. Candidates' Working Knowledge of Differentiation and Multi-Tiered Structures of Support

Rule page number and paragraph: Page 13, Paragraph (e) (3) (vii)

Rule Statement:

(3) (vi): GaPSC-approved EPPs shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist 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. This requirement may be met in a separate course, or content may be

embedded in courses and experiences throughout the preparation program (see 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 structures of support addressing the range of learning needs.**

Guidance:

Because all candidates in teacher preparation programs will need to be aware of the Multi-Tiered Structures of Support, it is incumbent upon the provider to assure that each candidate understands the components of an effective and well-designed framework, as well as the application of the components in the general and special education classroom as it promotes the culture of meeting the needs of every child. This information may be provided during the course describing the identification and education of children who have special needs, or it may be integrated into the content and pedagogy courses completed by the candidates.

Implementation Timeline: Fall 2018

30. Candidates’ Understanding of Tiered Certification, Professional Learning, and Employment

Rule page number and paragraph: Page 14, Paragraph (e) (3) (x)

Rule Statement:

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

Guidance:

In recent years, there have been many changes to certification and professional learning for educators. Therefore, EPPs must inform their candidates of these initiatives. Making candidates aware of additional requirements to move from the Induction Certificate to the Professional Certificate (e.g., planned increases in the GACE passing standard) will be essential for their success. In addition, candidates need to have an understanding of their employment options based on the program they complete. Candidates also need to be made aware that they will obtain a Certificate of Eligibility when they complete all certification requirements, which is converted to an Induction Certificate once they gain employment. In addition, candidates should know that other states may not automatically reciprocate a Certificate of Eligibility until they have met additional requirements for that state.

One of the most significant changes is the paradigm shift from using Professional Learning Units (PLUs) for certificate renewal to participating in job-embedded professional learning. Candidates will need to consider how that might look in their future classrooms. EPPs will need to describe some of the ways professional learning can be job embedded, such as participating in Professional Learning Communities. EPPs will need to emphasize to candidates the importance of working collaboratively with their peers, to be open to peer observation and analysis of instructional practice, and to be able to provide feedback to their colleagues. EPPs can also train candidates to examine data and then determine what potential professional learning could be used to improve those data.

Implementation Timeline: Fall 2017

31. Candidates' Use of Data to Inform Professional Learning

Rule page number and paragraph: Page 17, Paragraph (e) 6 (iv)

Rule Statement:

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

Guidance:

All induction-level teachers will be required to develop a Professional Learning Plan (PLP) for each of their first three years of teaching. Employing districts have flexibility to create the plans based on their teachers' needs. EPPs, however, must prepare candidates for their future teaching positions by helping them use data and experiences from their teacher preparation program (GACE content and ethics assessment results, and internship performance results) to inform their PLP. Although each EPP could produce a template and/or guiding questions that might help candidates think through this task, GaPSC staff members encourage P-20 Regional Collaboratives to come together as a region and consider how to help their candidates use these data and experiences to inform their in-service practice and their PLP. This guiding information could be provided to the candidate through seminars or integrated into coursework throughout the program. While the rule does not indicate that providers must create a PLP with the candidate, they must ensure candidates have guidance to use these data and experiences so the candidate is well-prepared to form a quality plan.

Implementation Timeline: Fall 2017

ADVANCED PREPARATION/DEGREE-ONLY PROGRAMS

32. Advanced (Degree-only) Programs Eligible for Upgrades

Rule page number and paragraph: Page 9, Paragraph (3) (d) 7.

Rule Statement:

(d) 7. ...Although advanced 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.

Guidance:

GaPSC-approved providers are expected to maintain up-to-date listings of programs eligible for certificate upgrades in the Certificate Upgrade Advisor. Each January, a communication is sent to all IHEs to prompt a review of programs listed in the GaPSC Certificate Upgrade Advisor that are eligible for infield certificate upgrades. This is the mechanism by which the GaPSC assures that advanced programs are listed appropriately, that any new programs have been added to the Advisor, and/or that any programs no longer offered by the IHE are removed. In addition, this provides an opportunity for IHEs to add notes to advanced programs (e.g., this degree will only upgrade educators with a certificate in Middle Grades Social Science) that clarify the certification field for appropriate infield certificate upgrades. It is the responsibility of the IHE to respond to this annual communication, review the GaPSC Certificate Upgrade Advisor, and inform the GaPSC of changes.

This is one way in which IHEs can protect themselves from any negative ramifications associated with individuals who unknowingly enroll in and complete programs that will not lead to an upgrade. GaPSC staff strongly encourage IHEs to seek evidence that individuals seeking enrollment in an advanced degree program for the purpose of earning an upgrade have used the Advisor and have documentation of GaPSC verification that their program of interest will indeed lead to an upgrade. GaPSC Certification Division staff no longer provide such guidance in telephone calls or e-mails. All educators seeking information on whether or not a program will lead to an upgrade are directed to log in (with their Certificate ID) to the Advisor to search for eligible programs. Logging in to the Advisor assures a record will be created of the search, along with the resulting list of eligible programs; and saving the information through the Advisor creates a permanent record of the GaPSC degree advisement. This record can be printed by the individual, and EPPs are advised to ask candidates for documentation that the program in which they are enrolling will lead to an upgrade when advising potential students about program selection. The GaPSC Certificate Upgrade Advisor may be accessed from the GaPSC website at [GaPSC Certificate Upgrade Advisor](#).

Implementation Timeline: October 15, 2016

REPORTING

33. Reporting Program Completions and/or Withdrawals within 60 Days

Rule page number and paragraph: Page 17, Paragraph (3) (f) 2

Rule Statement:

(f) (2): GaPSC-approved EPPs shall, through appropriate GaPSC reporting systems (e.g. Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS)) notify the GaPSC of program completion or program withdrawal within sixty (60) days of the event. EPPs shall also submit, in a timely manner, any documentation required of them by the GaPSC Certification Division for program completers seeking GaPSC certification.

Guidance:

GaPSC reporting systems, NTRS and TPMS, are designed to serve as the basis for a number of important procedures related to candidate enrollment, testing, program completion, and certification. In addition to serving as the “backbone” of the data set, these systems save EPP staff time and effort by automatically triggering procedures that were previously conducted by EPP staff (i.e. certification paperwork, federal reports). Therefore, it is crucial that EPPs maintain current and accurate data on all actively enrolled program candidates. To that end, Rule 505-3-.01 specifies that EPPs have up to 60 days after an “event” to update a candidate’s record in the appropriate data system. An “event” is something that changes the enrollment status of a candidate, either program completion or withdrawal, and each data system contains fields and specific codes for entering the type of event and, if appropriate, a reason for the event. For more information, please see the NTRS or TPMS user guides provided within each system in the GaPSC secure portal at www.gapsc.org.

Implementation Timeline: October 15, 2016

34. Verifying Current Knowledge for Completers after Five Years

Rule page number and paragraph: Pages 17-18, Paragraph (3) (f) 4.

Rule Statement:

(f) 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.

Guidance:

Although it is always best for EPP program completers to apply for certification at the time they complete a teacher preparation program, circumstances in completers’ lives do not always lead them to apply for their certificate right away. There is a window of time following the completion of the teacher preparation program in which the candidates’ knowledge may be considered current. We have defined that period of time as five years. After the five-year window has closed, if completers return to the EPP requesting to be

certified, EPPs may require those individuals to complete or redo a portion of their training, take additional coursework, or compile a portfolio to measure their understanding of current practices in education. EPP representatives should keep in mind that candidates who must be placed in a P-12 classroom in order to demonstrate current knowledge or skills would need to apply for the Pre-service Certificate.

The important thing to remember is that when an EPP notifies GaPSC of a candidate's readiness for certification, that EPP is asserting that the individual's knowledge and skills are up-to-date. If the program were completed many years ago, the individual may need to repeat coursework and/or clinical practice, including all of the assessments required for demonstrating effective instruction and assessment techniques. The EPP determines those requirements.

From a logistical perspective, once an EPP has verified a candidate's current knowledge, the designated Certification Official may verify program completion using the paper Approved Program Completion form or the electronic form available via the CERT tab at www.gapsc.org. The candidate must also submit to the GaPSC Certification Division a current Application for Certification, as well as an official transcript reflecting completion of all coursework required by the EPP to satisfy current preparation requirements (if applicable).

Implementation Timeline: Fall 2017

35. Reporting Candidate Violations of the Code of Ethics

Rule page number and paragraph: Page 18, Paragraph (3) (f) 5.

Rule Statement:

(f) 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 and clinical experiences are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations.

Guidance:

Reporting ethical violations is an important aspect of an EPP's work with teacher candidates. The report should be submitted following the instructions at this link (<http://www.gapsc.com/Ethics/Complaint.aspx>) immediately after the EPP has become aware of the violation. Because reports must be submitted by residents of the state of Georgia, OOS EPPs must work with their P-12 partner districts to report ethical violations of candidates.

Implementation Timeline: Spring 2017

Appendix A Implementation Timeline

Guidance Item # & Pg. #	Rule Pg. # & para.	Rule Change	Fall 2020	Spring 2021	Fall 2021
Section 14 Page 18	(3) (c) 7. (3) (d) 6.	Elimination of the First Continuing Approval Review for Endorsement programs	✓		
Section 2 Page 6	(3) (d) 10.	Field and clinical experience expectations for candidates enrolled in out-of-state programs and completing field and clinical experiences in Georgia schools	✓		
Section 19 Page 25	(3) (e) 1. (i)	Clarification about the use of overall GPA, rather than GPA in the content area or major, for program admission	✓		
Section 23 Page 29	(3) (e) 3. (v)	Expectations for teaching program content related to Dyslexia and other related disorders			✓*
Section 9 Page 15	(3) (e) 5.	Removal of edTPA as a program completion and certification requirement	✓		
Section 10 Page 15	(3) (e) 5. (iii)	Changes to Educator Ethics Assessment requirements	✓		

* Syllabi should reflect inclusion of dyslexia content by the fall semester of 2021 and evidence of implementation will be expected starting with site visits in fall 2022.

Appendix B Partnership Resources

Powerful Partnerships

“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 ¹**formalized as partnerships** and ²**focused on continuous school improvement and student growth and learning** through the ³**preparation of candidates, support of induction phase educators**, and ⁴**professional development of B/P-20 educators**. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness... ” *GaPSC Educator Preparation Rule 505-3-.01, effective October 15, 2016, paragraph (e)4.(i).*

¹Formalized as Partnerships

A formalized and sustainable partnership requires a written agreement developed and implemented collaboratively by respective educator preparation providers (EPPs) and P-12 schools/school districts that establishes a focused mission and vision; delineates the interdependent roles, responsibilities, and expectations of all partners; creates a flexible structure for ongoing governance, reflection, and collaboration; and utilizes dedicated and shared resources to support the work.

²Focused on Continuous School Improvement and Student Achievement

Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

³Preparation of Candidates and Support of Induction Phase Educators

All stakeholders in all educational environments mutually benefit from the partnership agreement; stakeholders also agree upon joint responsibilities for the preparation and induction of educator candidates. Partnerships serve as an expansion of the postsecondary environment and enrich the professional knowledge and skills of the pre-service educator.

⁴Professional Development of P-20 Educators

Partnership stakeholders collaboratively identify and work together to meet the professional development needs of both EPP and P-12 educators, including clinical educators supervising candidates.

Therefore...

A formalized and sustainable partnership:

- Requires a written agreement
- Establishes a focused mission and vision
- Delineates roles, responsibilities, and expectations
- Creates a flexible structure for ongoing governance, reflection, and collaboration
- Utilizes dedicated and shared resources to support the work
- Mutually benefits all stakeholders
- Serves as an expansion of the postsecondary environment
- Enriches the professional knowledge and skills of the pre-service educator

Partnership stakeholders agree on joint responsibilities for the preparation of candidates and induction of professional educators. They collaboratively work together to meet the professional development needs of both EPP and P-12 educators. Participants use data to respond to the needs of all learners, to improve the school as part of

the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Framework for Evaluating Partnerships

Step 1: The EPP conducts a Self-study/Reflection of Partnership(s) [this might be included in the self-study or in program reports and available to site visitors prior to the off-site visit]

Self-study/reflection components:

Part 1: Identify the current status of partnerships using the Partnership Progression

- Identify the level at which partnership(s) is/are currently operating (Using Std. 2 as a guide and knowing that the development of Powerful Partnerships is the current highest level aspiration).

Part 2: Identify what accounts for the success (or lack thereof) of partnership(s)

- Use the color bar to indicate the status of partnerships in each of the four categories.
- List sources of evidence and for each include a rationale explaining why/how that source of evidence substantiates the level of partnership (data might be included here).

Part 3: Impact statement(s)

- Describe the impact of partnerships on candidates, P-12 schools and students, community, others (data should be included here)

Part 4: Plans for Continuous Improvement of Partnerships (next steps)

- How will partnerships be continuously improved?
- What specific strategies or projects will be implemented and when?
- What are the expected/desired outcomes?

Step 2: During the approval visit site visitors will use the completed self-assessment as a source of information and seek to triangulate evidence by conducting interviews, reviewing additional evidence/data, etc.

EPP/P-12 Partnership -- Self-Assessment/Reflection Tool

Part 1: Partnership Progression	
Standard 2 – Clinical Partnerships and Practice	Powerful Partnerships
<p>2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>Formalized as Partnerships A formalized and sustainable partnership requires a written agreement developed and implemented collaboratively by respective educator preparation providers (EPP) and P-12 schools/school districts that establishes a focused mission and vision; delineates the interdependent roles, responsibilities, and expectations of all partners; creates a flexible structure for ongoing governance, reflection, and collaboration; and utilizes dedicated and shared resources to support the work.</p> <p>Preparation of Candidates All stakeholders in all educational environments mutually benefit from the partnership agreement; stakeholders also agree upon joint responsibilities for the preparation and induction of educator candidates. Partnerships serve as an expansion of the postsecondary environment and enrich the professional knowledge and skills of the pre-service educator.</p> <p>Professional Development of P-20 Educators Partnership stakeholders collaboratively identify and work together to meet the professional development needs of both EPP and P-12 educators, including clinical educators supervising candidates.</p> <p>Focused on Continuous School Improvement and Student Achievement Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.</p>
<p>Summary: Powerful Partnerships</p> <p>A formalized and sustainable partnership:</p>	

- Requires a written agreement
- Establishes a focused mission and vision
- Delineates roles, responsibilities, and expectations
- Creates a flexible structure for ongoing governance, reflection, and collaboration
- Utilizes dedicated and shared resources to support the work
- Mutually benefits all stakeholders
- Serves as an expansion of the postsecondary environment
- Enriches the professional knowledge and skills of the pre-service educator

Partnership stakeholders agree on joint responsibilities for the preparation of candidates and induction of professional educators. They collaboratively work together to meet the professional development needs of both EPP and P-12 educators. Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Parts 2 - 4: Evidence of Success, Impact, and Plans for Continuous Improvement

Rating Scale: Red, Amber Red, Amber Green, Green



Green: Good--Can be considered proficient in this area
Amber Green: Mixed--Some good aspects, but a few require attention
Amber Red: Problematic--Requires substantial attention, some urgent action
Red: Highly Problematic--Requires urgent and decisive action, not on track for success

	Self-Assessment <i>(where are we now)</i>	Evidence and/or Rationale <i>(proof of where we are now)</i>
Formalized as Partnerships	<i>Enter Green, Amber Green, Amber Red, or Red</i>	
a. Focused mission and vision		
b. Delineates the interdependent roles, responsibilities, and expectations of all partners		
c. Creates a flexible structure for ongoing governance, reflection, and collaboration		
d. Utilizes dedicated and shared resources to support the work		

	Self-Assessment <i>(Where are we now?)</i>	Strategies <i>(What are we doing?)</i>	Evidence & Outcomes <i>(What evidence supports our assessment?)</i>	Next Steps for Continuous Improvement & Desired Outcomes
Preparation of Candidates				
a. Preparation				
b. Induction				
Analyzing the Impact of "Preparation of Candidates" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:				

Professional Development of P-20 Educators	Self-Assessment (Where are we now?)	Strategies (What are we doing?)	Evidence & Outcomes (What evidence supports our assessment?)	Next Steps for Continuous Improvement & Desired Outcomes
a. P-12				
b. Clinical				
c. EPP				
Analyzing the Impact of “Professional Development on P-20 Educators” (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:				
Focused on Continuous School Improvement and Student Achievement	Self-Assessment (Where are we now?)	Strategies (What are we doing?)	Evidence & Outcomes (What evidence supports our assessment?)	Next Steps for Continuous Improvement & Desired Outcomes
a. Learning				
b. School improvement				
c. Effectiveness of Partnership Work				
Analyzing the Impact of “Continuous Improvement” (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit				

Appendix C
Related Fields of Certification
for the Purposes of Matching B/P-12 Supervisors
to Candidates in Residency or Internship

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Birth Through Kindergarten	Elementary Special Education Preschool
Elementary Education	Special Education General Curriculum Elementary Education (P-5)
Middle Grades Education – Reading	Middle Grades Language Arts
Middle Grades Education – Language Arts	English Middle Grades Reading
Middle Grades Education – Mathematics	Mathematics Physics
Middle Grades Education – Science	Biology Chemistry Earth/Space Science Physics Science
Middle Grades Education – Social Science	Economics Geography History Political Science
Economics Education	Middle Grades– Social Science Business
English Education	Middle Grades– Language Arts
Geography Education	Middle Grades– Social Science Earth/Space Science
History Education	Middle Grades– Social Science Political Science
Mathematics Education	Middle Grades– Mathematics
Political Science Education	Middle Grades– Social Science
Science Education	Middle Grades– Science Biology Chemistry Earth/Space Science Physics

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Speech Education	Drama English Marketing Political Science
Agriculture Education	Biology Business Earth/Space Science
Business Education	Economics Marketing
Family and Consumer Sciences Education	Business Economics Career and Technical Specializations
Healthcare Science	Biology Chemistry Earth/Space Science Physics Science
Marketing Education	Business
Engineering and Technology Education	Physics Career and Technical Specializations
Career and Technical Specializations	Business Engineering and Technology Marketing
Art Education	Drama Music Physical Education
Dance Education	Art Music Physical Education
Drama Education	Art Music English Education
English to Speakers of Other Languages (ESOL) Education	Elementary Foreign Language Middle Grades– Language Arts Middle Grades– Reading
Foreign Language Education	English to Speakers of Other Languages

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Health and Physical Education	Art Dance Drama Health Music
Music Education	Art Dance Drama Physical Education
Special Education Adapted Curriculum	Behavior Disorders Learning Disabilities Special Education Physical and Health Disabilities Special Education General Curriculum
Special Education General Curriculum	Special Education General Curriculum Elementary Education (P-5) Special Education Adapted Curriculum
Special Education General Curriculum Elementary Education (P-5)	Elementary Special Education Adapted Curriculum Special Education General Curriculum
Special Education Deaf Education	Special Education Adapted Curriculum Speech and Language Pathology
Special Education Physical and Health Disabilities	Special Education Adapted Curriculum
Special Education Preschool (Ages 3-5)	Birth Through Kindergarten Special Education Adapted Curriculum Special Education General Curriculum
Special Education Visual Impairments	Special Education Adapted Curriculum
Curriculum and Instruction	Educational Leadership Teacher Leadership
Instructional Technology	Media Specialist
Media Specialist	Instructional Technology Reading Specialist
Reading Specialist	Media Specialist
School Counselor	School Psychologist
School Nutrition Director	Educational Leadership
School Psychologist	School Counselor
Speech and Language Pathology	Audiology

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Teacher Leadership	Educational Leadership
Educational Leadership	

*This list of related fields is intended only for the purpose of determining if a B/P-12 supervisor who is certified in a field other than the field of certification sought by the candidate is eligible to supervise that candidate. EPPs are cautioned against applying this chart in any other way and such use will neither be honored nor supported by GaPSC.

Appendix D

Commonly Used Acronyms

B/P-12 – Birth (pre-K) through grade 12 schools or settings

CAEP – Council for Accreditation of Educator Preparation

CCGPS – Georgia Performance Standards
(currently referred to as the Georgia Standards of Excellence)

CCRS – College and Career Ready Standards

CTAE – Career Technical and Agricultural Education

ELCC – Educational Leadership Constituent Consortium

EPP – Educator Preparation Provider

edTPA – Educative Teacher Performance Assessment

ERP – Evaluation Review Panel

GACE – Georgia Assessments for the Certification of Educators

GCIC – Georgia Crime Information Center

GPS – Georgia Performance Standards

GaPSC – Georgia Professional Standards Commission

GaTAPP – Georgia Teacher Academy for Preparation and Pedagogy

GPA – Grade Point Average

IHE – Institute of Higher Education

InTASC MCTS – Interstate Teacher Assessment and Support Consortium, Model Core Teaching Standards

LUA – Local Unit of Administration (i.e. a local school system or charter school district or school)

M.A.T. – Master’s of Arts in Teaching

MTSS – Multi-Tiered Structures of Support

NCATE - National Council for the Accreditation of Teacher Education

NTRS – Non-Traditional Reporting System

OOS – Out-of-State

PAA – Program Admission Assessment

PAAR – Preparation Approval Annual Report

PASL – Performance Assessment for School Leaders

PBIS – Positive Behavior Intervention and Supports

PLP – Professional Learning Plan

PLUs – Professional Learning Units

PPEM – Preparation Program Effectiveness Measures

PRS-II – Program Reporting System – version II

RESA – Regional Educational Service Agency

SCALE – Stanford Center for Assessment, Learning, and Equity

SPA – Specialized Professional Association

TSC – Teacher Support and Coaching Endorsement

TPMS – Traditional Program Management System

USG – University System of Georgia

Appendix E

Summary of Guidance Document Version Updates

Version 1 – Published November 15, 2016

Version 2 – Published August 26, 2020

Rule amendments addressed in this version were adopted by the Commission and became effective in January 2018, October 2018, July 2019, January 2020, April 2020, and July 2020. All rule references in this document reflect paragraph and page numbers in the July 1, 2020 version. In the sections below rule references reflect the version effective at the time of adoption and any differences in the current version are noted.

Rule amendments effective **January 15, 2018** include the following. No guidance was added to address these rule amendments.

1. Out-of-state institutions preparing candidates for Georgia certification must ensure their candidates meet all program completion assessment requirements outlined in paragraph (3) (e) (5) (i) and (ii), and requirements outlined in GaPSC Rule 505-3-.04, INDUCTION CERTIFICATE, including passing the ethics, content, and content pedagogy assessments (in 7/1/20 version, para. (3) (d) 10., p. 9-10).
2. Exemption options for GPA at program admission were clarified, along with the fact that exempted GPAs are not included in the calculation of the average GPA for the admitted cohort (paragraph (3) (e) 1. (i), p. 10).
3. Language was added to include leadership and service field programs in field and clinical experience requirements (paragraph (3) (e) 4. (ii) and (iv), p. 14-15).
4. In paragraph (3) (e) 4. (v) (V), a reference to the Non-traditional Reporting System (NTRS) was added. TPMS was referenced and NTRS had been unintentionally omitted (p. 15).
5. In paragraph (3) (e) 6., sub-paragraph (v) was deleted. The deleted paragraph required candidates to complete the GaPSC Completer Survey prior to the EPP's verification of program completion in NTRS or TPMS.

Rule amendments effective **October 15, 2018** adjusted program admission requirements for transitioning military personnel and spouses of active-duty military personnel (paragraph (3) (e) 1. (ii) (I), p. 10-11). Guidance addressing these rule amendments is in [section 11](#) starting on page 16.

Rule amendments effective **July 1, 2019** include the following. No guidance was added to address these rule amendments.

1. To adjust for the change of the P-5 field name *Early Childhood Education* to *Elementary Education*, in Rule 505-3-.01 all instances of *Early Childhood Education* were changed to *Elementary Education*.
2. Outdated language regarding the moratorium for review/approval of out-of-state educational leadership preparation programs in paragraph (3) (a) 1. was removed. The moratorium ended October 2018.

Rule amendments effective **January 1, 2020** were in response to state budget cuts and focused on streamlining GaPSC processes for both EPPs and GaPSC staff. In addition to updating references to Certification rule title changes, substantive changes to Rule 505-3-.01 include the following.

1. Language was removed from paragraph (3) (a) 1. (p. 6), which allowed for the review and approval of out-of-state educational leadership programs and national non-profit organizations that prepare teachers. Paragraph (3) (d) 6. (p. 9), which included language specifically related to GaPSC review/approval of out-of-state educational leadership programs was also removed and subsequent paragraphs were re-numbered. As a result, GaPSC no longer reviews or approves qualifying entities that are not administratively based in the state of Georgia. No guidance was added to address these rule amendments.
2. Due to the elimination of the Preparation Approval Annual Report (PAAR), language referencing PAAR in paragraph (3) (c) 7. was removed. No guidance was added to address these rule amendments.
3. In paragraph (3) (d) 1., language was removed to reflect the elimination of EPP reporting (in TPMS) on advanced/degree-only programs that do not lead to a certificate or endorsement. Although no guidance was added to address these rule amendments, related guidance in version 1 was removed.
4. In paragraphs (3) (c) 7. (p. 8) and (3) (d) 6. (p. 9) amendments reflect the elimination of the First Continuing Review (three years after Developmental Approval was granted) for endorsement programs. Guidance addressing these rule amendment is in [section 14](#) starting on page 18.
5. In paragraph (3) (d) 10. (p. 9-10), along with references to applicable Certification rules, language was added to clarify student teaching/internship requirements for teacher candidates enrolled in out-of-state programs and completing field and clinical experiences in Georgia schools. This amendment is explained in [section 2](#) on page 6.

Rule amendments effective **April 15, 2020** include the following.

1. Removed from paragraph (3) (e) 1. (i) (p. 10) the requirement that for admission, the GPA in a major or in content area coursework be used rather than the overall GPA. [Section 19](#), starting on page 25, was updated to reflect this amendment.
2. In response to Senate Bill 48 (passed May 2019), Rule 505-3-.01 was amended to include Dyslexia-related definitions (paragraph (2) (l), p. 2), as well as expectations for preparing all teachers to recognize the characteristics of dyslexia and other related disorders and demonstrate competence in using appropriate interventions (paragraph (3) (e) 3. (v), p. 12). Guidance related to this new requirement is addressed in [section 23](#), starting on page 29.
3. Removed from paragraph (3) (e) 5. (ii) (II) the requirement that teacher candidates in post-baccalaureate programs (GaTAPP, M.A.T., or certification-only) attempt the edTPA by the end of the third semester of concurrent employment and program enrollment. No guidance was added to address this rule amendment.

Rule amendments effective **July 1, 2020** include the following:

1. The edTPA was removed as a certification and program completion requirement. See rule paragraph (3) (e) 5., p.15-17. (Guidance addressing the removal of edTPA is included in [section 9](#) starting on page 15).
2. The Educator Ethics Assessment – Program Entry was eliminated and a passing score is now required on the Educator Ethics Assessment (360 or 380) for admission to all teaching and leadership initial preparation programs. See rule paragraph (3) (e) 5. (iii), p. 16-17. Guidance addressing these changes is in [section 10](#) starting on page 15.