



INITIAL TEACHING PREPARATION STANDARDS

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

1.1: The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided demonstrates candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

1.2: Content

The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Association (SPA) process, a state review process, or a review of Standard 1 evidence.

1.3: Instructional Practice

The provider ensures candidates are able to apply their knowledge of InTASC Model Core Teaching Standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. The provider ensures candidates model and apply national or state approved technology standards to engage and improve learning for all students.

1.4: Professional Responsibility

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence demonstrates candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

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

2.1: Partnerships for Clinical Preparation

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

2.2: Clinical Educators

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

2.3: Clinical Experiences

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

Standard 3: CANDIDATE RECRUITMENT, PROGRESSION, AND SUPPORT

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

3.1: Recruitment

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

3.2: Monitoring and Supporting Candidate Progression

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

3.3: Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) of certification sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

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

4.1: Completer Effectiveness

The provider demonstrates that program completers:

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

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

4.2: Satisfaction of Employers

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

4.3: Satisfaction of Completers

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

that their preparation was effective.

Standard 5: QUALITY ASSURANCE SYSTEM AND CONTINUOUS IMPROVEMENT

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

5.1: Quality Assurance System

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

5.2: Data Quality

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

5.3: Stakeholder Involvement

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

5.4: Continuous Improvement

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

Standard 6: GEORGIA REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

Educator Preparation Providers (EPPs) approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rules 505-3-.01 and 505-3-.02, and to guide Site Visitor Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable elements of this standard.

6.1.: Admission Requirements

6.1.1.: Content Knowledge for Post-Baccalaureate and CTAE Candidates.

The provider shall ensure candidates admitted into initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC-accepted accredited institution. CTAE candidates must hold a high school diploma or GED, or an associate's degree or higher in the teaching field of Professional certification sought, as delineated in applicable Certification Rules. CTAE candidates who enter with a high school diploma or GED must complete both the associate's degree and initial teaching preparation program for completion and recommendation for the Professional teaching certificate. The preparation program must be completed within three years; an additional year is allowable if needed to complete the associate's degree.

6.1.2.: Educator Ethics Assessment.

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

6.1.3.: Criminal Record Check.

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

6.2.: Identification and Education of Children with Special Needs

GaPSC-approved EPPs shall ensure candidates in all teaching fields, the field of educational leadership, and the service fields of Media Specialist and School Counseling successfully complete three or more semester hours in the identification and education of children who have special educational needs, or equivalent coursework through a Georgia-approved professional learning program. This requirement may be met through a dedicated course, or content may be embedded in courses and experiences throughout the program. In addition, candidates in all fields must have a working knowledge of Georgia's framework for the identification of

differentiated learning needs of students and how to implement multi-tiered structures of support addressing the range of learning needs.

6.3.: Georgia P-12 Testing and Educator Evaluation

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

6.4.: Professional Ethical Standards and Requirements for Certification and Employment

6.4.1.: Ethics.

GaPSC-approved EPPs shall ensure candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and social behavior appropriate for school and community, ethical decision making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. GaPSC-approved EPPs shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

6.4.2.: Certification and Employment.

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

6.5.: Field Experiences and Clinical Practice

6.5.1.: Field Experiences.

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

6.5.2.: Grade Level Requirements.

GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels and field(s) of certification sought. Candidates for Birth Through Kindergarten certification must complete field experiences at three (3) levels: with children aged 0 to 2, 3 to 4, and in a kindergarten classroom. Candidates for Elementary certification must complete field experiences at three (3) levels: in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification must complete field experiences at two (2) levels:

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

6.5.3.: Clinical Practice.

GaPSC-approved EPPs shall offer clinical practice (student teaching/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long residencies/internship experiences, in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools and in the grade level(s) and/or field(s) of certification sought. GaPSC preparation program rules may require additional clinical practice (reference Rules 505-3-.13 through 505-3.112).

6.6.: Reading Methods

GaPSC-approved EPPs shall ensure candidates in initial certification programs in the fields of Elementary Education, Middle Grades Education, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Elementary Education (P-5) demonstrate competence in the knowledge of methods of teaching reading. Preparation to teach reading shall encompass the development of fundamental reading skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. As the Reading Endorsement standards are included in the Elementary Education Program Rule (505-3-.14) and in the requirements for the Reading Concentration in the Middle Grades Education Program Rule (505-3-.19), EPPs offering these fields must ensure candidates demonstrate competence in the Reading Endorsement standards, as well as the applicable pedagogical and content standards.

6.7.: Educational Leadership Requirements

6.7.1.: Tier I.

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

6.7.1.1.: *Tier I Program Admission.* EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established in Rule 505-3-.76 or 505-3-.77.

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

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

6.7.1.4. *Clinical Practice.* Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany Rules 505-3-.76 and 505-3-.77. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

6.7.2.: Tier II.

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

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

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

6.7.2.3. *Candidate Support.* The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP.)

6.7.2.4. *Clinical Practice - Residency.* Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through substantial, sustained, standards based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

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

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

6.8.1.: Master's Degree Requirement.

Curriculum and Instruction and Teacher Leadership programs resulting in a Master's degree shall require a minimum of twelve (12) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. For degree-granting Instructional Technology programs, the required number of semester hours in the specific content field is six (6). Candidates enrolled in certificate-only (non-degree) programs are not required to complete the content/content pedagogy requirement. All content hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. Three of the semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator.

6.8.2.: Specialist and Doctoral Degree Requirements.

Curriculum and Instruction and Teacher Leadership programs resulting in Specialist or Doctoral degrees shall require a minimum of nine (9) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. For degree-granting Instructional Technology programs, the required number of semester hours in the specific content field is six (6). Candidates enrolled in certificate-only (non-degree) programs are not required to complete the content/content pedagogy requirement. All content hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

6.9.: Embedded Endorsements

Embedded endorsements are defined as endorsements that are offered as a part of the program of study for an initial preparation program. EPPs offering initial preparation programs with embedded endorsements must demonstrate that field experience requirements are met, requiring candidates to demonstrate knowledge and skills in classroom settings. Candidates completing an embedded endorsement program will be required to complete additional field experiences (above and beyond those required for the initial preparation program) specifically to address endorsement standards and requirements, and/or any additional grade levels addressed by the endorsement program. Although field experiences in specific grade levels are not required for endorsement programs, candidates must have substantive opportunities to demonstrate the knowledge and skills delineated in endorsement standards in carefully planned and scaffolded experiences in fieldwork in as many settings as necessary to demonstrate competence with children at all developmental levels applicable for the endorsement program. In addition, EPPs must ensure that one of the following options is included in each embedded endorsement:

- a. Option 1: Additional Coursework. Endorsement programs are typically comprised of three (3) or four (4) courses (the equivalent of nine (9) or twelve (12) semester hours). 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.
- b. Option 2: 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.

6.10.: Knowledge of Dyslexia

GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate knowledge of the definitions and characteristics of dyslexia and other related disorders; competence in the use of evidence-based 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.

6.11.: Faculty Resources

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

INITIAL SERVICE AND LEADER PREPARATION STANDARDS

Service/Leader Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to work effectively with other educators, diverse P-12 students, and their families.

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

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

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

Service/Leader 1.2: Provider Responsibilities

Providers ensure that service and leader program candidates have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. Evidence of candidate content knowledge appropriate for the professional specialty should be documented.

Service/Leader Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

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

Service/Leader 2.1: Partnerships for Clinical Preparation

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

Service/Leader 2.2: Clinical Experiences

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

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

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

Service/Leader 3.1: Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national,

regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

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

The provider sets admissions requirements for academic achievement. These include GaPSC's minimum criteria described in [EDUCATOR PREPARATION RULE 505-3-.01](#), as well as graduate school minimum criteria. GaPSC-approved EPPs shall ensure candidates admitted to initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC-accepted accredited institution. The provider gathers data to monitor candidates from admission to completion.

Service/Leader 3.3: Monitoring and Supporting Candidate Progression

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

Service/Leader 3.4: Competency at Completion

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

Service/Leader Standard 4: SATISFACTION WITH PREPARATION

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

Service/Leader 4.1: Satisfaction of Employers

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

Service/Leader 4.2: Satisfaction of Completers

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

Note: The language for Service/Leader Standard 5 is the same as the language of Standard 5 for initial teaching fields. The EPP will only address Standard 5 once—not separately for initial teaching programs and then for service and leader programs.