



# **Georgia Professional Standards Commission**

## **Guidelines for Implementing Educator Preparation Rule 505-3-.63 Curriculum and Instruction Program**

**December 14, 2022**

## Table of Contents

<a href="#"><u>Introduction</u></a> .....	3
<a href="#"><u>Guideline 1: Differentiating Master’s, Educational Specialist, and Doctoral Degrees</u></a> .....	4
<a href="#"><u>Guideline 2: Non-degree Certification -only Option</u></a> .....	5
<a href="#"><u>Guideline 3: Clarification of Content Requirements</u></a> .....	5
<a href="#"><u>Guideline 4: Field Experiences</u></a> .....	6
<a href="#"><u>Guideline 5: Completers of Out-of-State Programs</u></a> .....	7
<a href="#"><u>Appendix: Guidance Document Version Updates</u></a> .....	8

## **Introduction**

The Curriculum and Instruction standards, delineated in Educator Preparation Rule 505-3-.63, are aimed at improving P-12 teaching and learning by providing educators with deeper and broader knowledge of curriculum, pedagogy, and assessment. Programs based upon these standards will prepare curriculum and instruction professionals who positively impact learning for every student and who advocate for and contribute to the field of education. Curriculum and Instruction is classified as a P-12 Service (S) field, which can be added to a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching, leadership, service, or Life certificate.

The Curriculum and Instruction standards are based on the recognition that the quality of the education profession rests on the intellectual stamina of educators who can affect change in various settings and in multiple ways, thus enhancing society and culture. Intellectual stamina encompasses a balanced knowledge of curriculum, instruction, and the student; a greater depth of content knowledge within the context of curriculum and instruction; a knowledge of and ability to use the tools of assessment and research; the ability to discern problems and patterns; the ability to perceive both the whole concept, concretely and abstractly, and to understand simultaneously the related parts of that concept; and the professional practice and perseverance to find solutions to problems and issues in various contexts.

The following guidelines are provided to assist in the development and delivery of advanced degree and/or certification-only programs at the Masters, Education Specialist, and Doctoral levels. They are intended to aid in the interpretation of the standards and to provide for differentiation among the three levels of degree programs. Guidelines are also provided for certification-only programs and the content-field coursework requirements, as well as field experiences.

Although these guidelines are not mandated, variances should be justifiable.

## **Guideline 1: Differentiating Master’s, Educational Specialist, and Doctoral Degrees**

GaPSC-approved providers of Curriculum and Instruction programs are expected to deliver program curriculum and experiences such that completers will demonstrate mastery of each of the seven program content standards. In addition, EPPs must ensure programs increase in rigor and intensity at each advanced degree and/or certificate level. The following guidance is provided for Master’s, Educational Specialist, and Doctoral degree programs.

### **Master’s Degree Programs: Informed Educator**

Master’s degree completers possess understandings of curriculum, instruction, assessment, students, and professional practices in the context of a certificate field that will allow the application of the developed understandings to new instructional situations. Specifically, completers are able to implement and evaluate curriculum along with instructional and assessment approaches that lead to student learning in the context of a certificate field. Completers’ efforts at implementation and evaluation are informed by understandings of culturally and linguistically diverse students, research about how students learn and research in their certificate field. Completers will become informed consumers and/or practitioners of research.

### **Educational Specialist Degree Programs: Imaginative Leader**

Educational specialist degree completers possess the understandings expected of master’s degree completers, as well as understandings that enable them to develop curriculum, design complex learning environments, and assess instructional practices that facilitate student learning in the context of the certificate field. Completers also possess understandings that enable them to use fundamental research methods to address educational problems and to assume leadership roles beyond the classroom.

### **Doctoral Degree Programs: Independent Researcher**

Doctoral degree completers possess the understandings expected of master’s degree and educational specialist degree completers. They also possess the understandings and skills to examine the core principles and theories of the certificate field, function as independent researchers, and make novel contributions to the certificate field through advanced research.

Each institution will determine the appropriate program of study for each educator based on the credentials the educator brings to the program. Transcripts and artifacts should be reviewed to determine coursework and experiences the educator must complete in order to meet the Curriculum and Instruction standards.

To earn certification in the field, program completers must pass the Curriculum and Instruction state-approved content assessment.

## **Guideline 2: Non-degree Certification-only Option**

Although certification-only programs must be approved by the GaPSC as separate programs, they may be delivered as a stand-alone program or embedded within a degree program. The stand-alone program is a planned sequence of courses/experiences that build upon the respective advanced degree program and leads to an educator meeting all Curriculum and Instruction standards.

A program of study will be developed based on the needs of the educators and all previous coursework will be compared with the Curriculum and Instruction standards to determine if they align with program courses. Other required courses, if needed, will be selected from the EPP's approved Curriculum and Instruction degree-granting program.

The program of study for the embedded route might include courses from both the advanced degree and the Curriculum and Instruction initial certification program. Coursework and other experiences will be aligned with relevant Curriculum and Instruction standards. Evidence that all standards have been met through either option must be documented through appropriate artifacts such as programs of study, portfolios and transcripts.

The certification-only program options will include an appropriate field experience that will allow the educator to merge practice and theory in job embedded, performance based practice.

## **Guideline 3: Content Coursework Requirements**

The intent of the Curriculum and Instruction program is to extend/enhance skills reflected in educators' previously awarded certificate fields. Therefore, program coursework should relate to a field of certification held by those enrolled. To that end, educators seeking initial certification in the field through completion of a degree-granting program must complete the following content area coursework requirements at the appropriate level.

**Master's Degree level:** 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. These hours may be satisfied through advanced pedagogy courses in which educators are required to demonstrate advanced pedagogical skills/understandings related to their field(s) of certification. Three of the twelve semester hours may also be satisfied through a thesis or research project focused on the content or content pedagogy of a certificate field held by the educator.

**Specialist or Doctoral degree level:** 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. All nine hours may be satisfied through advanced level content or content pedagogy courses in which educators are required to demonstrate advanced skills/understandings related to their field of certification, or these hours may be satisfied through work on a thesis, research

project or dissertation directly focused on content or content pedagogy of a certificate field held by the educator.

Although not an exhaustive list, the following examples are appropriate to satisfy the content or content pedagogy coursework requirements:

- Content specific to the subject area in which the educator holds certification
- Methods or education strategies specific to the content area in which the educator holds certification
- Methods of teaching reading and writing to support learning in content areas
- Coursework focused on teaching specific content to students with special needs
- Coursework in integrating technology into content area instruction
- In-depth study of assessments in a content area
- Study of pedagogical content knowledge of specific content areas
- Study of curriculum models specific to a content area

These content area coursework requirements do not apply to non-degree, certification-only programs.

#### **Guideline 4: Field Experiences**

As required by Rule 505-3-.01, programs leading to certification must include field experiences that allow candidates to observe, practice, and demonstrate program knowledge and skills (2021, (e) 5. (ii), p. 14). Therefore, in programs leading to initial certification in Curriculum and Instruction, providers should incorporate into coursework a minimum of 20 clock hours of field experiences. As Curriculum and Instruction is a P-12 Service field, candidates must complete field experiences in four grade level ranges: PK-2, 3-5, 6-8, and 9-12 (Rule 505-3-.01, 2021, (e) 5. (iii), p. 15).

Candidates must document field experiences working in settings that affect the learning of students. This might include working directly with students, teachers, other educational professionals or pre-service teachers through coaching, professional development or research. It is incumbent upon the program provider to assure program completers are well-prepared in all levels of curriculum and instruction.

## **Guideline 5: Completers of Out-of-State Programs**

The Conversion Mechanism for educators who completed non-state approved out-of-state programs ends June 30, 2023. Well in advance of June 2023, Georgia educators will be informed the conversion mechanism will no longer be available and they will be advised to complete state-approved programs in this field, preferably those offered by Georgia institutions.

For GaPSC-approved EPPs, this means candidates will not be enrolled in a Conversion Mechanism after this date. Individuals enrolled on or prior to June 30, 2023, will be permitted to complete the conversion mechanism option to receive certification. EPPs will be asked to send GaPSC a list of those candidates with their CertIDs.

After June 30, 2023, to earn Georgia Certification in the field and/or earn a certificate level upgrade, those who complete Curriculum and Instruction (or equivalent) degree programs offered by out-of-state institutions that are not approved by the home state of the institution must meet the following requirements:

- Pass the Georgia state-approved content assessment in the field of Curriculum and Instruction, and
- Complete a GaPSC-approved Curriculum and Instruction certification-only program.

As a GaPSC-approved provider of the Curriculum and Instruction program, educators who completed non-state approved out-of-state programs may seek to complete their certification requirements via your program. In those instances, consider analyzing transcripts to determine if comparable coursework can be accepted for credit.

## **Appendix: Guidance Document Version Updates**

Version 2 – Published December 14, 2022

Guideline 3: Conversion Mechanism was removed.

Guideline 5: Completers of Out-of-state Programs was added.

Version 1 – Published March 17, 2013