



Georgia Professional Standards Commission

PRS-III User Guide

Effective for Reviews Beginning Fall 2024

Version 4, January 2024

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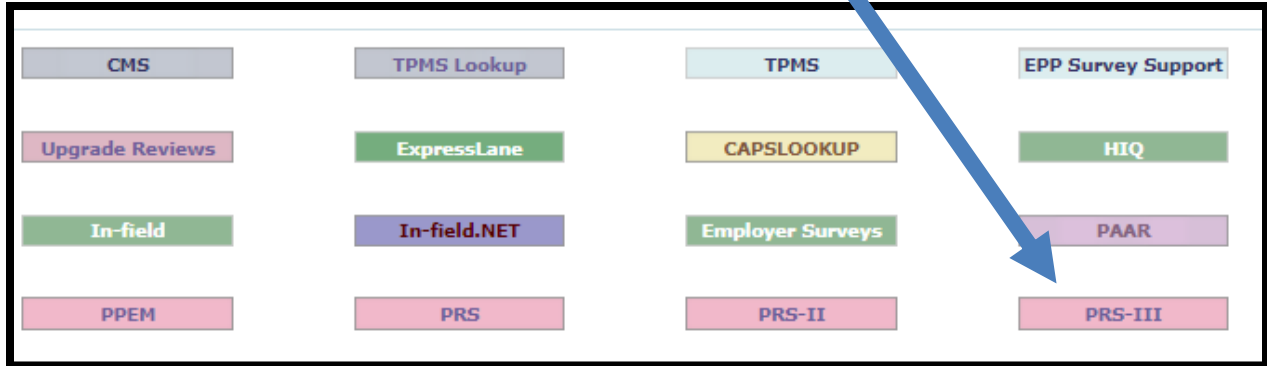
Introduction

The purpose of this User Guide is for GaPSC-approved educator preparation providers (EPPs) to view the electronic platform in which evidence for reviews is housed, Program Reporting System III (PRS-III). Because PRS-III is a system for housing and viewing evidence provided in conjunction with the approval review process, the screen shots included herein are for informational purposes only. Neither this document nor PRS-III provides guidance related to the program approval standards, data expectations, or evidence to be used for continuous improvement. For guidance, EPPs should reference the [Guidance for Georgia Standards 2024](#). In the spirit of continuous improvement, this document may be updated periodically. To ensure EPPs know which version is the most current, each will include on the cover page and in the footer a version number and date.

General Information

PRS-III is an application in the GaPSC secure portal at www.gapsc.org. After logging in to the portal, a screen similar to this one will appear, where you will find the PRS-III button. The PRS-III button may be in a different location on your screen. If you do not see the PRS-III button, contact your GaPSC Education Specialist for assistance.

Locating PRS-III: www.gapsc.org



Opening Screen

Welcome to PRS III

Select a Program Provider: Georgia Professional Standards Commission

Institution/Agency: Georgia Professional Standards Commission

Educator Preparation Provider: Division of Educator Training

Select A report: 2022 Continuing Review

Review Scope: GaPSC-only Review

Finalized:

I. Institutional/Agency Information:
Review and update institutional/agency information. [Edit](#)

II. Educator Preparation Provider (EPP) Information
Review and update unit descriptive information. [Edit](#)

III. EPP Standards
Review and update EPP standards. [Edit](#)

IV. Program Information:
Provide information for each program listed below. Click the name of a program to proceed.

<u>Program Name</u>	<u>Classification</u>	<u>Last modified</u>	<u>Last editor</u>	<u>Finished</u>
Art Program	Initial	2022-01-14	Julie Chu	
Chemistry	Initial			
Curriculum and Instruction	Initial			
Dyslexia Endorsement	Endorsement	2022-01-14	Julie Chu	
Educational Leadership Tier I	Initial (Developmental)	2022-01-13	Julie Chu	
Educational Leadership Tier II	Initial			
Elementary Education	Initial			
ESOL	Initial			
Instructional Technology	Initial			
Middle Grades	Initial			
Reading Endorsement	Endorsement			
Teacher Leadership Program	Initial			
Theatre Arts Education	Initial			

V. Create list of uploaded evidence:
Create a list of all files uploaded for all programs for this review (CSV file). [Create List](#)

IV. Finalize the Report:
Click Finalized button to finalize the report after the report is completed. [Finalize](#)

Institution/Agency Information

Enter and/or edit the information below. At the bottom of the page, click the SAVE button to save your work. Click the CANCEL button to discard your changes and refresh the page with prior information. Click the BACK button to return to the main page.

* Denotes required field

* Institution/Agency Name

Institution/Agency Main Mailing Address

* Address line 1

Address line 2

* City

County

* State (e.g. GA)

* Zip code

* Phone (e.g., 4041234567)

Chief Executive Officer

Title

* First Name

Middle Name

* Last Name

* Telephone (e.g., 4041234567)

* Email

Contact for Report

Title

* First Name

Middle Name

* Last Name

* Telephone (e.g., 4041234567)

* Email

Descriptives

* Institutional Control

Carnegie Classification

* Calendar System

* Unit of Credit

Educator Preparation Provider (EPP) Information

Enter and/or edit the information below. At the bottom of the page, click the SAVE button to save your work. Click the CANCEL button to discard your changes and refresh the page with prior information. Click the BACK button to return to the main page.

1. Provider Information

* Denotes required field

Educator Preparation Provider *

Division of Educator Training

Educator Preparation Provider Dean/Director/Chairs

Title

First Name *

Middle Name

Last Name *

Telephone *

Email *

Save

Cancel

2. Organizational Structure of the EPP

Upload evidence (e.g., organizational chart) demonstrating how the EPP is organized, as well as how the EPP fits into the overall institution/agency structure.

Upload up to FIVE files

Choose File No file chosen

Upload File

No uploaded files found.

If necessary, provide additional narrative describing how the EPP is organized and fits into the overall institution/agency.

Save

Cancel

3. Shared Values and Beliefs of the EPP

Upload evidence (e.g., section of Teacher Education Handbook, RESA/School System documentation) describing the shared values and beliefs of the EPP. Note: This information was once referred to as the "Conceptual Framework of the Unit."

Upload up to FIVE files

Choose File No file chosen

Upload File

No uploaded files found.

If necessary, provide additional narrative describing the shared values and beliefs of the EPP.

Save

Cancel

EPP Standards

Educator Preparation Provider: Division of Educator Preparation
Report Set Title: 2023 Continuing Review
Last modified: 10/15/2022 10:59:11 AM by Julie Chu **Finish**

		Last editor	Last edited	Finished
EPP Key Assessments	Edit	Angie Gant	2022-02-22	

II. EPP Standards

For each component, consider how the EPP functions to collectively monitor, track, and support the work of all programs in the EPP toward meeting each specific component of each standard. Provide aggregated data across programs, if applicable (e.g., performance data from all initial teaching fields, aggregated GPA data from all teaching fields, employer satisfaction data from all teaching fields). Where data might not be applicable (e.g., stakeholder input), provide a narrative, with documentation, that describes the EPP's monitoring, tracking, and support to ensure these programs address each specific component of each standard.

<u>Standard 1 - Teaching</u>		Last editor	Last edited	Finished
1.1 Professional Knowledge	Edit	Julie Chu	2022-10-15	
1.2 Instructional Practice	Edit			
1.3 Learning Environment	Edit			
1.4 Professionalism and Communication	Edit			

<u>Standard 2 - Teaching</u>		Last editor	Last edited	Finished
2.1 Partnerships for Clinical Preparation	Edit			
2.2 Clinical Educators	Edit			
2.3 Clinical Experiences	Edit			

<u>Standard 2 - Service/Leader</u>		Last editor	Last edited	Finished
2.1 Partnerships for Clinical Preparation	Edit			
2.2 Clinical Experiences	Edit			

<u>Standard 3 - Teaching</u>		Last editor	Last edited	Finished
3.1 Recruitment	Edit			
3.2 Monitoring and Supporting Candidate Progression	Edit			
3.3 Competency at Completion	Edit			
<u>Standard 3 - Service/Leader</u>		Last editor	Last edited	Finished
3.1 Recruitment	Edit			
3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully	Edit			
3.3 Monitoring and Supporting Candidate Progression	Edit			
3.4 Competency at Completion	Edit			
<u>Standard 4 - Teaching</u>		Last editor	Last edited	Finished
4.1 Completer Effectiveness	Edit			
4.2 Satisfaction of Employers	Edit			
4.3 Satisfaction of Completers	Edit			
<u>Standard 4 - Service/Leader</u>		Last editor	Last edited	Finished
4.1 Satisfaction of Employers	Edit			
4.2 Satisfaction of Completers	Edit			
<u>Standard 5</u>		Last editor	Last edited	Finished
5.1 Quality Assurance System	Edit			
5.2 Data Quality	Edit			
5.3 Stakeholder Involvement	Edit			
5.4 Continuous Improvement	Edit			
III. Create list of uploaded evidence				
Create a list of all files uploaded for this EPP for this review (CSV file).		Create List		

Key EPP Assessments-Teaching Fields

Welcome to PRS III

Institution/Agency: Back

Educator Preparation Provider: Division of Education and Behavioral Sciences

Report Set Title: 2025 Spring Continuing Review

Identify Key EPP Assessments

List **THREE** key EPP assessments that are being submitted as evidence for meeting Standard One. For each assessment, enter the name of the assessment, the type of assessment, and the aggregate passing score.

Enter and/or edit the information below. New records can be added by clicking the ADD button located above the list of assessment. Records can be edited by clicking the assessment name. Records can be deleted by clicking the DELETE button at the far right end of each row in the list. Click the BACK button to return to the main page.

Last modified: Finish

ADD Assessment

Add/Edit an Assessment

Enter the name of the assessment, the type of assessment, and the aggregate passing score.

When finished click the SAVE button located at the bottom of the page. Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

Assessment name:

Save Delete Assessment Cancel

Each key assessment must have one document with all of the following information included identified by the numbers provided:

1. A copy of the assessment (except for GACE, or PASL-Performance Assessment for School Leaders).
2. The instructions to candidates about the assigned task.
3. The purpose of the assessment.
4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)
5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 5 key assessments at the program level for teaching fields, 2 of 4 key assessments at the program level for service/leader fields. Not required for endorsement fields.)
6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.
7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

*** Uploads are restricted to four documents per assessment**

Choose File No file chosen Upload File

EPP Standard 1

Teaching Component -- 1.1 Professional Knowledge

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

Last Modified: Finish

Upload up to five files.

Choose File No file chosen Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save Cancel

Teaching Component -- 1.2 Instructional Practice

The provider ensures candidates plan using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning). The provider ensures candidates promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies). The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction). The provider ensures candidates systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies). The provider ensures candidates systematically gather, analyze, and use relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

Last Modified:

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Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

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Cancel

Teaching Component -- 1.3 Learning Environment

The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment). The provider ensures candidates create a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).

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Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

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Cancel

Teaching Component -- 1.4 Professionalism and Communication

The provider ensures candidates exhibit a commitment to professional ethics and the school's mission, participate in professional growth opportunities to support student learning, and contribute to the profession (Georgia TAPS Standard 9: Professionalism). The provider ensures candidates communicate effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

Last Modified:

Finish

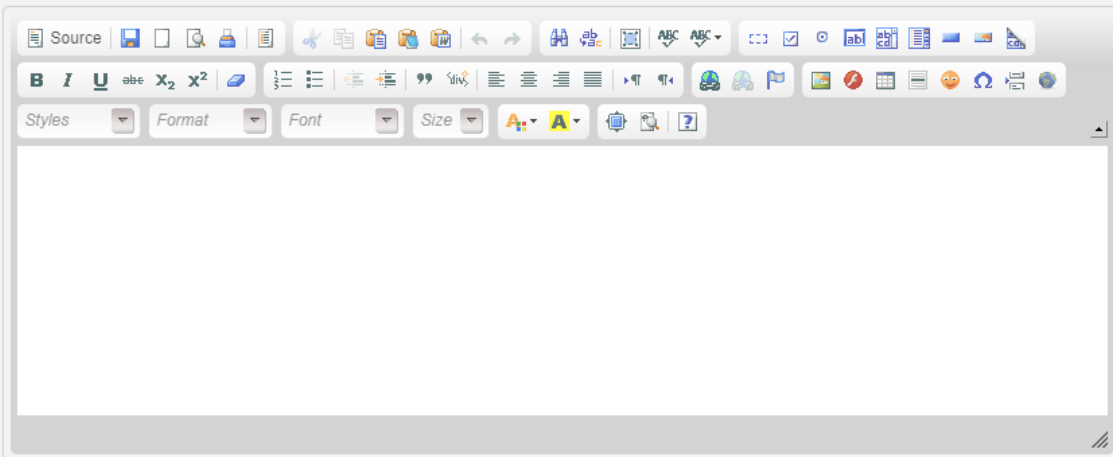
Upload up to five files.

Choose File No file chosen

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No uploaded files.

Explain how this evidence addresses the component.



A rich text editor interface with a toolbar containing various icons for text formatting (bold, italic, underline, text color, background color), alignment (left, center, right, justified), indentation, bulleted and numbered lists, link and unlink, undo, redo, and source code. Below the toolbar are dropdown menus for Styles, Format, Font, and Size, followed by a color picker and a font size input. The main area is a large, empty text box for entering the explanation.

Save

Cancel

EPP Standard 2: Teaching Fields

Teaching Component -- 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.

Finish

Upload up to five files.

No file chosen

Explain how this evidence addresses the component.

Teaching Component -- 2.2 Clinical Educators

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

Last Modified:

Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Teaching Component -- 2.3 Clinical Experiences

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

Last Modified:

Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

EPP Standard 2: Service/Leader Fields

Service/Leader Component -- 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.

Finish

Upload up to five files.

No file chosen **Upload File**

No uploaded files.

Explain how this evidence addresses the component.

Service/Leader Component -- 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.

Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Standard 3: Teaching Fields

Teaching Component -- 3.1 Recruitment

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

Last Modified: Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

Save Cancel

Teaching Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Teaching Component -- 3.3 Competency at Completion

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

Last Modified:

Finish

Upload up to five files.

Choose File No file chosen

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No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Standard 3: Service/Leader Fields

Service/Leader Component -- 3.1 Recruitment

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

Last Modified: Finish

Upload up to five files.

Choose File No file chosen Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save Cancel

Service/Leader Component -- 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.

Last Modified:

Finish

Upload up to five files.

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No uploaded files.

Explain how this evidence addresses the component.

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Cancel

Service/Leader Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Service/Leader Component -- 3.4 Competency at Completion

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

Last Modified:

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Standard 4: Teaching Fields

Teaching Component -- 4.1 Completer Effectiveness

The provider demonstrates that program completers:

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

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

Last Modified: Finish

Upload up to five files.

Choose File No file chosen Upload File

No uploaded files.

Explain how this evidence addresses the component.

Source | | | | | | |

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Styles | Format | Font | Size | |

Save Cancel

Teaching Component -- 4.2 Satisfaction of Employers

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

Last Modified:

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Teaching Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Standard 4: Service/Leader Fields

Service/Leader Component -- 4.1 Satisfaction of Employers

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

Finish

Upload up to five files.

No file chosen

No uploaded files.

Explain how this evidence addresses the component.

Service/Leader Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

EPP Standard 5

Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save

Cancel

Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Empty text area for explanation.

Save

Cancel

Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Explain how this evidence addresses the component.

Empty text area for explanation.

Save

Cancel

Component -- 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.

Finish

Upload up to five files.

Choose File No file chosen Upload File

No uploaded files.

Explain how this evidence addresses the component.

[Empty text area for explanation]

Save Cancel

Program Standards: Teaching Fields

Program Operating under GASPC rule: 505-3-.14, Elementary Education Program (effective Jul 01, 2023)

Program Options:

Baccalaureate degree
 Master's of Arts in Teaching degree
 Master's degree
 Ed Specialist degree
 Doctoral degree
 Certification-only

Program Status:

Not offered, new candidates no longer accepted

Last modified: 1/22/2024 10:25:59 AM by Bobbi Ford Finish

I. Key Program Assessments/Program of Study

		Last editor	Last edited	Finished
Key Program Assessments	Edit	Bobbi Ford	2024-01-22	
Alignment of Key Program Assessments to Standards	Edit			
Program of Study	Edit			

II. Program Standards

<u>Standard 1</u>		Last editor	Last edited	Finished
1.1 Professional Knowledge	Edit			
1.2 Instructional Practice	Edit			
1.3 Learning Environment	Edit			
1.4 Professionalism and Communication	Edit			

<u>Standard 6</u>		Last editor	Last edited	Finished
6.1 Admission Requirements	Edit			
6.2 Identification and Education of Children with Special Needs	Edit			
6.3 Georgia P-12 Testing and Educator Evaluation	Edit			
6.4. Professional Ethical Standards and Requirements for Certification and Employment	Edit			
6.5. Field Experiences and Clinical Practice	Edit			
6.6. Preparation for the Teaching of Reading, Language, and Literacy	Edit	Julie Chu	2024-01-21	
6.10 Faculty Resources	Edit			

Key Program Assessments/Program of Study: Teaching Fields

Institution/Agency:	Georgia Professional Standards Commission	Back
Educator Preparation Provider:	Division of Educator Training	
Report Set Title:	2022 Continuing Review	
Program Name:	Elementary Education	
Program Classification:	Initial	

Identify Key Program Assessments

List FIVE key program assessments that are being submitted as evidence for meeting Standard One. For each assessment, you will be asked to upload pertinent information.

[ADD Assessment](#)

[Finish](#)

Add/Edit an Assessment

Name an assessment below. When finished click the SAVE button located at the bottom of the page. Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

Assessment name:

[Save](#) [Delete Assessment](#) [Cancel](#)

Add/Edit an Assessment

Name an assessment below. When finished click the SAVE button located at the bottom of the page.
Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

Assessment name:

Save

Delete Assessment

Cancel

Each key assessment must have one document with all of the following information included identified by the numbers provided:

1. A copy of the assessment (except for GACE, or PASL-Performance Assessment for School Leaders).
2. The instructions to candidates about the assigned task.
3. The purpose of the assessment.
4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)
5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 5 key assessments at the program level for teaching fields, 2 of 4 key assessments at the program level for service/leader fields. Not required for endorsement fields.)
6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.
7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

* Uploads are restricted to four documents per assessment

Choose File No file chosen

Upload File

Alignment of Key Program Assessments to Standards

Last Modified:

Finish

You cannot edit this section because Key Program Assessment has NOT been finished!

	Standard Description	Assessments	
1	<p>Understanding and Addressing Each Child's Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and different families, and communities to plan and implement learning environments that provide each child with access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.</p>	No aligned assessments	Choose assessments
2	<p>Working with Families and Communities Candidates use their understanding of individual differences and different families, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments. Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments. Candidates get to know the unique contexts of children and families to appropriately plan and program experiences. Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation. Candidates communicate with families in ways which foster respect, partnerships, and engagement.</p>	No aligned assessments	Choose assessments

Program of Study

Finish

Upload the program of study for each type of offering for this program (e.g., baccalaureate, master's, certification-only).

Upload up to five files.

Choose File No file chosen

Upload File

No uploaded files.

Program Standard 1: Teaching Fields

1.1 Professional Knowledge

Last Modified: Finish

Component 1.1

1.1 Professional Knowledge

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

Upload up to five files.

Choose File No file chosen Upload File

No uploaded files.

Explain how this evidence addresses the component.

Save Cancel

Component 1.2

1.2 Instructional Practice

The provider ensures candidates plan using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning). The provider ensures candidates promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies). The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction). The provider ensures candidates systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies). The provider ensures candidates systematically gather, analyze, and use relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).

Upload up to five files.

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Explain how this evidence addresses the component.

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Cancel

Component 1.3

1.3 Learning Environment

The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment). The provider ensures candidates create a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).

Upload up to five files.

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Explain how this evidence addresses the component.

1.4 Professionalism and Communication

Last Modified:

Finish

Component 1.4

1.4 Professionalism and Communication

The provider ensures candidates exhibit a commitment to professional ethics and the school's mission, participate in professional growth opportunities to support student learning, and contribute to the profession (Georgia TAPS Standard 9: Professionalism). The provider ensures candidates communicate effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

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Explain how this evidence addresses the component.

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Cancel

Standard 6: Teaching Fields

As a reminder, only the components of standard 6 that relate to the program being reviewed will appear. Not all components of Standard 6 will be present for all programs. Also, please note some components contain multiple tabs that must be addressed.

Component 6.1.1 Component 6.1.2 Component 6.1.3

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.

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Explain how this evidence addresses the component.

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6.1.2 Educator Ethics Assessment

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

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Explain how this evidence addresses the component.

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Save Cancel

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.

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Explain how this evidence addresses the component.

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Cancel

6.2 Identification and Education of Children with Special Needs

Finish

Component 6.2

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.

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Explain how this evidence addresses the component.

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Cancel

6.3 Georgia P-12 Testing and Educator Evaluation

Finish

Component 6.3

6.3 Georgia P-12 Testing and Educator Evaluation

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

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Cancel

6.4 Professional Ethical Standards and Requirements for Certification and Employment

Finish

Component 6.4.1

Component 6.4.2

6.4.1 Ethics Instruction

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.

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No uploaded files.

Explain how this evidence addresses the component.

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Cancel

6.4 Professional Ethical Standards and Requirements for Certification and Employment

Finish

Component 6.4.1

Component 6.4.2

6.4.2 Certification/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.

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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.

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Explain how this evidence addresses the component.

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Save Cancel

6.5 Field Experiences and Clinical Practice

Finish

Component 6.5.1

Component 6.5.2

Component 6.5.3

6.5.2 Grade Level Requirements

GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels and field(s) of certification sought. Candidates for Birth Through Kindergarten certification must complete field experiences at three (3) levels: with children aged 0 to 2, 3 to 4, and in a kindergarten classroom. Candidates for Elementary certification must complete field experiences at three (3) levels: in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification must complete field experiences at two (2) levels: in grades 4-5 and 6-8. Candidates for P-12 certification must complete field experiences at four (4) levels: in grades PK-2, 3-5, 6-8, and 9-12. Candidates for certification in secondary (6-12) fields must complete field experiences at two (2) levels: in grades 6-8 and 9-12.

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Explain how this evidence addresses the component.

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Cancel

6.5. Field Experiences and Clinical Practice

Last Modified:

Finish

Component 6.5.1

Component 6.5.2

Component 6.5.3

6.5.3. Clinical Practice

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

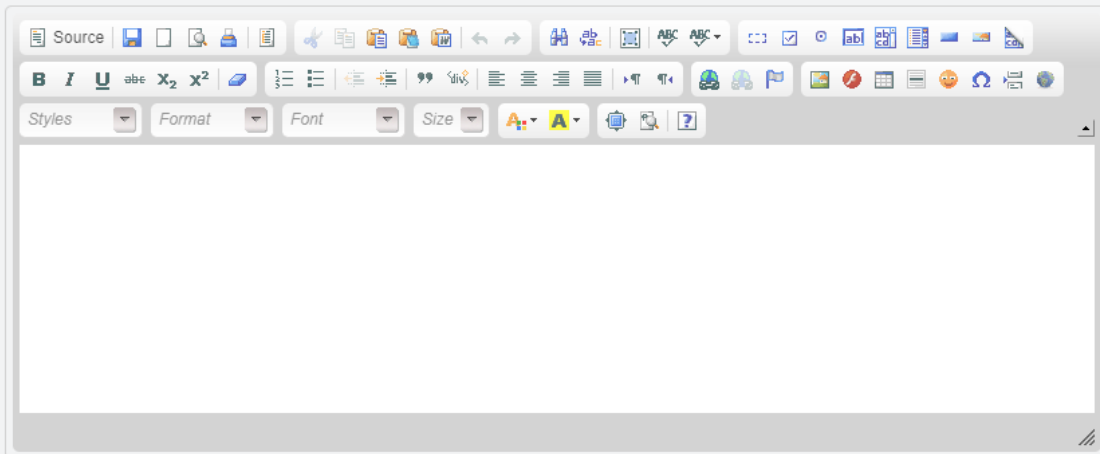
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Cancel

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

Last Modified: 1/21/2024 6:49:08 PM by Julie Chu

Finish

Component 6.6.1

Component 6.6.2

Component 6.6.3

Component 6.6.4

6.6.1 Program of Study/Curriculum

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

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

Last Modified: 1/21/2024 6:49:08 PM by Julie Chu

Finish

Component 6.6.1

Component 6.6.2

Component 6.6.3

Component 6.6.4

6.6.2 Candidate Assessments

GaPSC-approved EPPs shall ensure that in all applicable programs, assessment data from coursework, and field and clinical experiences, as applicable, demonstrate candidates' acquisition of the knowledge and skills delineated in Rule 505-3-.03, Foundations of Reading, Literacy, and Language.

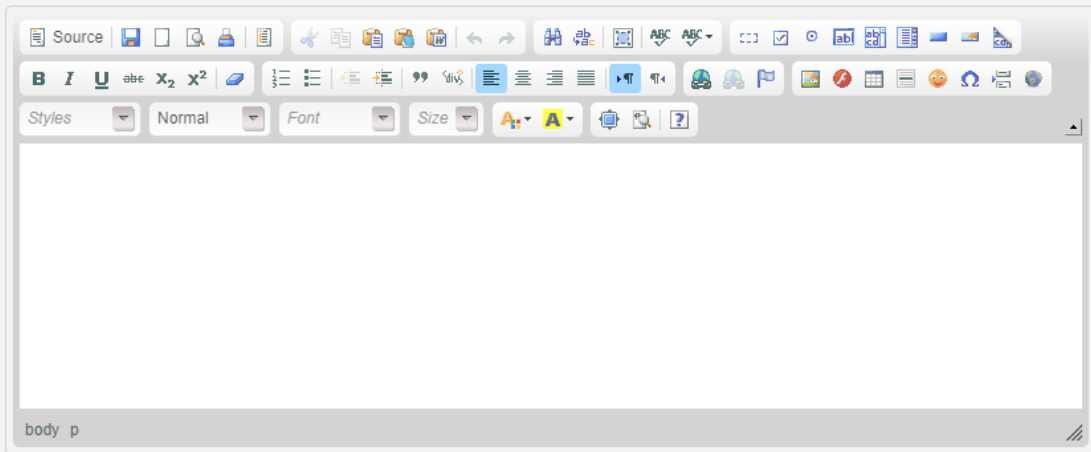
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6.6. Preparation for the Teaching of Reading, Language, and Literacy

Last Modified: 1/21/2024 6:49:08 PM by Julie Chu

Finish

Component 6.6.1

Component 6.6.2

Component 6.6.3

Component 6.6.4

6.6.3 Knowledge of Dyslexia

GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate knowledge of the definitions and characteristics of dyslexia and other related disorders; competence in the use of evidence-based instruction, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders; and competence in the use of a multi-tiered systems of support framework addressing reading, writing, mathematics, and behavior, including: (i) Universal screening; (ii) Scientific, research-based interventions; (iii) Progress monitoring of the effectiveness of interventions on student performance; (iv) Data-based decision making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs; and (v) Application and implementation of response-to-intervention and dyslexia and other related disorders instructional practices in the classroom setting.

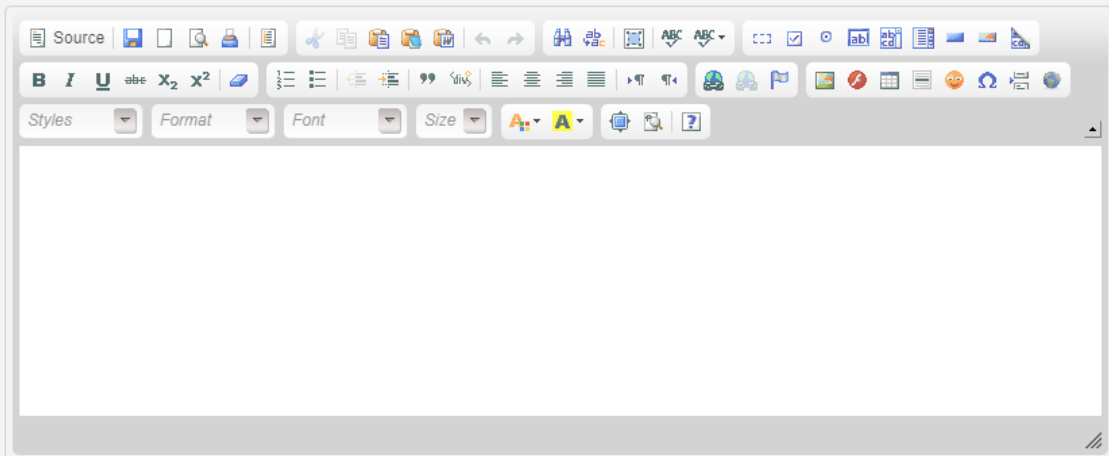
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6.6. Preparation for the Teaching of Reading, Language, and Literacy

Last Modified: 1/21/2024 6:49:08 PM by Julie Chu

Finish

Component 6.6.1

Component 6.6.2

Component 6.6.3

Component 6.6.4

6.6.4 Faculty Resources

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

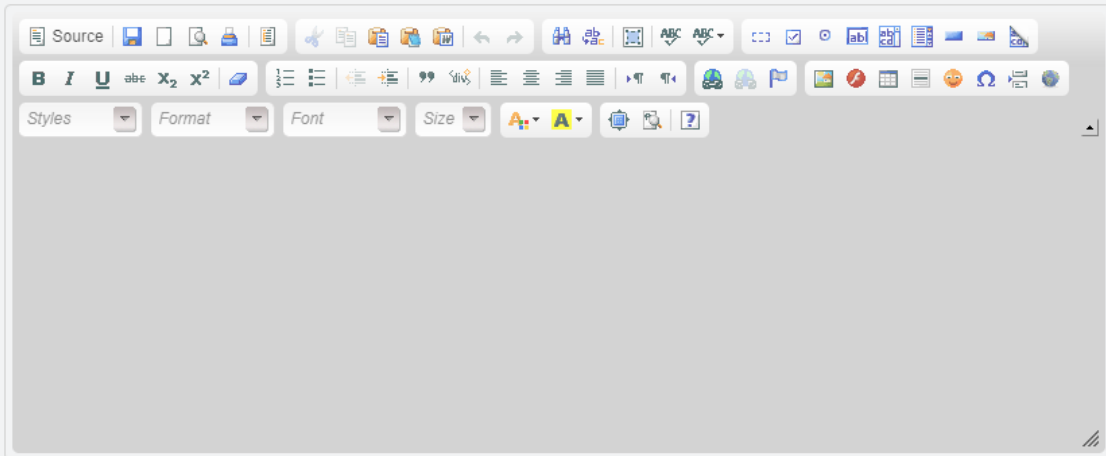
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6.10 Faculty Resources

Last Modified:

Finish

Component 6.10

6.10 Faculty Resources

Through scholarship or experience, the EPP has professional education faculty that qualifies them for their assignments. The EPP provides adequate resources and --opportunities for professional development of faculty, including training in the use of technology.

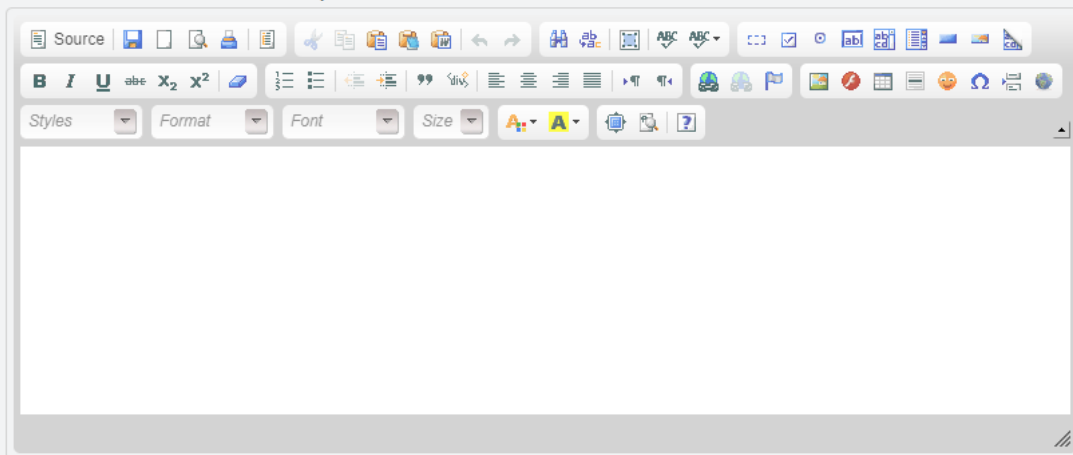
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Service/Leader Fields

Program Name: Curriculum and Instruction
Program Classification: Initial
Program Operating under GASPC rule: 505-3-.63, Curriculum and Instruction Program (revised standards) (effective May 15, 2014)

Program Options:
 Baccalaureate degree
 Master's of Arts in Teaching degree
 Master's degree
 Ed Specialist degree
 Doctoral degree
 Certification-only

Program Status:
 Not offered, new candidates no longer accepted

Last Modified: [Finish](#)

I. Key Program Assessments/Program of Study

	Last editor	Last edited	Finished
Key Program Assessments	Edit		
Alignment of Key Program Assessments to Standards	Edit		
Program of Study	Edit		

II. Program Standards

Standard 1

	Last editor	Last edited	Finished
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Edit		
1.2 Provider Responsibilities	Edit		

Standard 6

	Last editor	Last edited	Finished
6.1 Admission Requirements	Edit		
6.3 Georgia P-12 Testing and Educator Evaluation	Edit		
6.4. Professional Ethical Standards and Requirements for Certification and Employment	Edit		
6.5. Field Experiences and Clinical Practice	Edit		
6.8. Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership	Edit		
6.10 Faculty Resources	Edit		

Key Program Assessments/Program of Study: Service/Leader Fields

Welcome to PRS III

Institution/Agency:	Georgia Professional Standards Commission	Back
Educator Preparation Provider:	Division of Educator Training	
Report Set Title:	2022 Continuing Review	
Program Name:	Curriculum and Instruction	
Program Classification:	Initial	

Identify Key Program Assessments

List **FOUR** key program assessments that are being submitted as evidence for meeting Standard One. For each assessment, you will be asked to upload pertinent information.

[ADD Assessment](#) [Finish](#)

Add/Edit an Assessment

Name an assessment below. When finished click the **SAVE** button located at the bottom of the page. Click the **CANCEL** button to quit without saving your work. Click the **BACK** button to return to the main page.

Assessment name:

[Save](#) [Delete Assessment](#) [Cancel](#)

Each key assessment must have one document with all of the following information included identified by the numbers provided:

1. A copy of the assessment (except for GACE, or PASL-Performance Assessment for School Leaders).
2. The instructions to candidates about the assigned task.
3. The purpose of the assessment.
4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)
5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 5 key assessments at the program level for teaching fields, 2 of 4 key assessments at the program level for service/leader fields. Not required for endorsement fields.)
6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.
7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

* Uploads are restricted to four documents per assessment

[Choose File](#) No file chosen [Upload File](#)

Alignment of Key Program Assessments to Standards

Finish

You cannot edit this section because Key Program Assessment has NOT been finished!

Standard Description	Assessments
<p>1 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning as indicated in the following: 1. Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design; 505-3-.63 Page 2 2. Completers provide evidence of the ability to align curriculum across local, state, and national standards within and across subject areas; 3. Completers provide evidence of knowledge of resources, including technology, to support best teaching practices; and 4. Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.</p>	<p>No aligned assessments Choose assessments</p>
<p>2 Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning as indicated in the following: 1. Completers demonstrate the ability to design and modify environments that promote learning and are based on best practices and student performance data; 2. Completers exhibit the ability to differentiate instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy; and 3. Completers give evidence of the ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.</p>	<p>No aligned assessments Choose assessments</p>
<p>3 Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy as indicated in the following: 1. Completers exhibit the ability to apply current research and data as they demonstrate content knowledge and identify appropriate resources to promote student success; and 2. Completers exhibit sufficient pedagogical content knowledge to plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit each student.</p>	<p>No aligned assessments Choose assessments</p>
<p>4 Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors as indicated in the following: 1. Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning; 2. Completers exhibit the ability to meet the diverse needs of students; and 3. Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.</p>	<p>No aligned assessments Choose assessments</p>
<p>5 Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession as indicated in the following: 1. Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction, and assessment in P-12 systems to improve student learning, classroom processes, and /or institutional practices; and 505-3-.63 Page 3 2. Completers demonstrate the ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.</p>	<p>No aligned assessments Choose assessments</p>
<p>6 Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning as indicated in the following: 1. Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction; 2. Completers demonstrate an understanding of the principles of assessment design; 3. Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning; 4. Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice; and 5. Completers demonstrate the ability to use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information to a variety of audiences.</p>	<p>No aligned assessments Choose assessments</p>
<p>7 Professional Practices. Program completers will demonstrate high standards for professional practice as indicated in the following: 1. Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity; 2. Completers participate in and/or lead professional learning experiences to promote effective practices; and 3. Completers advocate for the profession by modeling collaboration, leadership, and professionalism.</p>	<p>No aligned assessments Choose assessments</p>

Program of Study

Finish

Upload the program of study for each type of offering for this program (e.g., master's, specialist, doctoral, certification-only).

Upload up to five files.

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Program Standard 1: Service/Leader Fields

1.1 Candidate Knowledge, Skills, and Professional Dispositions

[Finish](#)

Component 1.1

1.1 Candidate Knowledge, Skills, and Professional Dispositions

Candidates for advanced preparation 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 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.

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Explain how this evidence addresses the component.

[Save](#) [Cancel](#)

1.2 Provider Responsibilities

Finish

Component 1.2

1.2 Provider Responsibilities

Providers ensure that program completers 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.

Upload up to five files.

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Explain how this evidence addresses the component.

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Standard 6: Service Fields

As a reminder, only the components of Standard 6 that relate to the program being reviewed will appear. Not all components of Standard 6 will be present for all programs. Also, please note some components contain multiple tabs that must be addressed.

Component 6.1.1 Component 6.1.2 Component 6.1.3

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.

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Explain how this evidence addresses the component.

6.1.2 Educator Ethics Assessment

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

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Explain how this evidence addresses the component.

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6.1.3 Criminal Record Check

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

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Explain how this evidence addresses the component.

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Cancel

For Service programs that require the Special Education Course

6.2 Identification and Education of Children with Special Needs

Finish

Component 6.2

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.

Upload up to five files.

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Explain how this evidence addresses the component.

6.3 Georgia P-12 Testing and Educator Evaluation

Finish

Component 6.3

6.3 Georgia P-12 Testing and Educator Evaluation

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

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6.4 Professional Ethical Standards and Requirements for Certification and Employment

Finish

Component 6.4.1

Component 6.4.2

6.4.1 Ethics Instruction

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.

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Explain how this evidence addresses the component.

Save

Cancel

6.4 Professional Ethical Standards and Requirements for Certification and Employment

Finish

Component 6.4.1

Component 6.4.2

6.4.2 Certification/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.

Upload up to five files.

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Explain how this evidence addresses the component.

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Cancel

6.5 Field Experiences and Clinical Practice

Finish

Component 6.5.1

Component 6.5.2

Component 6.5.3

6.5.1 Sequenced 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.

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Explain how this evidence addresses the component.

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Cancel

6.5 Field Experiences and Clinical Practice

Finish

Component 6.5.1

Component 6.5.2

Component 6.5.3

6.5.2 Grade Level Requirements

GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels and field(s) of certification sought. Candidates for Birth Through Kindergarten certification must complete field experiences at three (3) levels: with children aged 0 to 2, 3 to 4, and in a kindergarten classroom. Candidates for Elementary certification must complete field experiences at three (3) levels: in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification must complete field experiences at two (2) levels: in grades 4-5 and 6-8. Candidates for P-12 certification must complete field experiences at four (4) levels: in grades PK-2, 3-5, 6-8, and 9-12. Candidates for certification in secondary (6-12) fields must complete field experiences at two (2) levels: in grades 6-8 and 9-12.

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Explain how this evidence addresses the component.

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6.5. Field Experiences and Clinical Practice

Last Modified:

Finish

Component 6.5.1

Component 6.5.2

Component 6.5.3

6.5.3. Clinical Practice

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

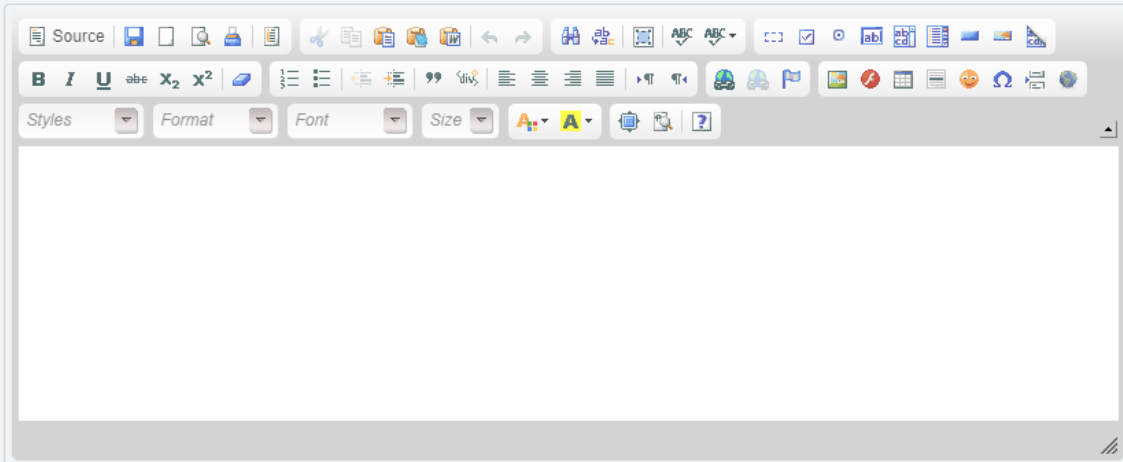
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6.8 Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

Finish

Component 6.8

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

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Explain how this evidence addresses the component.

Save

Cancel

6.10 Faculty Resources

Last Modified:

Finish

Component 6.10

6.10 Faculty Resources

Through scholarship or experience, the EPP has professional education faculty that qualifies them for their assignments. The EPP provides adequate resources and --opportunities for professional development of faculty, including training in the use of technology.

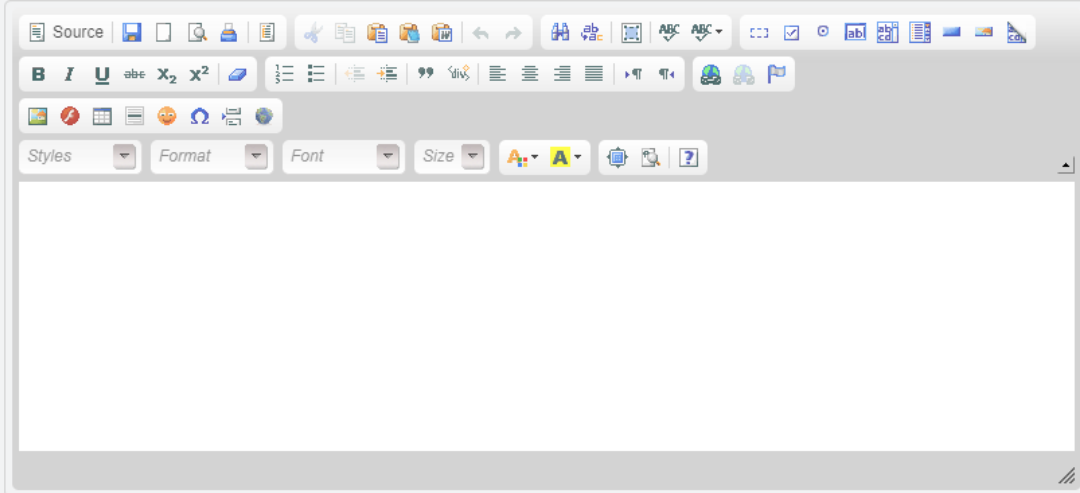
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Standard 6: Leader Fields

Tier I Programs

As a reminder, only the components of Standard 6 that relate to the program being reviewed will appear. Not all components of Standard 6 will be present for all programs. Also, please note some components contain multiple tabs that must be addressed.

Component 6.7.1 Component 6.7.2 Component 6.7.3 Component 6.7.4

6.7.1 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.

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Explain how this evidence addresses the component.

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6.7 Educational Leadership Requirements

Finish

Component 6.7.1

Component 6.7.2

Component 6.7.3

Component 6.7.4

6.7.2 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.

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6.7 Educational Leadership Requirements

Finish

Component 6.7.1

Component 6.7.2

Component 6.7.3

Component 6.7.4

6.7.3 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.

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Explain how this evidence addresses the component.

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6.7 Educational Leadership Requirements

Finish

Component 6.7.1

Component 6.7.2

Component 6.7.3

Component 6.7.4

6.7.4 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.

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Tier II Programs

Component 6.7.1 Component 6.7.2 Component 6.7.3 Component 6.7.4

6.7.1 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.

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6.7.2 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.

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6.7.3 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.)

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6.7.4 Clinical Practice

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.

Upload up to five files.

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Endorsements

Welcome to PRS III

Institution/Agency: Georgia Professional Standards Commission [Back](#)

Educator Preparation Provider: Division of Educator Preparation

Report Set Title: 2025 Fall Continuing Review

Program Name: Teacher Leader Endorsement

Program Classification: Endorsement

Program Operating under GASPC rule: 505-3-.104, Teacher Leader Endorsement Program (effective Aug 15, 2023)

Program Status: Not offered, new candidates no longer accepted

Last Modified: [Finish](#)

I. Key Program Assessments/Program of Study

		Last editor	Last edited	Finished
Key Program Assessments	Edit			
Alignment of Key Program Assessments to Standards	Edit			
Program of Study	Edit			

II. Program Standards

<u>Standard 1</u>		Last editor	Last edited	Finished
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Edit			
1.2 Provider Responsibilities	Edit			

<u>Standard 6</u>		Last editor	Last edited	Finished
6.5. Field Experiences and Clinical Practice	Edit			
6.10 Faculty Resources	Edit			

Key Program Assessments/Program of Study: Endorsements

Identify Key Program Assessments

List **THREE** key program assessments that are being submitted as evidence for meeting Standard One. For each assessment, you will be asked to upload pertinent information.

Last Modified: 1/14/2022 3:46:50 PM by Julie Chu Finish

ADD Assessment

Assessment	Last editor	Last edited
Assm 1	Edit	2022-01-14 Julie Chu

Add/Edit an Assessment

Name an assessment below. When finished click the **SAVE** button located at the bottom of the page. Click the **CANCEL** button to quit without saving your work. Click the **BACK** button to return to the main page.

Assessment name:

Save Delete Assessment Cancel

Each key assessment must have one document with all of the following information included identified by the numbers provided:

1. A copy of the assessment (except for GACE, or PASL-Performance Assessment for School Leaders).
2. The instructions to candidates about the assigned task.
3. The purpose of the assessment.
4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)
5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 5 key assessments at the program level for teaching fields, 2 of 4 key assessments at the program level for service/leader fields. Not required for endorsement fields.)
6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.
7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

* Uploads are restricted to four documents per assessment

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Alignment of Key Program Assessments to Standards

Finish

You cannot edit this section because Key Program Assessment has NOT been finished!

Standard Description	Assessments
<p>1 Foundations of Literacy Acquisition Programs shall prepare candidates who are able to: (i) Understand the five (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic and discourse; (ii) Understand that learning to read, for most people, requires explicit instruction; (iii) Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge; (iv) Identify and explain aspects of cognition and behavior that affect reading and writing development; (v) Identify (and explain how) environmental, cultural, and social factors contribute to literacy development; (vi) Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes; (vii) Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological); (viii) Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression; and (ix) Understand the changing relations among the major components of literacy development in accounting for reading achievement.</p>	<p>No aligned assessments</p> <p>Choose assessments</p>
<p>2 Knowledge of Diverse Reading Profiles, Including Dyslexia Programs shall prepare candidates who are able to: (i) Recognize the tenets of the (2003) International Dyslexia Association definition of dyslexia, or any accepted revisions thereof; (ii) Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes; (iii) Identify the distinguishing characteristics of dyslexia and other language difficulties including expressive and receptive language; (iv) Understand how reading disabilities vary in presentation and degree; and (v) Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.</p>	<p>No aligned assessments</p> <p>Choose assessments</p>
<p>3 Assessments Programs shall prepare candidates who are able to: (i) Understand the differences among and purposes for screening, progress monitoring, and diagnostic and outcome assessments; (ii) Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed); (iii) Interpret basic statistics commonly utilized in formal and informal assessments; (iv) Know and utilize in practice well-validated screen tests designed to identify students at risk for reading difficulties; (v) Understand and apply the principles of progress monitoring and reporting with CurriculumBased Measures (CBMs) including graphing techniques; (vi) Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing; (vii) Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and education evaluators; and (viii) Integrate, summarize, and communicate (orally and in writing) the meanings of educational assessment data for sharing.</p>	<p>No aligned assessments</p> <p>Choose assessments</p>
<p>4 Structured Literacy Instruction Programs shall prepare candidates who demonstrate an understanding of: (i) The essential principles and practices of structured literacy instruction; (ii) Phonological and phonemic awareness; (iii) Phonics and word recognition; (iv) Automatic, fluent reading of text; (v) Vocabulary; (vi) Listening and reading comprehension; and (vii) Written expression.</p>	<p>No aligned assessments</p> <p>Choose assessments</p>
<p>5 Professional Dispositions and Practices Programs shall prepare candidates who: Establish and maintain collaborative relationships with relevant professionals (e.g., speechlanguage pathologist, school psychologist, curriculum specialist) providing intervention to individuals with dyslexia; (ii) Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and related language based learning disabilities; (iii) Maintain the public trust by providing accurate information about currently accepted and evidence-based best practices in the field; (iv) Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments; (v) Respect objectivity by reporting assessment and treatment results accurately, and truthfully; (vi) Support equitable treatment of individuals with dyslexia and related language-based learning disabilities; (vii) Respect confidentiality of students or clients; and (viii) Respect the intellectual property of others.</p>	<p>No aligned assessments</p> <p>Choose assessments</p>

Program of Study

Finish

Upload the program of study for this endorsement.

Upload up to five files.

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Program Standard 1: Teaching Endorsements

Standard 1 Components for Teaching Endorsements are identical to [Standard 1 Components for Teaching Fields](#).

Program Standard 6: Teaching Endorsements

For endorsements, only 6.5.1 and 6.11 are required. 6.9 might also be required if the endorsement is embedded in another initial teaching program.

6.5 Field Experiences and Clinical Practice

Finish

Component 6.5.1

6.5.1 Sequenced 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.

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Explain how this evidence addresses the component.

Component 6.9

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 bands 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.

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Explain how this evidence addresses the component.

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6.10 Faculty Resources

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Finish

Component 6.10

6.10 Faculty Resources

Through scholarship or experience, the EPP has professional education faculty that qualifies them for their assignments. The EPP provides adequate resources and --opportunities for professional development of faculty, including training in the use of technology.

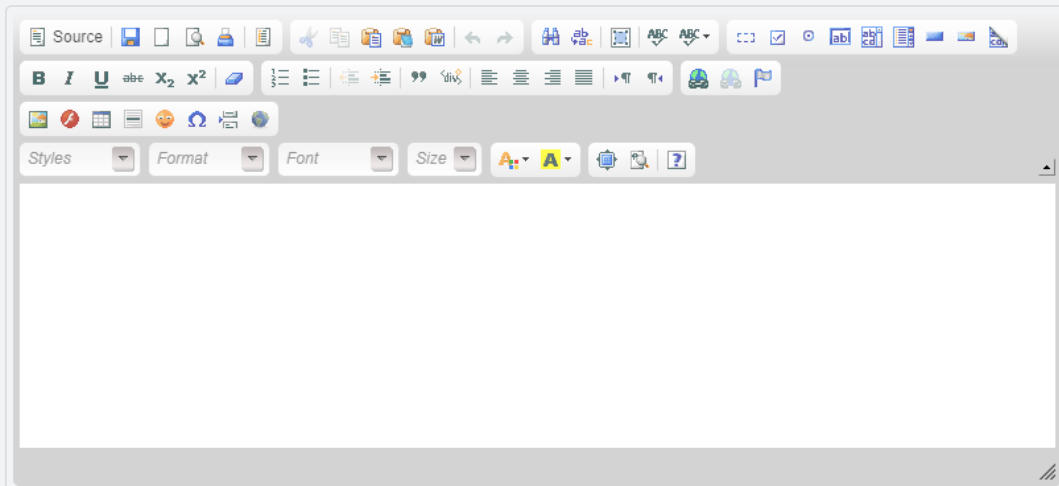
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Program Standard 1: Service Endorsements

Standard 1 Components for Service Endorsements are identical to [Standard 1 Components for Service Fields](#).

Program Standard 6: Service Endorsements

Standard 6 Components for Service Endorsements are identical to [Standard 6 Components for Service Fields](#).