



**Standard 1: Content and Pedagogical Knowledge**

**The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.**

*Candidate Knowledge, Skills, and Professional Dispositions*

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) <sup>2</sup> in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

*Provider Responsibilities*

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Georgia Standards of Excellence).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**Standard 2: Clinical Partnerships and Practice**

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.**

*Partnerships for Clinical Preparation*

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

*Clinical Educators*

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

*Clinical Experiences*

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are eligible for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a provider's addressing of Standard 4.**

*Plan for Recruitment of Diverse Candidates who Meet Employment Needs*

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields (e.g., STEM, English-language learning, and students with disabilities).

*Admission Standards Indicate That Candidates Have High Academic Achievement and Ability*

3.2 The provider sets admission requirements, including all criteria from GaPSC Educator Preparation Rule 505-3-.01, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates in a reporting year is a minimum of 3.0. For GaPSC approval, results of the administration of the Georgia Assessment for the Certification of Educators (GACE) Program Admission Assessment (PAA) will provide evidence of the academic achievement and ability of admitted candidates. Although candidates may exempt the assessment with appropriate SAT, ACT, or GRE scores, the demonstration of academic ability is a requirement prior to program admission. EPPs seeking CAEP accreditation will be expected to submit group average performance on nationally normed ability/achievement assessments such as SAT, ACT, or GRE, according to the guidance provided by CAEP for this component.

*Additional Selectivity Factors*

3.3 Educator Preparation Providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

*Selectivity During Preparation*

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.<sup>29</sup>

*Selection at Completion: Candidate Knowledge and Skills*

3.5 Before the provider verifies that any candidate has completed a certification program, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

*Selection at Completion: Expectations of the Profession*

3.6 Before the provider verifies that any candidate has completed a certification program, it documents that the candidate understands the expectations of the profession, including the Georgia Code of Ethics, professional standards of practice, and relevant laws and policies.

**Standard 4: Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

*Impact on P-12 Student Learning and Development*

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to Educator Preparation Providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

*Indicators of Teaching Effectiveness*

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

*Satisfaction of Employers*

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

*Satisfaction of Completers*

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

## **Standard 5: Provide Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.**

### *Quality and Strategic Evaluation*

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all program approval standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

### *Continuous Improvement*

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4 Measures of completer outcomes are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes for service and leader programs include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

## **Standard 6: Georgia Requirements for Educator Preparation Programs**

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

### 6.1. Admission Requirements

6.1.1 Approval. The EPP and preparation programs must be approved by the GaPSC before candidates are formally admitted to programs and begin coursework.

6.1.2 GPA. GaPSC-approved EPPs shall ensure candidates admitted to GaPSC-approved initial preparation programs at the baccalaureate level or higher have a minimum GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each admitted cohort (at the provider level) is 3.0 or higher; this requirement applies to all initial preparation programs, regardless of degree level. 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.

6.1.3 Program Admissions Assessment. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required for admission to all initial preparation programs except those leading to certification in the field of Career and Technical Specializations. Candidates seeking certification in Career and Technical Specializations who do not hold an associate's degree must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first. Qualifying exemptions include minimum scores on the ACT, GRE, and SAT.

For a prospective candidate who does not meet the exemption requirements above, passing two of the three tests can qualify the student for admission under the following minimum guidelines:

- a. The student must attempt *at least twice* the assessment component for which a waiver is sought.
- b. The student has an admission GPA of at least 3.0.

An EPP would be allowed to grant waivers for up to a *total of 5%* annually of its admission cohort for GACE Program Admission Assessment exemptions. EPPs that admit annual cohorts of less than 60 students will be allowed to have up to 3 exemptions per annual cohort. EPPs that grant waivers must document plans for supporting the exempted candidates in the PAA test area not passed. Such plans do not need to include additional coursework, but should document the types of support services exempted students will receive. Evidence of implementation of such plans shall be provided during approval reviews.

6.1.4 Educator Ethics Assessment. Candidates entering initial teacher preparation programs at the baccalaureate level or higher must take the state-approved assessment of educator ethics—program entry at or prior to program admission. Although a minimum score is not required for program admission, assessment results shall be used by the EPP to design appropriate ethics instruction needed for each candidate. Prior to program completion, candidates must take the state-approved assessment of educator ethics—program exit.

6.1.5 Criminal Record Check. GaPSC-approved Educator Preparation Providers shall require at or prior to admission to 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 and to participate in field and clinical experiences in Georgia P-12 schools.

## 6.2. Reading Methods

GaPSC-approved EPPs shall ensure candidates in initial certification programs in the fields of Early Childhood Education, Middle Grades Education, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Early Childhood Education (P-5) demonstrate competence in the knowledge of methods of teaching reading.

## 6.3. Identification and Education of Children with Special Needs

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

## 6.4. Georgia P-12 Testing and Educator Evaluation

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

## 6.5. Professional Ethical Standards and Requirements for Certification and Employment

6.5.1. 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 Educator Preparation Providers shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

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

## 6.6. Field Experiences and Clinical Practice

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

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

6.6.3. GaPSC-approved EPPs shall offer clinical practice (student teaching/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long student teaching/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 student teaching or internships in regionally accredited schools. GaPSC preparation program rules may require additional clinical practice (reference Rules 505-3-.05 - .106).

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

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

6.7.1 Master's Degree level: a minimum of twelve (12) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All twelve hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. Three of the twelve semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator.

6.7.2 Specialist or Doctoral degree level: a minimum of nine (9) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All nine hours may be satisfied

through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

#### 6.8. Educational Leadership Requirements

6.8.1 GaPSC-approved EPPs shall ensure that Tier I Educational Leadership programs are addressing all aspects of the Tier I requirements in the current version of the [Educational Leadership Rule 505-3-.77](#).

6.8.2 GaPSC-approved EPPs shall ensure that Tier II Educational Leadership programs are addressing all aspects of the Tier II requirements in the current version of the [Educational Leadership Rule 505-3-.77](#).

#### 6.9. Embedded Endorsements

GaPSC-approved EPPs offering endorsement programs that are embedded in initial preparation programs ensure that two of the following expectations are demonstrated:

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

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

### **SERVICE/LEADER STANDARDS**

#### **Service/Leader Standard 1: Content and Pedagogical Knowledge**

**The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.**

##### *Candidate Knowledge, Skills, and Professional Dispositions*

Service/Leader Component 1.1: Candidates in service and leader 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 students are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

##### *Professional Responsibilities*

Service/Leader Component 1.2: Providers ensure that service and leader program completers have opportunities to learn and apply specialized content and discipline Georgia Professional Standards Commission 50 Standards for the Approval of Educator Preparation Providers and Educator Preparation Programs (April, 2018) 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 (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

#### **Service/Leader Standard 2: Clinical Partnerships and Practice**

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

##### *Partnerships for Clinical Preparation*

Service/Leader Component 2.1: Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of service and leader program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for service and leader

program candidate outcomes.

#### *Clinical Experiences*

Service/Leader Component 2.2: The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the preparation 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 component Service/Leader Component 1.1.

### **Service/Leader Standard 3: Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of service and leader program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and are eligible for certification.**

#### *Admission of Diverse Candidates who Meet Employment Needs*

Service/Leader Component 3.1: The provider sets goals and monitors progress for admission and support of high-quality service and leader program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in service and leader fields.

#### *Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully*

Service/Leader Component 3.2: The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind. The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

#### *Selectivity during Preparation*

Service/Leader Component 3.3: The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

#### *Selection at Completion*

Service/Leader Component 3.4: Before the provider verifies that any service or leader program candidate has completed a certification program, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

### **Service/Leader Standard 4: Program Impact**

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

#### *Satisfaction of Employers*

Service/Leader Component 4.1: The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

#### *Satisfaction of Completers*

Service/Leader Component 4.2: The provider demonstrates that service and leader program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Note regarding Standard 5: Except for Component 5.4, the language for Standard 5 is the same as the language of Standard 5 for initial teaching fields. The EPP will only address Standard 5 once—not separately for initial teaching programs and then for service and leader programs.**