



Georgia Professional Standards Commission

Guidance for Interpreting and Implementing the Urban Education Endorsement Program

Rule 505-3-.110

July 1, 2019

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Guidance Document for Educator Preparation Providers (EPPs) Urban Education Endorsement

<https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.110.pdf>

The purpose of the Urban Education Endorsement Guidance Document is to provide an overview of potential course content to support EPPs as they work towards approval by the Georgia Professional Standards Commission.

The Urban Education Endorsement program is intended to provide educators with deep and broad knowledge of content, pedagogy, assessment, and implementation science related to how urban conditions affect the quality and other aspects of education. Educator preparation programs that deliver course content based upon the Georgia Urban Education Endorsement Standards will prepare educators and educator-candidates who wish to effectively integrate Urban Education into their own field-based practice and to assist other educators in utilizing Urban Education for the improvement of climate and culture of districts, schools and classrooms. While the Urban Education Endorsement is designed to enhance the educational experiences of students in metropolitan cities, this endorsement will also benefit students in rural areas that are sometimes associated with urban contexts.

The Georgia Urban Education Endorsement Standards were drawn from a combination of sources, as no national standards were recognized at the time of their development. Along with information from research and other state models, the standards were vetted through a cross-section of providers across the State of Georgia, including stakeholders from Regional Educational Service Associations (RESAs), P-12 administrators and teachers, and institutions of higher learning.

The following glossary is included in the Urban Endorsement Rule document and is included here to support better understanding of content-specific terminology.

Culture - the customary beliefs, social forms, and material traits of a racial, religious, or social group.

Cultural Capital - the skills, education, norms and behaviors acquired by members of a social group that can give them economic and other advantages.

Cultural Competence - the ability to communicate effectively and appropriately with people of other cultures.

Culturally Relevant Pedagogy - a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.

Explicit Bias - the attitudes and beliefs we have about a person or group on a conscious level.

Funds of Knowledge - historically developed and accumulated strategies (skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household's functioning and well-being.

Implicit Bias - the unconscious association of stereotypes or attitudes about particular groups.

Institutional Racism - a form of racism expressed in the practice of social and political institutions. It is reflected in disparities regarding criminal justice, employment, housing, health care, political power and education, among other things.

School To Prison Pipeline - a process through which students are pushed out of schools and into prisons. In other words, a process of criminalizing youth that is carried out by disciplinary policies and practices within schools that put students into contact with law enforcement.

Urban Education - the leadership, teaching and learning practices/policies that value the cultural capital (e.g. disabilities, race, ethnicity, identities, gender, social class, linguistics, etc.) and meet the unique needs of students living in socially and economically diverse metropolitan communities by providing access to equitable educational opportunities.

The guidelines are provided to assist in the development of content for an endorsement in Urban Education, which may be implemented as a stand-alone endorsement or embedded in a program leading to initial certification or a degree-only program offered at the post-baccalaureate level for certified educators. Guidelines are provided to clarify the content or content pedagogy for the implementation of the Urban Education Endorsement programs.

There are multiple ways EPPs can demonstrate candidates have mastered preparation program competencies and standards. The suggestions here are certainly not exhaustive, but merely provide examples of how standards might be met. While these are guidelines and not mandated, variances should be justifiable.

Guideline 1: Content and Content Pedagogy

Teachers who are knowledgeable about and sensitive to urban education are able to address behavioral principles that are aligned with best practices to meet the diverse needs of urban students while providing a rigorous education for these students.

Based upon the requirements of Rule 505-3-.110, EPP's must be able to demonstrate that teachers and teacher candidates have mastered the competencies in the standards.

Examples of attainment of mastery of the competencies in the standards may include:

- Alignment of course content assignments with specific standards
- Providing a matrix demonstrating alignment of a portfolio or other artifacts giving evidence of competencies as indicated in the standards
- Evidence provided from field experience or teaching evaluation forms/assessment

Guideline 2: Stand-alone or Embedded Urban Education Endorsement

This endorsement may be achieved through a stand-alone or embedded program. The stand-alone program is a planned sequence of courses and field experiences offered independently of another program that lead to a certified educator meeting all Georgia Urban Education Standards for certification. An embedded program is a planned sequence of courses and field experiences that lead to an educator or candidate meeting all of the Urban Education standards for certification while simultaneously enrolled in a degree-granting program. When an endorsement is embedded, there must be evidence of two of the following: Additional coursework, additional field experiences, or additional key assessment(s).

Guideline 3: Outline of Essential Content Components

This guideline is intended to provide an overview of those content-specific areas that may be addressed in coursework. Effective teachers with an Urban Education endorsement are able to plan for initial rollout of Urban Education programs at the district, school and classroom level and are able to implement with fidelity the basic tenets of Urban Education that are aligned with the state standards. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals. Additionally, they are equipped with the knowledge to support assessment processes to determine the fidelity of the implementation of Urban Education within a classroom, school or district.

Standard 1: Context of Urban Education

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Demonstrate an understanding of the dynamic context of urban schools and classrooms as similar to and different from the norm in unique ways and apply understanding of and sensitivity to instructional practice.
- Situate urban schools in their broader historical, social, political and economic contexts and demonstrate a deeper understanding of the ways in which these factors shape communities and learning environments in ways that students view themselves and the context in which they live as assets rather than deficiencies.
- Demonstrate an understanding of the intersectionality of race, ethnicity, gender, class, language, ability, sexual orientation, and culture and the potential impact of these characteristics on students' educational experiences, and apply that understanding in their instructional practice. By so doing support the emerging sense of students' identity.

Standard 2: Culturally Relevant Pedagogy

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Demonstrate an understanding of culturally relevant pedagogy and leadership and demonstrate the ability to incorporate culturally relevant pedagogy into the curriculum and into the classroom environment. Educators will understand that culturally relevant pedagogy is not a separate curriculum, but rather a mechanism by which the diverse backgrounds, experiences and cultures are acknowledged and valued
- Develop examples of various tools and strategies to implement culturally relevant pedagogy with evaluation considerations for effectiveness
- Critique and demonstrate an understanding of evidence-based models of culturally relevant teaching, learning and assessment practices. Additionally, critique the invisibility, inaccuracies and misrepresentation of urban people in the media, in literature and in the classroom curriculum. Examples of such practices include incorporating stories, perspectives and texts about individuals from urban cultures
- Demonstrate understanding of the impact of students' diverse identities inclusive of race, ethnicity, gender, class, language, ability, sexual orientation, culture and experiences on teaching, learning and academic success
- Advocate for and demonstrate leadership to support a culturally relevant learning environment rejecting the negative perceptions and devaluation of urban students' academic abilities. Examples of these include tracking into low performing placements, over identification in special education, under representation in gifted classes, disproportionality in disciplinary actions, suspensions and expulsions.

Standard 3: Urban Learner and learning in the 21st Century

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Identify the cultural capital of urban students and validate them as assets (funds of knowledge) to inform instructional practices and dispositions
- Explore and experience the contexts in which students from urban communities live and form identities and use these insights in positive and productive ways to promote the expansion of educational exposure and opportunities for urban students
- Investigate cultural trends and advancements in technology that impact the learning of students from urban communities. Develop skills and competencies in incorporating these in the curriculum to engage and maximize the learning of urban students

Standard 4: Communication, Engagement, and Partnerships with Families, Schools, and Communities

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Action plans for engaging the families and communities of urban students
- Ways to establish clear communications from school to home and community, and home to school and community
- Diversity and cultural competence with families to elicit frequent communication and school engagement
- Establishment of authentic relationships that will lead to increased family and community involvement and student success

Standard 5: The Impact of Educator Culture, Perspectives, and Implicit Bias

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Self-awareness to increase candidate knowledge and understanding of their personal beliefs and values
- Positive student engagement
- Classroom-based behavior acknowledgement systems
- Activating and validating students' cultures and experiences
- Strategies for the equitable inclusion of all students in learning experiences

Standard 6: The Impact of Systems, Structures, and Policies on Urban Education

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- The school dynamic and setting for Whites and Blacks prior to the historic Brown vs. Board of Education case and after.
- Examine the emergence of Historically Black Colleges and Universities with emphasis on their establishment in the United States.
- Examine and assess data that impacts urban students.