505-3-.06 PEDAGOGY-ONLY PROGRAM

(1) **Purpose.** This rule specifies the requirements and standards required for approval of initial educator preparation programs offered at the post-baccalaureate level that prepare individuals with the pedagogical knowledge and skills necessary to teach in a field in which they have demonstrated content expertise. This rule supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, and in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Eligible Fields**. Pedagogy-Only Programs are authorized to prepare individuals for initial certification in the Teaching (T) fields of: Middle Grades (4-8) language arts, mathematics, science, and social science; all Secondary (6-12) fields; and the P-12 fields of Art Education, Computer Science, Dance Education, Drama Education, Engineering and Technology Education, English to Speakers of Other Languages (ESOL) Education, World Languages Education, Health and Physical Education, and Music Education. Excluded from eligibility are the fields of Birth Through Kindergarten, Elementary Education, Middle Grades reading, Reading Education, and all Special Education programs (Rules 505-3-.54 through 505-3-.60).

(3) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, syllabi, and key assessments addressing the Georgia Teacher Assessment on Performance Standards (TAPS), listed below, published by the Georgia Department of Education.

 1. Professional Knowledge. The provider ensures candidates demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, learner development, and the needs of students by providing relevant learning experiences.

 2. Instructional Planning. The provider ensures candidates plan for instruction using their understanding of learner development, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

 3. Instructional Strategies. 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. The provider ensures candidates model and apply national or state approved technology standards to engage and improve learning for all students.

 4. Differentiated Instruction. The provider ensures that candidates are able to apply critical concepts and principles of P-12 student growth and development. The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences.

 5. Assessment Strategies. 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.

 6. Assessment Uses. 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 families.

 7. Positive Learning Environment. The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

8. <u>Academically Challenging Environment</u>. 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.

9. <u>Professionalism</u>. 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.

10. <u>Communication</u>. The provider ensures candidates communicate effectively with students, families, district and school personnel, and other stakeholders in ways that enhance student learning.

(b) Program Admission Requirements.

1. In addition to meeting all program admission requirements specified in Rule 505-3-.01, candidates must meet prior to enrollment the following requirements:

   (i) Candidates must hold a minimum of a bachelor's degree from a GaPSC-accepted, accredited institution of higher education; and

   (ii) Candidates must provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

      (I) A major in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or

      (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or

      (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree or through additional coursework from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for secondary (6-12) and P-12 fields is twenty-one (21) semester hours; and for Middle Grades (4-8) fields, fifteen (15) semester hours of coursework is required in one of the content areas of language arts, math, science, or social science.

(c) The program shall prepare candidates who meet the applicable standards for the teaching of reading for the field of certification sought, as specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(d) Program Completion Requirements. Prior to completion, candidates must meet all program completion requirements specified in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, with one exception; candidates seeking Middle Grades certification through the pedagogy-only program are required to attempt the state-approved content assessment in only one content field.

Authority: O.C.G.A. § 20-2-200.