

505-3-.111 ELEMENTARY AGRICULTURE EDUCATION (P-5) ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach agriculture in grades P-5 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) GaPSC approved professional educator preparation providers may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation Agriculture Education program or an advanced (degree-only) preparation program for individuals holding Agriculture Education (6-12) certification. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC Educator Preparation Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) Candidates admitted to a stand-alone program or a program embedded in a degree-only program must hold certification in Agriculture Education (6-12) at the point of enrollment. Candidates admitted to an embedded program at the undergraduate level must be simultaneously enrolled in a GaPSC-approved program leading to initial certification in Agriculture Education (6-12).

(c) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards appropriate for teachers of P-5 students, which are informed by standards published by the National Association for the Education of Young Children (2012):

1. Promoting Child Development and Learning: Candidates prepared in P-5 agriculture education endorsement programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. The indicators are as follows:

(i) Knowing and understanding pre-Kindergarten through 5th grade children's characteristics and needs;

(ii) Knowing and understanding the multiple influences on early development and learning; and

(iii) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all pre-Kindergarten through 5th grade children.

2. Using Developmentally Effective Approaches: Candidates prepared in P-5 agriculture education endorsement programs understand that teaching and learning with children is a complex enterprise, and that details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. The indicators are as follows:

(i) Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;

(ii) Knowing and using effective research based strategies and tools for pre-Kindergarten through 5th grade children including the appropriate use of technology;

(iii) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help pre-Kindergarten through 5th grade children develop intellectual curiosity, solve problems, and make decisions; and

(iv) Reflecting on one's own practice to promote positive outcomes for each child.

3. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in P-5 agriculture education endorsement programs use their knowledge of agriculture education to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in agriculture education curriculum. They know the essential concepts, inquiry tools, and structure of agriculture education, and can identify resources to deepen their understanding. Candidate use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:

(i) Understanding content knowledge and resources in agriculture education;

(ii) Knowing and using the central concepts, inquiry tools, and structures of agriculture education;

(iii) Using content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child; and

(iv) Recognizing and utilizing opportunities for appropriate curriculum integration.

(d) The program shall meet all requirements specified in Rule 505-3-.01.

Authority O.C.G.A. § 20-2-200