505-3-.96 READING ENDORSEMENT PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach reading to all students at the grade level of the candidate’s base certification and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) A GaPSC-approved professional educator preparation provider 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 program or an advanced (degree-only) preparation program. 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) 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 for classroom teachers of reading adapted from standards published by the international reading association (2010):

1. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction as follows:

   (i) Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading, and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections as indicated in the following:

      (I) Candidates recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language;

      (II) Candidates explain the research and theory about effective learning environments that support individual motivation to read and write;

      (III) Candidates explain language and reading development across all levels of reading: elementary, middle and high school; and

      (IV) Candidates demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across the components.

   (ii) Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement as indicated in the following:

      (I) Candidates show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals; and

      (II) Candidates use multiple sources of information to guide instructional planning to improve
reading achievement for all students.

2. Candidates use the following instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing as follows:

(i) Candidates use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum as indicated in the following:

(I) Candidates explain how the reading and writing curriculum is related to local, state, national and professional standards;

(II) Candidates implement the curriculum based on students’ prior knowledge, world experiences, and interests;

(III) Candidates evaluate the curriculum to ensure that instructional goals and objectives are met; and

(IV) Candidates plan with other teachers and personnel in designing, adjusting, and modifying the curriculum to meet students’ needs in traditional print, digital and online contexts.

(ii) Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections as indicated in the following:

(I) Candidates select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction;

(II) Candidates differentiate instructional approaches to meet students’ reading and writing needs in all content areas;

(III) Candidates implement and evaluate instruction in each of the following areas as appropriate: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing;

(IV) Candidates incorporate traditional print, digital, and online resources as instructional tools to enhance student learning; and

(V) Candidates adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

(iii) Candidates use a wide range of texts (e.g., narrative, expository and poetry) from traditional print, digital, and online resources as indicated in the following:

(I) Candidates guided by evidence-based rationale, select and use quality traditional print, digital, and online resources;

(II) Candidates identify the resources necessary to build an accessible, multilevel, and diverse classroom library including traditional print, digital, and online resources; and

(III) Candidates demonstrate knowledge about various materials and their uses across all levels P-12.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction as follows:

(i) Candidates understand types of assessment and their purposes, strengths, and limitations as indicated in the following:

(I) Candidates demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;

(II) Candidates describe strengths and limitations of a range of assessment tools and their appropriate uses;

(III) Candidates recognize the basic technical adequacy of assessments (e.g., reliability, content and construct validity); and

(IV) Candidates explain district and state assessment frameworks, proficiency standards, and student benchmarks.

(ii) Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes as follows:

(I) Candidates select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness;

(II) Candidates administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;

(III) Candidates interpret and use assessment data to analyze individual, group, and classroom performance and progress; and

(IV) Candidates collaborate with other teachers and personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

(iii) Candidates use assessment information to plan and evaluate instruction as indicated in the following:

(I) Candidates use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;

(II) Candidates use assessment data to evaluate students’ responses to instruction and to develop relevant next steps for teaching;

(III) Candidates interpret patterns in classroom and individual students’ data; and

(IV) Candidates collaborate with other professionals to modify instruction and to plan and evaluate interventions based on assessment data.

(iv) Candidates communicate assessment results and implications to a variety of audiences as indicated in the following:

(I) Candidates communicate assessment purposes and a summary of results to appropriate
audiences (i.e., student, parents or guardians, colleagues, and administrators); and

(II) Candidates use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society as follows

(i) Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write as indicated in the following:

(I) Candidates demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable;

(II) Candidates demonstrate an understanding of the impact of urban, suburban and rural environments on local culture, language and learning to read and write;

(III) Candidates demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development; and

(IV) Candidates demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

(ii) Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity as indicated in the following:

(I) Candidates assess the various forms of diversity that exist in students as well as in the surrounding community;

(II) Candidates provide differentiated instruction and instructional materials including traditional print, digital and online resources that capitalize on diversity;

(III) Candidates provide instruction and instructional materials that are linked to students’ backgrounds, and facilitate a learning environment in which differences and commonalities are valued (e.g., use of literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges); and

(IV) Candidates provide instruction and instructional formats that engage students as agents of their own learning.

(iii) Candidates develop and implement strategies to advocate for equity as indicated in the following:

(I) Candidates provide students with linguistic, academic, and cultural experiences that link their communities with the school;

(II) Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups; and

(III) Candidates demonstrate how issues of inequity and opportunities for social justice activism
and resiliency can be incorporated into the literacy curriculum.

5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments as follows:

(i) Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction as indicated in the following:

(I) Candidates arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small group and whole-class activities; and

(II) Candidates modify the arrangements to accommodate students’ changing needs.

(ii) Candidates design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write as indicated in the following:

(I) Candidates demonstrate a respectful attitude forward all learners and understand the roles for choice, motivation and scaffolded support in creating low-risk and positive social environments;

(II) Candidates model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults); and

(III) Candidates create supportive environments where English learners are encouraged and given many opportunities to use English.

(iii) Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions and peer feedback) as indicated in the following:

(I) Candidates understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital and online resources; and

(II) Candidates create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces and online resources).

(iv) Candidate uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction as indicated in the following:

(I) Candidates use evidence-based rationale to make and monitor flexible instructional grouping options for students;

(II) Candidates model and scaffold procedures so students learn to work effectively in a variety of classroom configurations and activities; and

(III) Candidates use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work and research/investigation groups).
6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility as follows:

(i) Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture as indicated in the following:

(I) Candidates demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

(ii) Candidates display positive dispositions related to their own reading and writing, the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors as indicated in the following:

(I) Candidates display reading and writing behaviors and serve as a model to students;

(II) Candidates promote student appreciation of the value of reading traditional print, digital and online resources in and out of school;

(III) Candidates join and participate in professional literacy organizations, symposia, conferences and workshops;

(IV) Candidates work collaboratively and successfully with families, colleagues and community members to support students’ reading and writing;

(V) Candidates demonstrate effective use of technology for improving student learning;

(VI) Candidates identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions; and

(VII) Candidates implement plans and use results for their own professional growth.

(iii) Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs as indicated in the following:

(I) Candidates recognize the importance of professional development for improving reading and writing in schools;

(II) Candidates participate individually and with colleagues in professional development programs at the school and district levels; and

(III) Candidates apply learning from professional development in instructional practices.

(iv) Candidates understand and influence local, state, or national policy decisions as indicated in the following:

(I) Candidates are informed about important professional issues; and

(II) Candidates advocate with various groups (e.g., administrators, school boards, and local, state and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.
Authority O.C.G.A. § 20-2-200