Rules and Regulations of the State of Georgia

Department 505 PROFESSIONAL STANDARDS COMMISSION

Current through Rules and Regulations filed through November 2, 2022

Table of Contents

ADMINISTRATIVE HISTORY
Chapter 505-1. RULES OF GENERAL APPLICABILITY.
- Rule 505-1-.01. Organization.
- Rule 505-1-.02. General Definitions.
- Rule 505-1-.03. Suspension of Rules.
- Rule 505-1-.04. Reserved.
- Rule 505-1-.05. Public Information.
- Rule 505-1-.06. Petition for a Declaratory Ruling.
- Rule 505-1-.07. Petition for Promulgation, Amendment, or Repeal of Rule.
- Rule 505-1-.08. Reserved.
- Rule 505-1-.09. Reserved.

Chapter 505-2. CERTIFICATION.
- Rule 505-2-.01. Georgia Educator Certification.
- Rule 505-2-.02. Classification.
- Rule 505-2-.03. Pre-Service Teaching Certificate.
- Rule 505-2-.04. Induction Certificate.
- Rule 505-2-.05. Professional Certificate.
- Rule 505-2-.06. Advanced Professional Certificate.
- Rule 505-2-.07. Lead Professional Certificate.
- Rule 505-2-.08. Provisional Certificate.
- Rule 505-2-.09. Non-Renewable Professional Certificate.
- Rule 505-2-.10. Permit.

Rule 505-2-.11. International Exchange Certificate.
Rule 505-2-.12. Life Certificate.
Rule 505-2-.13. Waiver Certificate.
Rule 505-2-.14. Endorsements.
Rule 505-2-.15. Adjunct License.
Rule 505-2-.16. Educational Interpreter License.
Rule 505-2-.17. Non-Instructional Aide License.
Rule 505-2-.18. Paraprofessional License.
Rule 505-2-.19. Support Personnel License.
Rule 505-2-.20. Substitute Teaching.
Rule 505-2-.21. Certification by Interstate Reciprocity.
Rule 505-2-.22. Certification by State-Approved Program.
Rule 505-2-.23. Requirements Letter.
Rule 505-2-.24. Special Georgia Requirements.
Rule 505-2-.25. Experience Requirements.
Rule 505-2-.26. Certification and Licensure Assessments.
Rule 505-2-.27. Certification Application, MyPSC and Test Eligibility Procedures.
Rule 505-2-.28. Certification Fees.
Rule 505-2-.29. Evaluation Of Credit Earned Outside Of The U.S.
Rule 505-2-.30. Referral to Educator Ethics Division.
Rule 505-2-.31. GaPSC-Accepted Accreditation for Certification Purposes.
Rule 505-2-.32. Validity Periods and Dating of Certificates.
Rule 505-2-.33. Certificate Upgrade.
Rule 505-2-.34. Add a Field.
Rule 505-2-.35. Voluntary Field Deletion.
Rule 505-2-.36. Renewal Requirements.
Rule 505-2-.37. [Repealed].
Rule 505-2-.38. Certificate Correction.
Rule 505-2-.39. Certification Appeal.
Rule 505-2-.40. In-Field Assignment.
Rule 505-2-.41. Privacy of Information.
Rule 505-2-.42. Clearance Certificate.
Rule 505-2-.43. Annual Performance Evaluation.
Rule 505-2-.44. Retired Educator Certificate.
Rule 505-2-.45. Montessori Certificate.
Rule 505-2-.46. Military Support Certificate.
Rule 505-2-.47. Reserved.
Rule 505-2-.48. Repealed and Reserved.

Rule 505-2-.49. Repealed and Reserved.
Rule 505-2-.50. Repealed and Reserved.
Rule 505-2-.51. Repealed and Reserved.
Rule 505-2-.52. Repealed and Reserved.
Rule 505-2-.53. Repealed and Reserved.
Rule 505-2-.54. Repealed and Reserved.
Rule 505-2-.55. Repealed and Reserved.
Rule 505-2-.56. Repealed and Reserved.
Rule 505-2-.57. Teaching Fields.
Rule 505-2-.58. Repealed and Reserved.
Rule 505-2-.59. Repealed and Reserved.
Rule 505-2-.60. Repealed and Reserved.
Rule 505-2-.61. Repealed and Reserved.
Rule 505-2-.62. Repealed and Reserved.
Rule 505-2-.63. Repealed and Reserved.
Rule 505-2-.64. Repealed and Reserved.
Rule 505-2-.65. Repealed and Reserved.
Rule 505-2-.66. Repealed and Reserved.
Rule 505-2-.67. Repealed and Reserved.
Rule 505-2-.68. Repealed and Reserved.
Rule 505-2-.69. Repealed and Reserved.
Rule 505-2-.70. Repealed and Reserved.
Rule 505-2-.71. Repealed and Reserved.
Rule 505-2-.72. Repealed and Reserved.
Rule 505-2-.73. Repealed and Reserved.
Rule 505-2-.74. Repealed and Reserved.
Rule 505-2-.75. Repealed and Reserved.
Rule 505-2-.76. Repealed and Reserved.
Rule 505-2-.77. Repealed and Reserved.
Rule 505-2-.78. Repealed and Reserved.
Rule 505-2-.79. Repealed and Reserved.
Rule 505-2-.80. Repealed and Reserved.
Rule 505-2-.81. Repealed and Reserved.
Rule 505-2-.82. Repealed and Reserved.
Rule 505-2-.83. Repealed and Reserved.
Rule 505-2-.84. Repealed and Reserved.
Rule 505-2-.85. Repealed and Reserved.
Rule 505-2-.86. Repealed and Reserved.

Rule 505-2-.87. Healthcare Science.
Rule 505-2-.88. Repealed and Reserved.
Rule 505-2-.89. Repealed and Reserved.
Rule 505-2-.90. Career and Technical Specializations.
Rule 505-2-.91. Repealed and Reserved.
Rule 505-2-.92. Repealed and Reserved.
Rule 505-2-.93. Repealed and Reserved.
Rule 505-2-.94. Repealed and Reserved.
Rule 505-2-.95. Repealed and Reserved.
Rule 505-2-.96. Repealed and Reserved.
Rule 505-2-.97. Repealed and Reserved.
Rule 505-2-.98. Repealed and Reserved.
Rule 505-2-.99. Repealed and Reserved.
Rule 505-2-.100. Repealed and Reserved.
Rule 505-2-.101. Repealed and Reserved.
Rule 505-2-.102. Repealed and Reserved.
Rule 505-2-.103. Repealed and Reserved.
Rule 505-2-.104. Repealed and Reserved.
Rule 505-2-.105. Repealed and Reserved.
Rule 505-2-.106. Academic Content Concentrations.
Rule 505-2-.107. Repealed and Reserved.
Rule 505-2-.108. Repealed and Reserved.
Rule 505-2-.109. Repealed and Reserved.
Rule 505-2-.110. Repealed and Reserved.
Rule 505-2-.111. Repealed and Reserved.
Rule 505-2-.112. Repealed and Reserved.
Rule 505-2-.113. Repealed and Reserved.
Rule 505-2-.114. Repealed and Reserved.
Rule 505-2-.115. Repealed and Reserved.
Rule 505-2-.116. Repealed and Reserved.
Rule 505-2-.117. Repealed and Reserved.
Rule 505-2-.118. Repealed and Reserved.
Rule 505-2-.119. Repealed and Reserved.
Rule 505-2-.120. Repealed and Reserved.
Rule 505-2-.121. Repealed and Reserved.
Rule 505-2-.122. Repealed and Reserved.
Rule 505-2-.123. Repealed and Reserved.
Rule 505-2-.124. Repealed and Reserved.

Rule 505-2-.125. Repealed and Reserved.
Rule 505-2-.126. Repealed and Reserved.
Rule 505-2-.127. Repealed and Reserved.
Rule 505-2-.128. Repealed and Reserved.
Rule 505-2-.129. Repealed and Reserved.
Rule 505-2-.130. Repealed and Reserved.
Rule 505-2-.131. Repealed and Reserved.
Rule 505-2-.132. Repealed and Reserved.
Rule 505-2-.133. Repealed and Reserved.
Rule 505-2-.134. Repealed and Reserved.
Rule 505-2-.135. Repealed and Reserved.
Rule 505-2-.136. Repealed and Reserved.
Rule 505-2-.137. Repealed and Reserved.
Rule 505-2-.138. Repealed and Reserved.
Rule 505-2-.139. Repealed and Reserved.
Rule 505-2-.140. Audiology.
Rule 505-2-.141. Curriculum and Instruction.
Rule 505-2-.142. Instructional Technology.
Rule 505-2-.143. Media Specialist.
Rule 505-2-.144. School Counseling.
Rule 505-2-.145. School Nutrition Director.
Rule 505-2-.146. School Psychology.
Rule 505-2-.147. School Social Work.
Rule 505-2-.148. Speech and Language Pathology.
Rule 505-2-.149. Teacher Leadership.
Rule 505-2-.150. Literacy Specialist.
Rule 505-2-.151. Repealed and Reserved.
Rule 505-2-.152. Repealed and Reserved.
Rule 505-2-.153. Educational Leadership Certificate.
Rule 505-2-.154. Superintendent Certificate.
Rule 505-2-.155. Repealed and Reserved.
Rule 505-2-.156. Repealed and Reserved.
Rule 505-2-.157. Repealed and Reserved.
Rule 505-2-.158. Repealed and Reserved.
Rule 505-2-.159. Birth through Five Endorsement.
Rule 505-2-.160. Career Exploration (PECE) Endorsement.
Rule 505-2-.161. Career Technical Instruction (CTI) Endorsement.
Rule 505-2-.162. Coaching Endorsement.

Rule 505-2-.163. Computer Science Endorsement.
Rule 505-2-.164. Coordinated Career Academic Education (CCAE) Endorsement.
Rule 505-2-.165. Culinary Arts Endorsement.
Rule 505-2-.166. English to Speakers of Other Languages (ESOL) Endorsement.
Rule 505-2-.167. Gifted In-Field Endorsement.
Rule 505-2-.168. Intervention Specialist Endorsement.
Rule 505-2-.169. K-5 Mathematics Endorsement.
Rule 505-2-.170. K-5 Science Endorsement.
Rule 505-2-.171. Middle Grades Endorsement.
Rule 505-2-.172. Online Teaching Endorsement.
Rule 505-2-.173. Reading Endorsement.
Rule 505-2-.174. Safety and Driver Education Endorsement.
Rule 505-2-.175. Special Education Deaf Education Endorsement.
Rule 505-2-.176. Special Education Physical and Health Disabilities Endorsement.
Rule 505-2-.177. Special Education Preschool Ages 3-5 Endorsement.
Rule 505-2-.178. Special Education Transition Specialist Endorsement.
Rule 505-2-.179. Special Education Visual Impairment Endorsement.
Rule 505-2-.180. Multi-Tiered System of Supports (MTSS) Facilitator Endorsement.
Rule 505-2-.181. Teacher Leader Endorsement.
Rule 505-2-.182. Teacher Support and Coaching Endorsement.
Rule 505-2-.183. Work-Based Learning Endorsement.
Rule 505-2-.184. Dual Immersion Elementary Education Endorsement.
Rule 505-2-.185. Autism Endorsement.
Rule 505-2-.186. Stem Education Endorsement.
Rule 505-2-.187. Dramatic Writing Micro-Endorsement.
Rule 505-2-.188. Personalized Learning Endorsement.
Rule 505-2-.189. Positive Behavior Intervention and Supports (PBIS) Endorsement.
Rule 505-2-.190. Urban Education Endorsement.
Rule 505-2-.191. Agriculture Education Endorsement(P-5).
Rule 505-2-.192. Dyslexia Endorsement.
Rule 505-2-.193. Computer Science Micro-Endorsement.
Rule 505-2-.194. Reserved.
Rule 505-2-.195. Reserved.
Rule 505-2-.196. Reserved.
Rule 505-2-.197. Reserved.
Rule 505-2-.198. Reserved.
Rule 505-2-.199. Reserved.
Rule 505-2-.200. Audiology.

Rule 505-2-.201. Media Specialist.
Rule 505-2-.202. School Counseling.
Rule 505-2-.203. School Nutrition Director.
Rule 505-2-.204. School Psychology.
Rule 505-2-.205. School Social Work.
Rule 505-2-.206. Speech and Language Pathology.
Rule 505-2-.207. Reserved.
Rule 505-2-.208. Instructional Technology.
Rule 505-2-.209. Teacher Leadership.
Rule 505-2-.210. Curriculum and Instruction.
Rule 505-2-.211. Reserved.
Rule 505-2-.212. Reserved.
Rule 505-2-.213. Reserved.
Rule 505-2-.214. Reserved.
Rule 505-2-.215. Reserved.
Rule 505-2-.216. Reserved.
Rule 505-2-.217. Reserved.
Rule 505-2-.218. Reserved.
Rule 505-2-.219. Reserved.
Rule 505-2-.220. Reserved.
Rule 505-2-.221. Reserved.
Rule 505-2-.222. Reserved.
Rule 505-2-.223. Reserved.
Rule 505-2-.224. Reserved.
Rule 505-2-.225. Reserved.
Rule 505-2-.226. Reserved.
Rule 505-2-.227. Reserved.
Rule 505-2-.228. Reserved.
Rule 505-2-.229. Reserved.
Rule 505-2-.230. Reserved.
Rule 505-2-.231. Reserved.
Rule 505-2-.232. Reserved.
Rule 505-2-.233. Reserved.
Rule 505-2-.234. Reserved.
Rule 505-2-.235. Reserved.
Rule 505-2-.236. Reserved.
Rule 505-2-.237. Reserved.
Rule 505-2-.238. Reserved.

Rule 505-2-.239. Reserved.
Rule 505-2-.240. Reserved.
Rule 505-2-.241. Reserved.
Rule 505-2-.242. Reserved.
Rule 505-2-.243. Reserved.
Rule 505-2-.244. Reserved.
Rule 505-2-.245. Reserved.
Rule 505-2-.246. Reserved.
Rule 505-2-.247. Reserved.
Rule 505-2-.248. Reserved.
Rule 505-2-.249. Reserved.
Rule 505-2-.250. Service Endorsements.
Rule 505-2-.251. Teacher Support Specialist Endorsement.
Rule 505-2-.252. Student Support Team (SST) Coordinator Endorsement.
Rule 505-2-.253. Reserved.
Rule 505-2-.254. Reserved.
Rule 505-2-.255. Reserved.
Rule 505-2-.256. Reserved.
Rule 505-2-.257. Reserved.
Rule 505-2-.258. Reserved.
Rule 505-2-.259. Reserved.
Rule 505-2-.260. Reserved.
Rule 505-2-.261. Reserved.
Rule 505-2-.262. Reserved.
Rule 505-2-.263. Reserved.
Rule 505-2-.264. Reserved.
Rule 505-2-.265. Reserved.
Rule 505-2-.266. Reserved.
Rule 505-2-.267. Reserved.
Rule 505-2-.268. Reserved.
Rule 505-2-.269. Reserved.
Rule 505-2-.270. Reserved.
Rule 505-2-.271. Reserved.
Rule 505-2-.272. Reserved.
Rule 505-2-.273. Reserved.
Rule 505-2-.274. Reserved.
Rule 505-2-.275. Reserved.
Rule 505-2-.276. Reserved.

Rule 505-2-.277. Reserved.
Rule 505-2-.278. Reserved.
Rule 505-2-.279. Reserved.
Rule 505-2-.280. Reserved.
Rule 505-2-.281. Reserved.
Rule 505-2-.282. Reserved.
Rule 505-2-.283. Reserved.
Rule 505-2-.284. Reserved.
Rule 505-2-.285. Reserved.
Rule 505-2-.286. Reserved.
Rule 505-2-.287. Reserved.
Rule 505-2-.288. Reserved.
Rule 505-2-.289. Reserved.
Rule 505-2-.290. Reserved.
Rule 505-2-.291. Reserved.
Rule 505-2-.292. Reserved.
Rule 505-2-.293. Reserved.
Rule 505-2-.294. Reserved.
Rule 505-2-.295. Reserved.
Rule 505-2-.296. Reserved.
Rule 505-2-.297. Reserved.
Rule 505-2-.298. Reserved.
Rule 505-2-.299. Reserved.
Rule 505-2-.300. Educational Leadership.
Rule 505-2-.301. Reserved.
Rule 505-2-.302. Reserved.
Rule 505-2-.303. Reserved.
Rule 505-2-.304. Reserved.
Rule 505-2-.305. Reserved.
Rule 505-2-.306. Reserved.
Rule 505-2-.307. Reserved.
Rule 505-2-.308. Reserved.
Rule 505-2-.309. Reserved.
Rule 505-2-.310. Reserved.
Rule 505-2-.311. Reserved.
Rule 505-2-.312. Reserved.
Rule 505-2-.313. Reserved.
Rule 505-2-.314. Reserved.

Rule 505-2-.315. Reserved.
Rule 505-2-.316. Reserved.
Rule 505-2-.317. Reserved.
Rule 505-2-.318. Reserved.
Rule 505-2-.319. Reserved.
Rule 505-2-.320. Reserved.
Rule 505-2-.321. Reserved.
Rule 505-2-.322. Reserved.
Rule 505-2-.323. Reserved.
Rule 505-2-.324. Reserved.
Rule 505-2-.325. Reserved.
Rule 505-2-.326. Reserved.
Rule 505-2-.327. Reserved.
Rule 505-2-.328. Reserved.
Rule 505-2-.329. Reserved.
Rule 505-2-.330. Reserved.
Rule 505-2-.331. Reserved.
Rule 505-2-.332. Reserved.
Rule 505-2-.333. Reserved.
Rule 505-2-.334. Reserved.
Rule 505-2-.335. Reserved.
Rule 505-2-.336. Reserved.
Rule 505-2-.337. Reserved.
Rule 505-2-.338. Reserved.
Rule 505-2-.339. Reserved.
Rule 505-2-.340. Reserved.
Rule 505-2-.341. Reserved.
Rule 505-2-.342. Reserved.
Rule 505-2-.343. Reserved.
Rule 505-2-.344. Reserved.
Rule 505-2-.345. Reserved.
Rule 505-2-.346. Reserved.
Rule 505-2-.347. Reserved.
Rule 505-2-.348. Reserved.
Rule 505-2-.349. Reserved.
Rule 505-2-.350. Leadership Endorsements.
Rule 505-2-.351. Teacher Leader Endorsement.
Rule 505-2-.352. Repealed.

Rule 505-2-.353. Repealed.
Rule 505-2-.354. Repealed.
Rule 505-2-.355. Repealed.
Chapter 505-3. EDUCATOR PREPARATION RULES.
Rule 505-3-.01. Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs.
Rule 505-3-.02. Educator Preparation Provider Annual Reporting and Evaluation.
Rule 505-3-.03. Reserved.
Rule 505-3-.04. Reserved.
Rule 505-3-.05. Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP).
Rule 505-3-.06. Pedagogy-Only Program.
Rule 505-3-.07. Repealed and Reserved.
Rule 505-3-.08. Innovative and Experimental Programs.
Rule 505-3-.09. Repealed and Reserved.
Rule 505-3-.10. Repealed and Reserved.
Rule 505-3-.11. Repealed and Reserved.
Rule 505-3-.12. Repealed and Reserved.
Rule 505-3-.13. Birth Through Kindergarten Program.
Rule 505-3-.14. Elementary Education (P-5) Program.
Rule 505-3-.15. Repealed and Reserved.
Rule 505-3-.16. Repealed and Reserved.
Rule 505-3-.17. Repealed and Reserved.
Rule 505-3-.18. Repealed and Reserved.
Rule 505-3-.19. Middle Grades Education Program.
Rule 505-3-.20. Repealed and Reserved.
Rule 505-3-.21. Repealed and Reserved.
Rule 505-3-.22. Repealed and Reserved.
Rule 505-3-.23. Economics Education Program.
Rule 505-3-.24. English Education Program.
Rule 505-3-.25. Geography Education Program.
Rule 505-3-.26. History Education Program.
Rule 505-3-.27. Mathematics Education Program.
Rule 505-3-.28. Political Science Education Program.
Rule 505-3-.29. Science Education Program.
Rule 505-3-.30. Speech Education Program.
Rule 505-3-.31. Repealed and Reserved.
Rule 505-3-.32. Repealed and Reserved.
Rule 505-3-.33. Repealed and Reserved.

Rule 505-3-.34. Agriculture Education Program.
Rule 505-3-.35. Business Education Program.
Rule 505-3-.36. Family and Consumer Sciences Education Program.
Rule 505-3-.37. Healthcare Science Program.
Rule 505-3-.38. Marketing Education Program.
Rule 505-3-.39. Engineering and Technology Education Program.
Rule 505-3-.40. Career and Technical Specializations Program.
Rule 505-3-.41. Computer Science Program.
Rule 505-3-.42. Repealed and Reserved.
Rule 505-3-.43. Repealed and Reserved.
Rule 505-3-.44. Art Education Program.
Rule 505-3-.45. Dance Education Program.
Rule 505-3-.46. Drama Education Program.
Rule 505-3-.47. English to Speakers of Other Languages (ESOL) Education Program.
Rule 505-3-.48. Foreign Language Education Program.
Rule 505-3-.49. Health and Physical Education Program.
Rule 505-3-.50. Music Education Program.
Rule 505-3-.51. Reading Education Program.
Rule 505-3-.52. Repealed and Reserved.
Rule 505-3-.53. Repealed and Reserved.
Rule 505-3-.54. Special Education Adapted Curriculum Program.
Rule 505-3-.55. Special Education General Curriculum Program.
Rule 505-3-.56. Special Education General Curriculum Elementary Education (P-5) Program.
Rule 505-3-.57. Special Education Deaf Education Program.
Rule 505-3-.58. Special Education Physical and Health Disabilities Program.
Rule 505-3-.59. Special Education Preschool (Ages 3-5).
Rule 505-3-.60. Special Education Visual Impairments Program.
Rule 505-3-.61. Repealed and Reserved.
Rule 505-3-.62. Repealed and Reserved.
Rule 505-3-.63. Curriculum and Instruction Program.
Rule 505-3-.64. Instructional Technology Program.
Rule 505-3-.65. Media Specialist Program.
Rule 505-3-.66. Literacy Specialist Program.
Rule 505-3-.67. School Counselor Program.
Rule 505-3-.68. School Nutrition Director Program.
Rule 505-3-.69. School Psychologist Program.
Rule 505-3-.70. Repealed and Reserved.

Rule 505-3-.71. Speech and Language Pathology Program.
Rule 505-3-.72. Teacher Leadership Program.
Rule 505-3-.73. Repealed and Reserved.
Rule 505-3-.74. Repealed and Reserved.
Rule 505-3-.75. Repealed and Reserved.
Rule 505-3-.76. Alternative Preparation for Educational Leadership Program.
Rule 505-3-.77. Educational Leadership Program.
Rule 505-3-.78. Repealed and Reserved.
Rule 505-3-.79. Repealed and Reserved.
Rule 505-3-.80. Repealed and Reserved.
Rule 505-3-.81. Repealed and Reserved.
Rule 505-3-.82. Birth Through Kindergarten Endorsement Program.
Rule 505-3-.83. Autism Education Endorsement Program.
Rule 505-3-.84. Career Technical Instruction (CTI) Endorsement Program.
Rule 505-3-.85. Coaching Endorsement Program.
Rule 505-3-.86. Computer Science Endorsement Program.
Rule 505-3-.87. Coordinated Career Academic Education (CCAE) Endorsement Program.
Rule 505-3-.88. Culinary Arts Endorsement Program.
Rule 505-3-.89. English to Speakers of Other Languages (ESOL) Endorsement Program.
Rule 505-3-.90. Gifted In-Field Education Endorsement Program.
Rule 505-3-.91. Intervention Specialist Endorsement Program.
Rule 505-3-.92. K-5 Mathematics Endorsement Program.
Rule 505-3-.93. K-5 Science Endorsement Program.
Rule 505-3-.94. STEM Education Endorsement Program.
Rule 505-3-.95. Online Teaching Endorsement Program.
Rule 505-3-.96. Reading Endorsement Program.
Rule 505-3-.97. Repealed and Reserved.
Rule 505-3-.98. Special Education Deaf Education Endorsement Program.
Rule 505-3-.99. Special Education Physical and Health Disabilities Endorsement Program.
Rule 505-3-.100. Special Education Preschool (Ages 3-5) Endorsement Program.
Rule 505-3-.101. Special Education Transition Specialist Endorsement Program.
Rule 505-3-.102. Special Education Visual Impairment Endorsement Program.
Rule 505-3-.103. Multi-Tiered System of Supports Facilitator Endorsement Program.
Rule 505-3-.104. Teacher Leader Endorsement Program.
Rule 505-3-.105. Teacher Support and Coaching (TSC) Endorsement Program.
Rule 505-3-.106. Work-Based Learning Endorsement Program.

Rule 505-3-.107. Dual Immersion Elementary Education (P-5) Endorsement Program.
Rule 505-3-.108. Personalized Learning Endorsement Program.
Rule 505-3-.109. Positive Behavior Intervention and Supports (PBIS) Endorsement Program.
Rule 505-3-.110. Urban Education Endorsement Program.
Rule 505-3-.111. Elementary Agriculture Education (P-5) Endorsement Program.
Rule 505-3-.112. Dyslexia Endorsement Program.
Rule 505-3-.113. Reserved.
Rule 505-3-.114. Reserved.
Rule 505-3-.115. Reserved.
Chapter 505-4. STATE PAYMENTS TO SUPERVISORS OF STUDENT TEACHERS.
Rule 505-4-.01. State Payments to Supervisors of Student Teachers.
Chapter 505-5. GRANTS PROGRAM.
Rule 505-5-.01. PSC Certification Channel Grants Program.
Rule 505-5-.02. Mini Transitional/Development Incentive Grants Program.
Rule 505-5-.03. Demonstration Projects in Teacher Education.
Rule 505-5-.04. Special Projects and Initiatives.
Chapter 505-6. PROFESSIONAL PRACTICES.
Rule 505-6-.01. The Code of Ethics for Educators.
Rule 505-6-.02. Procedures for Invalidated or Denied Certification.
Rule 505-6-.03. Change of Address.
Rule 505-6-.04. Office of State Administrative Hearings (OSAH) Hearings.
Rule 505-6-.05. Review of Initial Decision of Administrative Law Judge.
Rule 505-6-.06. Request for Stay of Final Decision.
Rule 505-6-.07. Educator Monitoring.
Rule 505-6-.08. Student Loans.
Rule 505-6-.09. Investigation Instituted by Self-Referral.

ADMINISTRATIVE HISTORY

The **Administrative History** following each Rule gives the date on which the Rule was originally filed and its effective date, as well as the date on which any amendment or repeal was filed and its effective date. Principal abbreviations used in the Administrative History are as follows:

f. -- filed

eff. -- effective

R. -- Rule (Abbreviated only at the beginning of the control number)

Ch. -- Chapter (Abbreviated only at the beginning of the control number)

ER. -- Emergency Rule

Rev. -- Revised

Note: Emergency Rules are listed in each Rule's Administrative History by Emergency Rule number, date filed and effective date. The Emergency Rule will be in effect for 120 days or until the effective date of a permanent Rule covering the same subject matter superseding this Emergency Rule is adopted, as specified by the Agency.

Chapters 505-1 entitled "Operating Procedures", 505-2 entitled "Certification", 505-3 entitled "Teacher Education", 505-4 entitled "State Payments to Supervisors of Student Teachers" have been adopted. Filed December 18, 1991; effective January 7, 1992.

Rule 505-2-.123 has been amended. Filed January 7, 1992; effective July 1, 1992, as specified by the Agency.

Rule 505-2-.11 has been amended. Filed April 6, 1992; effective July 1, 1992, as specified by the Agency.

Chapters 505-1, 505-2 and 505-3 have been repealed and new Chapters adopted. Filed December 16, 1992; effective July 1, 1993, as specified by the Agency.

Grant Chapter 505-5 entitled "Grants Program" submitted December 16, 1993.

Rules 505-2-.02, .09, .10, .11, .13, .17, .18, .37, .38, .95, .116, .117, .121, .124 and 505-3-.54 have been amended. Filed April 29, 1994; effective July 1, 1994, as specified by the Agency.

Rule 505-2-.08 has been amended. Filed June 29, 1994; effective July 19, 1994. Rules 505-3-.01 and .29 have been amended. Filed June 29, 1994; effective July 19, 1994.

Rules 505-2-.08, .13, .15, .37, .38 have been amended. Rule 505-3-.01 has been repealed and a new Rule adopted. Filed June 19, 1995; effective July 9, 1995.

Rule 505-1-.04 has been amended. Filed October 6, 1995; effective November 1, 1995, as specified by the Agency.

Rules 505-1-.04, 505-3-.47, .53 and Chapter 505-2 have been amended. Filed June 21, 1996; effective July 11, 1996.

Rules 505-2-.03, .04 have been amended. Filed December 10, 1996; effective January 1, 1997, as specified by the Agency.

Rules 505-1-.04, 505-2-.02, .36, .74, .99, .118, .121 and .136 have been amended. Filed June 24, 1997; effective July 14, 1997.

Rules 505-3-.01, .26, .35, and .37 have been amended. Filed August 13, 1997; effective September 2, 1997.

Rules 505-2-.06, .100 to .108, .123, .124, 505-3-.13, .15, .19, .21, .32, .34, .42, .43 and .59 have been amended. Filed December 31, 1997; effective July 1, 1998, as specified by the Agency.

Rules 505-1-.04, .05, 505-2-.03 to .05, .17, .35 have been amended. Rules 505-1-.06, .07 have been adopted. Filed June 5, 1998; effective July 1, 1998, as specified by the Agency.

Rules 505-2-.11, .89, 505-3-.33 have been amended. Rule 505-2-.109 has been adopted. Filed December 9, 1998; effective January 1, 1999, as specified by the Agency.

Rules 505-2-.03, .04, .05, 505-3-.17, .29, .47 have been amended. Filed June 8, 1999; effective July 1, 1999, as specified by the Agency.

Rules 505-3-.25, .31, .37 and 505-3-.40 have been amended. Filed January 25, 2000; effective February 15, 2000, as specified by the Agency.

Rules 505-2-.52, .75, .80, .83 have been amended. Rule 505-3-.44 has been adopted. Filed March 7, 2000; effective April 1, 2000, as specified by the Agency.

Rule 505-2-.10 has been amended. Rule 505-2-.24 has been adopted. Filed April 7, 2000; effective May 1, 2000, as specified by the Agency.

Rule 505-2-.10 has been amended. Rules 505-1-.04, 505-2-.03 and .04 have been repealed. Chapter 505-6 entitled "Professional Practices" has been adopted. Filed July 10, 2000; effective August 1, 2000, as specified by the Agency.

Rules 505-2-.08 and .13 have been amended. Filed August 11, 2000; effective September 1, 2000, as specified by the Agency.

Rules 505-2-.24, .35 have been amended. Rule 505-6-.08 has been adopted. Filed May 10, 2001; effective June 1, 2001, as specified by the Agency.

Rule 505-2-.62 has been repealed. Rules 505-2-.52, .71, .75, .80, .83, .86 and .97 have been amended. Filed July 13, 2001; effective August 5, 2001, as specified by the Agency.

Rules 505-2-.10, 505-6-.01, .02, .07, .08 have been amended. Rule 505-6-.09 has been adopted. Filed September 10, 2001; effective October 1, 2001, as specified by the Agency.

Chapter 505-3 has been repealed and a new Chapter adopted. Filed November 9, 2001; effective December 1, 2001, as specified by the Agency.

Rules 505-6-.02, .07 have been amended. Filed February 27, 2002; effective April 1, 2002, as specified by the Agency.

Rules 505-2-.59, .84, .100, .117, .119, 505-3-.17, .29, .33 have been amended. Rules 505-2-.110, .111, .112, 505-3-.08, .45, and .49 have been adopted. Filed May 9, 2002; effective June 1, 2002, as specified by the Agency.

Rule 505-3-.50 has been adopted. Filed May 9, 2002; effective July 1, 2002, as specified by the Agency.

Rule 505-6-.01 has been amended. Filed June 27, 2002; effective August 1, 2002, as specified by the Agency.

Rules 505-2-.10, 505-6-.01, .03, and .09 have been amended. Rule 505-2-.19 has been repealed and a new Rule adopted. Filed September 19, 2002; effective October 15, 2002, as specified by the Agency.

Rules 505-2-.17, .52, .71, .75, .80, .83, .86, and .97 have been amended. Rules 505-2-.104 and 505-3-.19 have been repealed and new Rules adopted. Rules 505-2-.113, .114, 505-3-.46, .51 and .60 have been adopted. Filed December 3, 2002; effective January 1, 2003, as specified by the Agency.

Rules 505-2-.06 and .121 have been amended. Filed April 11, 2003; effective May 1, 2003.

Rule 505-6-.01 has been amended. Filed June 23, 2003; effective July 15, 2003, as specified by the Agency.

Rules 505-2-.01, .02, .05 to .11, .15, .17 to .24, .35 to .39, .50 to .61, .63 to .97, .99 to .113, .115 to .121, .123, .124, .130, .132 to .137 have been repealed and new Rules adopted. Rules 505-2-.03, .12, .16, .25, .26, .31 to .34, .62 have been adopted. Rules 505-2-.13, .40, and .114 have been repealed and Rules reserved. Filed February 20, 2004; effective March 15, 2004, as specified by the Agency.

Rules 505-2-.10, .12, .21, .24, .26, .39, .84, .96, .115 to .121, 505-3-.01, .08 to .12, .14, .16 to .20, .22, .24, .26 to .30, .35, .36, .38, .39, .45 to .51, .53 to .57, 505-6-.01 and .05 have been amended. Rules 505-3-.05, .52, .61 to .75 have been adopted. Rules 505-3-.13, .15, .21, .23, .33, .34, .41 to .43, and .59 have been repealed and new Rules adopted. Filed August 20, 2004; effective September 15, 2004, as specified by the Agency.

Rules 505-2-.03, .06, .07, .12, .36, and .70 have been amended. Rules 505-2-.100 to .109, .111, .112, .115 to .121, .123, .124, .130, .132 to .137 have been repealed. Rule 505-2-.113 has been repealed and a new Rule adopted. Rules 505-2-.150 to .158, .160, .161, .163 to .165, .173, .200

to .206, .250, .251, .300, .350 to .355 have been adopted. Filed October 22, 2004; effective November 15, 2004, as specified by the Agency.

Rules 505-2-.02, .06, .08, .19, .20, .21, .25, .64, .96, .205, and .206 have been amended. Filed December 14, 2004; effective January 15, 2005, as specified by the Agency.

Rule 505-6-.07 has been amended. Filed March 16, 2005; effective April 15, 2005, as specified by the Agency.

Rules 505-2-.05, .06, .08 to .11, .20, .24, .35, .37, .84, .150, .164, .202, .205, .250, and 505-3-.52 have been amended. Rules 505-2-.97 and .163 have been repealed and new Rules adopted. Rules 505-2-.99 and .113 have been repealed. Rules 505-2-.116, .117, .252, and 505-3-.80 have been adopted. Filed June 23, 2005; effective July 15, 2005, as specified by the Agency.

Rules 505-2-.75 and .83 have been repealed and the rules reserved. Rule 505-2-.103 to .109, .111, .112, .170 to .172, and .174 have been adopted. Rules 505-2-.110 and 505-3-.62 have been repealed and new Rules adopted. Rules 505-3-.61, .63, .66 to .68, .71 to .73, .75, and 505-6-.01 have been amended. Filed July 21, 2005; effective August 15, 2005, as specified by the Agency.

Chapter 505-3 has been repealed and a new Chapter adopted. Filed October 24, 2005; effective November 15, 2005, as specified by the Agency.

Rule 505-3-.46 has been adopted. Filed December 13, 2005; effective January 15, 2006, as specified by the Agency.

Rules 505-2-.05 to .07, .09, .10, .12, .19, .20, .24, .25, .89, .97, .103, .150, .157, .163, .170 to .172, .174, .202, .205, .206, .250, and .350 have been amended. Rules 505-2-.92 and 505-3-.29 have been repealed. Filed February 10, 2006; effective March 15, 2006, as specified by the Agency.

Rule 505-2-.52 has been repealed and a new Rule adopted. Rules 505-2-.117 and .204 have been amended. Rules 505-3-.40 to .43 have been adopted. Filed April 17, 2006; effective May 15, 2006, as specified by the Agency.

Rules 505-2-.10, .11, and .24 have been amended. Rules 505-2-.108 and 505-3-.32 have been repealed and new Rules adopted. Rules 505-2-.126 to .139 have been adopted. Filed August 3, 2006, effective September 1, 2006, as specified by the Agency.

Rules 505-2-.05, .06, .25, .38, .150, .163, .165, .202, .204 to .206, and 505-3-.16 have been amended. Rules 505-2-.162 and 505-3-.85 have been adopted. Filed November 9, 2006; effective December 15, 2006, as specified by the Agency.

Rules 505-3-.58 and .73 have been repealed and new Rules adopted. Filed March 8, 2007; effective April 15, 2007.

Rules 505-2-.05, .06, .10, .18, .25, .37, .96, .170, .204 to .206, and 505-3-.78 have been amended. Rules 505-2-.116, .151, 505-3-.12, and .64 have been repealed and new Rules adopted. Rule 505-2-.125 has been adopted. Filed June 18, 2007; effective July 15, 2007, as specified by the Agency.

Rules 505-2-.04 and 505-3-.06 have been adopted. Filed September 18, 2007; effective October 15, 2007, as specified by the Agency.

Rules 505-2-.10, .20, .26, .64, .96, and .150 have been amended. Rules 505-2-.166, .167, 505-3-.62, and .63 have been adopted. Rule 505-2-.351 has been repealed and a new Rule adopted. Rules 505-2-.352 to .355 have been repealed. Filed November 15, 2007; effective December 15, 2007, as specified by the Agency.

Rules 505-2-.202, .300, and .350 have been amended. Filed December 14, 2007; effective January 15, 2008, as specified by the Agency.

Rule 505-2-.300 has been amended. Filed March 17, 2008; effective April 15, 2008, as specified by the Agency.

Rules 505-2-.20 and .24 have been amended. Filed April 16, 2008; effective May 15, 2008, as specified by the Agency.

Rules 505-2-.02, .03, and .26 have been amended. Rules 505-2-.13 and .14 have been adopted. Rule 505-2-.24 has been repealed and a new Rule adopted. Filed August 15, 2008; effective September 15, 2008, as specified by the Agency.

Rules 505-2-.01, .10, .11, .104 to .110, .112, .126 to .139, .170, .171, and .174 have been amended. Rules 505-2-.140 to .143 have been adopted. Filed September 16, 2008; effective October 15, 2008, as specified by the Agency.

Rules 505-2-.08, .13, .21, .38, .150, .157, and 505-3-.33 have been amended. Rules 505-2-.153, .154, .164, 505-3-.66, .67, and .76 have been repealed and new Rules adopted. Rule 505-2-.161 has been repealed. Filed February 16, 2009; effective March 15, 2009, as specified by the Agency.

Rules 505-2-.01, .02, .04 to .06, .24, .25, .50 to .55, .57 to .64, .66, .69 to .71, .74, .81, .82, .84, .85, .87 to .89, .91, .94, .95, .104 to .112, .116, .117, .125 to .143, .200 to .202, .204 to .206, and 505-3-.01 have been amended. Rules 505-2-.27 to .30, .40, and 505-3-.86 have been adopted. Rules 505-2-.97, .166, 505-3-.05, and .32 have been repealed and new Rules adopted. Rule 505-3-.06 has been repealed. Filed April 20, 2009; effective May 15, 2009, as specified by the Agency.

Rules 505-2-.96 and 505-6-.01 have been amended. Filed May 22, 2009; effective June 15, 2009, as specified by the Agency.

Rules 505-2-.08, .70, .203, 505-3-.22, and .49 have been repealed and new Rules adopted. Filed June 12, 2009; effective July 15, 2009, as specified by the Agency.

Rules 505-2-.02 and .25 have been amended. Rule 505-2-.108 has been repealed and a new Rule adopted. Filed September 10, 2009; effective October 1, 2009, as specified by the Agency.

Rules 505-2-.15 and 505-6-.01 have been amended. Filed September 18, 2009; effective October 15, 2009, as specified by the Agency.

Rules 505-2-.02, .12, .150, .155, .156, 505-3-.68 and .69 have been repealed and new Rules adopted. Filed December 17, 2009; effective January 15, 2010, as specified by the Agency.

Rules 505-2-.02, .06, .07, .09, .10, .11, .20, .24, .30, .39, and 505-3-.01 have been repealed and new Rules adopted. Filed June 7, 2010; effective July 15, 2010, as specified by the Agency.

Rules 505-2-.20, 505-2-.38, 505-3-.83 repealed and readopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.

Rules 505-2-.208, 505-2-.209, 505-2-.252, 505-3-.53, 505-3-.54, and 505-3-.59 adopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.

Rules 505-2-.116, 505-2-.300, 505-3-.12, 505-6-.05 repealed and readopted. F. Dec. 20, 2011; eff. Jan. 15, 2012.

Rules 505-2-.210, 505-3-.55 adopted. F. Dec. 20, 2011; eff. Jan. 15, 2012.

Rules 505-2-200, 505-2-201, 505-2-202, 505-2-203, 505-2-204, 505-2-205, 505-2-206, 505-3-.05, 505-3-.28, and 505-3-.48 repealed. New Rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-3-.01 repealed and new rule with same title adopted. F. Dec. 26, 2012; eff. Jan. 15, 2013.

Rule 505-2-.32 amended. F. Dec. 26, 2012; eff. Jan. 15, 2013.

Rules 505-3-.16 and 505-3-.47 amended; Rule 505-3-.75 repealed and new rule title adopted. F. Mar. 26, 2013; eff. Apr. 15, 2013.

Rules 505-2-.02 and 505-2-.25 amended; Rules 505-2-.43, 505-2-.44, and 505-3-.60 adopted; Rule 505-3-.26 repealed and new rule with same title adopted. F. May 24, 2013; eff. Jun. 15, 2013, as specified by the Agency.

Rules 505-2-.10, 505-2-.39, 505-2-.96 amended; Rule 505-3-.82 repealed and new rule with same title adopted. F. Sep. 25, 2013; eff. Oct. 15, 2013.

Rule 505-2-.40 amended. F. Dec. 26, 2013; eff. Jan. 15, 2014.

Chapter 505-3 repealed in its entirety, new chapter adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Chapter 505-2, repealed all current rules, excluding Rules 505-2-.122, .123, .124, .125, and .174; adopted new Rules 505-2-.01 to 505-2-.199, excluding Rules 505-2-.122, .123, .124, .125, and .174. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rules 505-3-.01, .02, .05, .76, .92, and .93 amended. F. June 13, 2014; eff. July 3, 2014, Rules 505-2-.04, .05, .14, .22, .24, .26, .33, .34, 153, and .182 amended. Rules 505-2-.122, .123, .124, .125 and .174 adopted. F. June 13, 2014; eff. July 3, 2014,

Rule 505-3-.25 adopted; Rules 505-2-.87, .89, .90, 505-3-.01, 505-6-.01 and .02 amended; Rules 505-3-.13, .14, .24, .34 through .40, .82, .84, .86 and .87 repealed and new rules adopted; Rules 505-3-.17, .70 and .83 repealed. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rules 505-2-.04, .05, .08, .09, .22, .24, .34, .56, .89, .90, .141, .142, .146, .149, .169, .170, 505-3-.19, .40, .69 amended; Rule 505-3-.94 repealed and rule number reserved. F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

Rules 505-2-.02, .04, .05, .14, .19, .24, .26, .33, and .144 amended; Rules 505-3-.76 and .77 repealed and new rules with same title adopted; Rule 505-3-.78 repealed and rule number reserved. F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.

Rules 505-2-.04, .15, .27, .40, .90, .114, 505-3-.102, .105, 505-6-.01 amended; Rule 505-3-.71 repealed and new rule with same title adopted. F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.

Rules 505-2-.03, 505-2-.07 adopted. F. June 12, 2015; eff. July 1, 2015, as specified by the Agency.

Rules 505-2-.44, .91.184, 505-3-.61 adopted; Rules 505-2-.05, .07, .23, .25, .26, .31, .32, .34, .36, .148, .179, .182 amended; Rules 505-3-.48, .56, .93 repealed and new rules with same title adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.

Rules 505-2-.01, .02, .03, .04, .20, .22, .32, .33, .43, .102, .162, .181, 505-3-.76, .77 amended; Rule 505-2-.153 repealed and new rule with same title adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.

Rules 505-2-.01, .13, .24, .26 amended; Rule 505-2-.185 adopted; Rules 505-3-.65, .90 repealed and new rules with same title adopted. F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.

Rules 505-2-.04, .08, .09, .15, .18, .24, .90, .144, .145, .182, 505-3-.82, .84, .86 through .89, .95 through .102, .105, .106 amended; Rule 505-3-.61 repealed; Rule 505-3-.83 adopted; Rule 505-3-.90 repealed and new rule with same title adopted. F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

Rule 80-6-1-.12 corrected to delete non-substantive typographical error of "No" in rule title as requested by the agency. Effective Aug. 12, 2015.

Note: Rule 505-2-.153, correction of non-substantive typographical error in History. '**Repealed:** New Rule of same title adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.' corrected to '**Repealed:** New Rule entitled "Educational Leadership Certificate" adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.' Rule 505-3-.05, correction of non-substantive typographical error in History, original Rule title "Educator Preparation Provider Annual Reporting and Evaluation" corrected to "Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)." Effective Oct. 15, 2016.

Rules 505-2-.08, .10, .13, .26, .32, .43, .44, .87, .89, .90, .153, 505-3-.50 amended; Rules 505-3-.01, .05, .44, .45 repealed and new rule with same title adopted; Rules 505-3-.46 repealed and new rule adopted; Rules 505-3-.94, 505-3-.107 adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.

Rule 505-2-.185 amended; Rules 505-3-.02, .67, .76 repealed and new rules with same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.

Rules 505-2-.04, .26, .31, .32, .33, .144 amended; Rule 505-2-.186 adopted. F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.

Rule 505-3-.41 adopted; Rules 505-3-.86, 95 repealed and new rules with same title adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.

Rules 505-2-.05, .06, .07, .09, .24 through .27, .34, .36 amended. F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.

Rules 505-2-.02, .10, .34, .153 amended; Rule 505-2-.154 adopted. F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.

Rule 505-6-.01 amended. F. Dec. 20, 2017; eff. Jan. 1, 2018, as specified by the Agency.

Rules 505-3-.01, .05 amended. F. Dec. 20, 2017; eff. Jan. 15, 2018, as specified by the Agency.

Rules 505-2-.02, .04, .18, .23, .43, .87, .90, 505-3-.02 amended. F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.

Rules 505-2-.10, .26, .146, .185 amended; Rule 505-2-.45 adopted. F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.

Rules 505-3-.76, .77 repealed and new rules with same title adopted. F. June 25, 2018; eff. July 15, 2018.

Note: Rule 505-2-.26, correction of non-substantive typographical errors in History on SOS Rules and Regulations website. "***Repealed:*** *New Rule entitled "Education Program" adopted. F.*

Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency." corrected to *"**Repealed:** New Rule entitled "History Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency."* Effective Oct. 15, 2018.

Rules 505-2-.10, 15, 16, .19, .24, .26 amended; Rules 505-2-.46, .187 adopted. F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rules 505-3-.01, .05, .88 amended; Rules 505-3-.23, .25, .26, .28 repealed and new rules with same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rules 505-2-.32, .39 amended; Rules 505-3-.108, 109, .110 adopted. F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.

Rules 505-2-.02, .04, .10, .14, .26, .106 amended. F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.

Rules 505-2-.04, .16, .22, .26, .34, .36, .55, .56, .102, .159, .168, .169, .170, .177, .184 amended; Rules 505-2-.188 through .191 adopted; Rules 505-3-.01, .05, .14, .56, .82, .91, .92, .93, .98, .102, .107 amended; Rule 505-3-.111 adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rules 505-2-.04, .10, .32, .42, .45, .46, .163, 505-3-.02, 505-6-.01, 505-6-.05 amended. Rule 505-3-.06 adopted. F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.

Rules 505-2-.01, .02, .20, .27, .28, .32, .33, .145, .161, .181 amended; Rules 505-2-.04, .05, .08, .09, .13, .14, .21 thru .26, .34, .36, .45, .46, .87, .90, .140 thru .144, .146 thru .149 repealed and new rules adopted; Rules 505-3-.01, .02, .19, .72, .104 amended; Rules 505-3-.51, .112 adopted; Rules 505-3-.66, .96,.103 repealed and new rules adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Note: Rule 505-2-.26, correction of non-substantive typographical errors in subparagraph (3)(b)1.(i), *"The appropriate Special Education field assessment must then be completed before conversion to a Professional"* corrected to *"The appropriate Special Education field assessment must then be completed before conversion to a Professional certificate;"*, as requested by the Agency. Effective Jan. 1, 2020.

Rules 505-3-.01, .05 amended; Rules 505-3-.47, .89 repealed and new rules with same title adopted. F. Apr. 7, 2020; eff. Apr. 15, 2020, as specified by the Agency.

Note: Rule 505-3-.01, correction of non-substantive typographical error in subparagraph (3)(e)4.(iv), *"... see GaPSC Rules 505-3-.63 through 505-3-.8."* corrected to *"... see GaPSC Rules 505-3-.63 through 505-3-.81."*, as requested by the Agency. Effective Apr. 15, 2020.

Rule 505-2-.57 adopted; Rules 505-2-.03, .04, .05, .08, .09, .22, .45, .46, .87, .90, .145, .147, .148 and 505-3-.01, .02, .05, .66, .112 amended; Rules 505-2-.10, .11, .18, .24, .26, .32, .39, .42, .153 and 505-3-.13, .14 repealed and new rules adopted; Rules 505-2-.54, .55, .56, .60 through .64,

.68 through .80, .84, .85, .86, .88, .89, .91, .94 through .102, .107 through .114, .118 through .136 repealed. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Note: Rule 505-3-.66, title was incorrectly cited as "Reading Specialist Education Program" on the Rules and Regulations of the State of Georgia website from January 1, 2020 through June 30, 2020 due to an administrative error. The correct title, "Literacy Specialist Program," (as filed Dec. 13, 2019; effective Jan. 1, 2020) was updated on the Rules and Regulations website July 1, 2020, as requested by the Agency.

Rule 505-2-.192 adopted; Rule 505-3-.01 amended. F. Sep. 24, 2020; eff. Oct. 15, 2020, as specified by the Agency.

Rule 505-2 .150 adopted; Rules 505-2-.08, .10, .11, .33, .42, .45, .87, .90, .153, .172 amended. Rules 505-3-.01, .05, .46, .76, .77 amended; Rule 505-3-.07 repealed and number reserved; Rules 505-3-.64, .95 repealed and new rules adopted. F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rules 505-2-.24, .36, .177 amended; Rule 505-2-.37 repealed and number reserved; Rule 505-2-.187 repealed and new rule adopted; Rule 505-6-.01 amended, Rule 505-6-.02 repealed and new rule adopted. F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rules 505-2-.21, 142, .163, .164, 505-3-.82 through .96, .98 through .112 amended; Rules 505-2-.27, .180 repealed and new rule adopted; Rules 505-3-.09, .97 repealed and number reserved. F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.06 amended; Rules 505-3-.27, .92 repealed and new rules adopted. F. Sep. 24, 2021; eff. Oct. 15, 2021, as specified by the Agency.

Rules 505-2-.90, 505-2-.173, 505-3-.01, 505-6-.01 amended. F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.

Rule 505-3-.29 amended. F. Mar. 25, 2022; eff. Apr. 15, 2022, as specified by the Agency.

Rules 505-2-.08, .10, .26, .45, .46, .87, .90, .143, .144, .145, .147, 505-3-.01, .05 amended. F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rules 505-2-.03, .27, amended, Rule 505-2-.193 adopted. F. June 22, 2022; eff. July 1, 2022, as specified by the Agency.

Rules 505-2-.168, 505-3-.111, 505-6-.01 repealed and new rules adopted. F. Oct. 3, 2022; eff. Oct. 15, 2022, as specified by the Agency.

Chapter 505-1. RULES OF GENERAL APPLICABILITY.

Rule 505-1-.01. Organization.

(1) Purpose. The Professional Standards Commission is responsible for creating and implementing standards and procedures for the certification of educational personnel and the approval of teacher education programs.

(2) There are four major staff functions within the Professional Standards Commission; Certification, Teacher Education, Research and Assessment, and technology Services.

(3) The mailing address of the Professional Standards Commission is 1454 Twin Towers East, Atlanta, Georgia 30334.

(4) All legal notices and all notices and correspondence regarding administrative matters should be directed to the offices of the Professional Standards Commission.

Cite as Ga. Comp. R. & Regs. R. 505-1-.01
Authority: Ga. Code Ann. 1981. Sec. 20-2-989.01, enacted by Ga. L. 1991, p. 1546, Sec.1.
History. . Original Rule entitled "Organizations" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Rule 505-1-.02. General Definitions.

The following definitions shall apply generally to all rules and regulations of the Professional Standards Commission.

(a) "Commission" shall mean the Professional Standards Commission, consisting of eighteen (18) members appointed by the governor.

(b) "Denial" of a certificate shall mean a decision by the commission not to issue a certificate to an applicant either for failure to meet the qualifications required by the commission or for any of the grounds for which a certificate may be revoked or suspended.

(c) "Exception" shall mean a timely and formal objection or reservation to the report of the hearing tribunal of the Professional Practices Commission in matters regarding certificate suspension, revocation, or denial, or the issuance of a reprimand against the holder of a certificate.

(d) "Executive Secretary" shall mean the person appointed by the Professional Standards Commission to serve as the secretary and executive officer of the commission.

(e) "Hearing Officer" shall mean a duly qualified person designated by the executive secretary or the commission who shall be employed or appointed by the commission for

purpose as needed and shall be authorized to exercise such powers as are given such persons by statute or rule.

(f) "Professional Practices Commission" or "PPC" shall mean the statutory body of seventeen (17) members which operates under state laws and rules governing standards of professional conduct. The PPC has authority to close investigations when the evidence does not support the charges, or to recommend to the Professional Standards Commission certificate suspension, revocation, or denial, or the issuance of a reprimand when the evidence does support the charges.

(g) "Reprimand" shall mean a decision by the commission to issue a written warning or reprimand against the holder of a certificate.

(h) "Revocation" of a certificate shall mean a decision by the commission to terminate a certificate.

(i) "Suspension" of a certificate shall mean a decision by the commission to temporarily withdraw certification. Suspension shall disqualify an individual from using a certificate.

Cite as Ga. Comp. R. & Regs. R. 505-1-.02
Authority: Ga. Code Ann. 1981. Sec. 20-2-989.01, enacted by Ga.L. 1991, p. 1546, Sec. 1 and Sec. 20-2-796(a).
History. Original Rule entitled "General Definitions" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Rule 505-1-.03. Suspension of Rules.

The Professional Standards Commission recognizes the need to exercise reasonable judgement in the administration of the rules of the commission. A rule or requirement may be waived upon finding that unique circumstances warrant such action.

(a) Any individual and/or local unit of administration and/or teacher education institution seeking relief from a commission rule or requirement shall file a request in writing with the executive secretary of the commission. As a minimum, the request shall specify the rule or requirement in question and the rationale for the request.

(b) The executive secretary shall be authorized to act on behalf of the commission in the consideration and appropriate dispensation of such requests. The executive secretary shall make a timely report to the commission concerning action taken to suspend a commission rule or requirement.

1. If an individual's request has an impact upon a local unit of administration and/or a teacher education institution, the individual shall send a copy of the request to the executive officer of the local unit of administration or the head of the professional education unit. The local unit of administration and/or the institution shall be

allowed the opportunity to send a statement to the commission setting forth its position with request to the request.

2. The executive secretary may request additional written documentation from the individual and/or the educational entity requesting the waiver.

(c) The executive secretary may defer action on a waiver request until such time as the commission has had a reasonable opportunity to consider the request.

Cite as Ga. Comp. R. & Regs. R. 505-1-.03
Authority: Ga. Code Ann. 1991. Secs. 20-2-984, 20-2-988 and 20-2-989.01.
History. Original Rule entitled "Suspension of Rules" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Rule 505-1-.04. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-1-.04
Authority: O.C.G.A. Secs. 20-2-989.01, 20-2-1160, 43-1-14, 50-13-41.
History. . Original Rule entitled "Exceptions to a Report of the Hearing Tribunal of the Professional Practices Commission" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Oct. 6, 1995; eff. Nov. 1, 1995, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. June 24, 1997; eff. July 14, 1997.
Repealed: New Rule entitled "Review of Initial Decision of Hearing Officer" adopted. F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Repealed: Rule reserved. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.

Rule 505-1-.05. Public Information.

(1) Requests for information concerning the files or documents of the Professional Standards Commission shall be pursuant to the requirements of the Georgia Open Records Act (O.C.G.A. 50-18-70). Requests for copies of records that are routinely subject to public inspection may be charged a uniform copying/mailing fee of $.25 per page. Should the information request involve an unusual administrative cost or burden for commission staff, a reasonable additional charge for search and retrieval and other direct administrative costs also may be assessed.

(2) Requests must be made in writing to the Executive Secretary of the Professional Standards Commission and must contain the name and address of the person requesting the documents and a description of the documents requested.

Cite as Ga. Comp. R. & Regs. R. 505-1-.05
Authority: O.C.G.A. Secs. 50-13-70, 50-14-1, *et seq.*
History. Original Rule entitled "Public Information" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.

Rule 505-1-.06. Petition for a Declaratory Ruling.

(1) Any petition for a declaratory ruling as to the applicability of any statutory provision or any rule or order of the agency shall be in writing to the Executive Secretary of the Professional Standards Commission and shall contain the following:

(a) name and address of the person making the request;

(b) applicable rule(s), order(s), and/or statute(s);

(c) proposed interpretation/application of the rule(s), order(s), and/ or statute(s);

(d) rationale for the proposed interpretation/application.

(2) The Executive Secretary, in consultation with staff and acting on behalf of the commission, shall make a ruling on the petition.

Cite as Ga. Comp. R. & Regs. R. 505-1-.06
Authority: O.C.G.A. Sec. 50-13-11.
History. Original Rule entitled "Petition for a Declaratory Ruling" adopted. F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.

Rule 505-1-.07. Petition for Promulgation, Amendment, or Repeal of Rule.

(1) Any petition for the promulgation, amendment, or repeal of any rule of the agency shall be in writing to the Executive Secretary of the Professional Standards Commission and shall contain the following:

(a) name and address of the person making the request;

(b) applicable rule(s);

(c) nature of the request;

(d) rationale for the proposed change.

(2) The Executive Secretary, in consultation with staff and the commission, shall rule on the petition within 30 days after its submission and either deny the request in writing with reasons for the denial or shall initiate rulemaking proceedings in accordance with the Georgia Administrative Procedure Act.

Cite as Ga. Comp. R. & Regs. R. 505-1-.07
Authority: O.C.G.A. Sec. 50-13-9.

History. Original Rule entitled "Petition for Promulgation, Amendment, or Repeal of Rule" adopted. F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.

Rule 505-1-.08. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-1-.08

Rule 505-1-.09. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-1-.09

Chapter 505-2. CERTIFICATION.

Rule 505-2-.01. Georgia Educator Certification.

(1) **Summary:** State certification terminology and requirements vary widely between states and are often confusing to many applicants. Some states use the term "licensure" while others use "certification." The same title, such as "provisional," may be used in a number of states, but with different definitions and requirements. Many applicants assume that "reciprocity" means an automatic "even trade" for an out-of-state certificate, but that is rarely the case. Georgia reciprocity applies to initial certification. Once an educator holds certification in Georgia, the educator must meet Georgia requirements to add a field, upgrade the level and maintain certification. The certification system used in the State of Georgia is the responsibility of the Georgia Professional Standards Commission (GaPSC) and published on the GaPSC web site at https://www.gapsc.com/Commission/Rules/home.aspx.

(2) **Definitions.**

(a) Georgia Educator:

1. A Georgia educator for certification purposes is any individual currently or previously employed by a Georgia local unit of administration (LUA) while holding a certificate issued by the GaPSC.

(b) Initial Certificate:

1. A Georgia educator's first certificate confirming completion of all Georgia requirements for certificate issuance in a teaching, service or leadership field.

(c) Base Certificate:

1. The base certificate is the initial certificate issued in a specific content area confirming completion of all Georgia requirements for certificate issuance at the time of application.

(d) Local Unit of Administration (LUA):

1. A local unit of administration (LUA) is a local education agency or a regional educational service agency, including but not limited to public, waiver, strategic waiver system, charter system or charter schools and private schools (i.e., faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.). State agencies and public and private institutions of higher education requiring certification for employment purposes are included in this definition.

(3) **GaPSC Members.** The eighteen (18) members of the GaPSC are responsible for establishing and administering rules and standards for the preparation, certification and discipline of Georgia school personnel. Members are appointed by the governor and include nine (9) classroom teachers, two (2) administrators, two (2) higher education faculty, two (2) local Board of Education members and three (3) business and community leaders.

(4) **Legal Authority.** Georgia law, O.C.G.A. 2-2-200, stipulates that "The Professional Standards Commission shall provide, by regulation, for certifying and classifying all certificated professional personnel employed in the public schools of this state. No such personnel shall be employed in the public schools of this state unless they hold certificates issued by the commission certifying their qualifications and classification in accordance with such regulations."

(a) Certificated professional personnel are individuals who hold certificates, licenses, or permits issued by the GaPSC.

(b) Teachers, service personnel, educational leaders, and all other professional education personnel that have regular contact with students in an instructional setting must hold GaPSC certification or licensure if employed in a Georgia public school, unless exempted pursuant to a charter under O.C.G.A. 20-2-2065, or increased flexibility under O.C.G.A. 20-2-80.

(5) **Charter System or Charter School Educators.** Georgia charter system or charter school educators may, or may not, be required to hold state certification depending on the policy outlined in the specific charter. Charter system or charter school educators who meet the criteria outlined in Section (4)(b) above are, however, required to hold a Clearance Certificate. See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

(6) **Strategic Waiver System.** Strategic Waiver systems may, or may not, be required to hold state certification depending on the policy outlined in the contract. Educators

employed by these systems who meet the criteria outlined in Section (4)(b) above are, however, required to hold a Clearance Certificate. See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

(7) **Private School Educators.** Georgia private school educators may, or may not, be required to hold state certification depending on the local school policy.

(8) **Substitute Teachers.** Substitute teachers in Georgia are not required to hold state certification. See GaPSC Rule 505-2-.20 SUBSTITUTE TEACHING.

(9) **NASDTEC Interstate Agreement.** Georgia is an active member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). As such, Georgia has signed the NASDTEC Interstate Agreement (commonly referred to as reciprocity) with all 49 other states, the District of Columbia and other NASDTEC jurisdictions. Information on how the Interstate Agreement may apply is found in GaPSC Rule 505-2-.21 CERTIFICATION BY INTERSTATE RECIPROCITY. Georgia also participates in the NASDTEC National Clearinghouse and reports state disciplinary actions imposed against certificate holders to this national database. Additional information on the Interstate Agreement and the Clearinghouse may be found on the web at www.nasdtec.org.

(10) **Background Check Requirement.** A state criminal background check is required for a Pre-Service certificate and verified by the GaPSC as outlined in GaPSC Rule 505-2-.03. Although state and federal criminal background checks are not part of the certification process in Georgia other than as required for a Pre-Service certificate, FBI background checks (fingerprint) are required for professional employment in Georgia public, private, waiver, strategic waiver system, charter system or charter schools. Georgia criminal background checks are also required every five (5) years for certificate renewal and affirmed by the employing school or school system.

(11) **Educator Responsibility.** It is the responsibility of the individual educator to meet all requirements and to obtain and maintain a valid Georgia educator certificate or license. If rules change that impact an educator's certification, it is the responsibility of the educator to apply to the commission by submission of a new application requesting evaluation under the new rule. Certification issued based on a rule revision shall not be issued prior to the effective date of the revised rule.

(12) **Tiered Certification.** Georgia participates in a tiered teacher certification system. Tiered teacher certification is envisioned as a means of improving student learning by recognizing the unique developmental needs of teachers at every career stage and by encouraging and supporting continuous teacher growth. It is designed to provide support to new teachers and those preparing to become teachers, and to establish a fair and equitable environment for growth for practicing teachers. Tiered certification also creates career advancement opportunities for teachers aspiring to assume leadership responsibilities and contribute to school improvement efforts while remaining in the classroom.

(a) When fully implemented, tiered certification will help foster an environment in which:

1. Educators are focused on the academic growth of their students by focusing on their own academic growth;

2. The conditions and resources necessary for teacher professional growth and retention at each career stage are identified, valued and provided through individualized, ongoing and collaboratively designed and delivered professional learning activities focused on the common goal of improving student learning;

3. Expert teachers who can contribute to the learning of their peers are provided leadership opportunities to mentor and coach; and

4. School leaders promote and maintain a positive school culture in which educators are rewarded based on successful performance in the classroom as well as their contributions to the school's learning environment.

(b) The tiered certification structure consists of the following:

1. Pre-Service (See GaPSC Rule 505-2-.03 PRE-SERVICE CERTIFICATE);

2. Provisional (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE);

3. Induction (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE);

4. Professional (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE);

5. Advanced Professional (See GaPSC Rule 505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE); and

6. Lead Professional (See GaPSC Rule 505-2-.07 LEAD PROFESSIONAL CERTIFICATE).

(13) **Routes to Certification.** An explanation of the various routes to Georgia certification may be found on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.01
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Privacy of Information" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "Georgia Educator Certification" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended: F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.02. Classification.

(1) **Summary:** Certification is classified according to category, title, type, field and level. The Georgia Professional Standards Commission (GaPSC) has authorized the issuance of certificates under the following classification system:

CATEGORIES (2)

Renewable	Non-Renewable
↓	↓

TITLES (13)

Standard Professional	Pre-Service
Performance-Based Professional	Induction
Advanced Professional	Military Support
Lead Professional	Non-Renewable Professional
Life	Provisional
Retired Educator	International Exchange
	Waiver

TYPES (11)

Adjunct
Clearance
Educational Interpreter
Leadership
Montessori
Non-Instructional Aide
Paraprofessional
Permit
Service
Support Personnel
Teaching

(2) **Categories.** Certificates are grouped under two (2) major categories based upon requirements needed for continued certification. The categories are: Renewable and Non-Renewable.

(a) Renewable certificate validity varies by title and type. During the validity period, the educator must satisfy renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS and/or any additional requirements outlined in the rule appropriate to the certificate title and type.

(b) Non-Renewable certificates are valid from one (1) to five (5) years, depending on the title and outstanding requirements for certification.

(3) **Titles**. Certificate titles identify the subcategories of certificates. There are thirteen (13) titles.

(a) Standard Professional: The Standard Professional certificate is a Georgia professional certificate title issued to educators with teaching, service and leadership certificate types employed by a Georgia local unit of administration (LUA). Certificate issuance is based upon completion of all requirements for professional certification and applicable Special Georgia Requirements. Standard Professional certificates are identified by the code letters "SR" (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

1. The Standard Professional teaching certificate title indicates that all requirements for professional teaching certification have been met, including applicable Special Georgia Requirements. The Standard Professional teaching certificate is issued to educators who are employed by a Georgia LUA but have not met performance evaluation requirements on the state annual summative performance evaluation or are not evaluated on the statewide evaluation system. Educators holding the Standard Professional teaching certificate who are not evaluated on the statewide evaluation system are evaluated by a school, district or agency approved evaluation system.

2. The Standard Professional leadership certificate title indicates that all requirements for professional leadership certification have been met, including applicable Special Georgia Requirements. The Standard Professional leadership certificate is issued to Georgia educators completing GaPSC-approved educator preparation programs prior to September 30, 2009. The certificate is also issued to educators applying by reciprocity who meet requirements outlined in GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP.

3. The Standard Professional service certificate title indicates that all requirements for professional certification in a service field have been met, including applicable Special Georgia Requirements.

(b) Performance-Based Professional: The Performance-Based Professional certificate is a Georgia professional certificate title issued to educators with teaching and leadership certificate types employed by a Georgia LUA. Certificate issuance is based upon completion of all requirements for professional certification, including applicable Special Georgia Requirements. Performance-Based Professional certificates are identified by the code letters "PR" (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

1. The Performance-Based Professional teaching certificate is part of Georgia's tiered teacher certification system and issued to educators who are

employed by a Georgia LUA and evaluated on the statewide evaluation system.

2. The Performance-Based Professional leadership certificate is issued to educators who have completed GaPSC-approved educator preparation performance-based leadership programs and met applicable Special Georgia Requirements.

3. Performance-Based certificates issued to educators as a result of a classroom performance-based evaluation system known as the Teacher Performance Assessment Instrument (TPAI) discontinued in 1990 will have the certificate title converted to the Standard Professional certificate on the effective date of this rule. After meeting Performance-Based certificate requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE, these educators will qualify for a Performance-Based Professional certificate.

(c) Advanced Professional: The Advanced Professional certificate title is part of Georgia's tiered teacher certification system and recognizes teachers with expert classroom practice and professional growth resulting in higher levels of student learning. The Advanced Professional certificate is issued to educators employed by a Georgia LUA. Certificate issuance is based upon completion of all requirements for Advanced Professional certification and applicable Special Georgia Requirements. Advanced Professional certificates are identified by the code letters "AP" (See GaPSC Rule 505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE).

(d) Lead Professional: The Lead Professional certificate title is part of Georgia's tiered teacher certification system and recognizes qualified teachers who promote, support and expand opportunities for teacher leadership in grades P-12 to improve effective classroom practice resulting in higher levels of student learning. The Lead Professional certificate is issued to educators employed by a Georgia LUA. Certificate issuance is based upon completion of all requirements for Lead Professional certification and applicable Special Georgia Requirements. Lead Professional certificates are identified by the code letters "LP" (See GaPSC Rule 505-2-.07 LEAD PROFESSIONAL CERTIFICATE).

(e) Life: The Life certificate title was issued prior to July 1, 1974, to educators eligible under requirements in place at that time. Once issued, the life status remains in effect for an unlimited time for the fields in which it was issued. Applications for higher certificate levels (upgrades) do not alter the life status for fields previously issued. No new life certificates shall be issued nor shall any new fields be added to life certificate holders with the life title. Life certificates are identified by the code letter "D" (See GaPSC Rule 505-2-.12 LIFE CERTIFICATE).

(f) Retired Educator: The Retired Educator certificate is issued to retired Georgia educators who have previously held renewable, professional educator certification. Retired Educator certificates are identified by the code letters "R" (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(g) Pre-Service: The Pre-Service certificate title is part of Georgia's tiered teacher certification system and recognizes candidates enrolled in GaPSC-approved educator preparation programs, and participating in field and clinical experiences in Georgia schools. Pre-Service certificates are identified by the code letters "PS" (See GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE).

(h) Induction: The Induction certificate title is part of Georgia's tiered teacher certification system and provides a statewide structure for the professional development of early career educators and educators new to the state of Georgia and assures the effectiveness of these educators. Certificate issuance is based upon completion of all requirements for Induction certification and applicable Special Georgia Requirements. Induction certificates are identified by the code letter "IN" (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(i) Military Support Certificate: The Military Support certificate is issued to eligible transitioning military veterans and military spouses, allowing completion of certification requirements on a modified timeline. Military Support certificates are identified by the letter "M" (See GaPSC Rule 505-2-.46 MILITARY SUPPORT CERTIFICATE).

(j) Non-Renewable Professional: The Non-Renewable Professional certificate title is issued to educators at the request of a Georgia LUA under several different circumstances as outlined in the Non-Renewable Professional rule. Non-Renewable Professional certificates are identified by the code letter "N" (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(k) Provisional: The Provisional certificate is issued to individuals who have satisfied the minimum job-entry level requirements for a specific field. Provisional certificates are identified by the code letter "B" (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(l) International Exchange: The International Exchange certificate title is issued at the request of an employing Georgia LUA to educators certified in other countries who wish to teach in Georgia schools for up to three (3) years. The certificate cannot be renewed or extended. International Exchange certificates are identified by the code letter "X" (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE).

(m) Waiver: The Waiver certificate title is issued at the request of an employing Georgia LUA and at the discretion of the GaPSC to educators who have not satisfied all certification requirements. Valid for a one (1)-year period, the Waiver

certificate is non-renewable. Waiver certificates are identified by the code letter "W" (See GaPSC Rule 505-2-.13 WAIVER CERTIFICATE).

(4) **Types.** Certification types identify eleven (11) school personnel functions: adjunct, clearance, educational interpreter, leadership, Montessori, non-instructional aide, paraprofessional, permit, service, support personnel, and teaching.

(a) Adjunct License: The Adjunct license is issued at the request of an employing Georgia LUA to individuals with specific knowledge, skills and experience in an engineering, medical, dental, pharmaceutical, veterinarian, legal, accounting or arts profession, or any other professional position approved by the GaPSC or who have instructional experience in a branch of the U.S. military (except for JROTC), or in a GaPSC-accepted accredited college or university. Holders of this certificate are eligible to provide instruction for up to but no more than fifty (50) percent of the school day in specific subjects in grades 6-12 only. These licenses are issued for one (1)-year period and are renewable. These licenses are identified by the letter "J" (See GaPSC Rule 505-2-.15 ADJUNCT LICENSE).

(b) Clearance Certificate: The Clearance certificate is issued at the request of the employing Georgia LUA to educators who satisfactorily complete fingerprint and criminal background check requirements and do not have a certificate that is currently under investigation by the GaPSC or revoked or suspended in Georgia or any other state. All educators employed by a Georgia LUA must hold a Clearance Certificate. See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE, for the definition of educator as it applies to this certificate. There are no academic requirements necessary to qualify for this certificate. All holders of this certificate are subject to the Georgia Code of Ethics for Educators. These certificates are identified by the letter "C" (See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE).

(c) Educational Interpreter License: The Educational Interpreter license is issued to individuals who serve as sign language interpreters in schools. It is the responsibility of the Georgia LUA to assure that personnel who provide educational interpreting services, regardless of job title, hold the Educational Interpreter License. The Educational Interpreter License has no assigned level. These licenses are identified by the letters "EI" (See GaPSC Rule 505-2-16 EDUCATIONAL INTERPRETER LICENSE).

(d) Leadership Certificate: The Leadership certificate is issued in fields that prepare an educator to administer or supervise a Georgia LUA, school, or school program. These certificates are identified by the letter "L" (See GaPSC Rule 505-2-153 EDUCATIONAL LEADERSHIP).

(e) Montessori Certificate: The Montessori certificate is issued to eligible individuals who teach in Georgia public or private Montessori classrooms. The Montessori

certificate is issued in Age Levels identified on the certificate. (See GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE).

(f) Non-Instructional Aide license: The Non-Instructional Aide license is issued to eligible individuals hired to perform routine non-instructional tasks. The Non-Instructional Aide license has no assigned level. These licenses are identified by the letters "AIDE" (See Rule GaPSC Rule 505-2-.17 NON-INSTRUCTIONAL AIDE LICENSE).

(g) Paraprofessional license: The Paraprofessional license is issued to eligible individuals hired as Paraprofessionals. The Paraprofessional license has no assigned level. These licenses are identified by the letters "PARA" (See GaPSC Rule 505-2-.18 PARAPROFESSIONAL LICENSE).

(h) Permit: The Permit is issued at the request of an employing Georgia LUA to individuals with specific experience in the teaching fields of performing arts (art, music, dance, and drama), foreign language, JROTC, CTAE Specializations, Engineering and Technology, Healthcare Science, and the position of superintendent. These certificates are identified by the letter "P" (See GaPSC Rule 505-2-.10 PERMIT).

(i) Service certificate: The Service certificate is issued in fields that prepare an individual to provide support services to students, school personnel, and school operations. These certificates are identified by the letter "S" (See GaPSC Rules 505-2-.140 AUDIOLOGY to 505-2-.149 TEACHER LEADERSHIP).

(j) Support Personnel license: The Support Personnel license is issued at the request of an employing Georgia LUA to individuals who serve in positions of leadership over support functions in the LUA. Such positions include but are not limited to: finance, transportation, public relations, personnel, staff development, facilities, planning, evaluation, research, assessment, and technology coordination. The Support Personnel license has no assigned level. These licenses are identified by the letters "SP" (See GaPSC Rule 505-2-.19 SUPPORT PERSONNEL LICENSE).

(k) Teaching certificate: The teaching certificate is issued in fields that prepare an educator to teach the subject matter offered as a part of the school curriculum. These certificates are identified by the letter "T";

1. Technical Specialist teaching certificates were issued to eligible educators in the Career, Technical and Agricultural Education (CTAE) areas of Trade and Industrial Education and Healthcare Science Technology Education prior to the effective date of this rule. These certificates were identified by the letters "TS" but were converted to "T" certificates on the effective date of this rule.

(5) **Fields**. Fields identify the specific teaching subject, service function or leadership function authorized by the certificate. Georgia certificate fields are listed on the GaPSC web site at www.gapsc.com.

(6) **Level.** Levels are assigned to Georgia educator certificates based on the degree(s) an educator holds subject to the commission's determined equivalent. Certificates may be assigned one or both of the following types of levels:

(a) General Level: The general level assigned to a certificate applies to all fields on that certificate, with the possible exception of Educational Leadership fields, as described in part (b) below.

1. The general level is determined upon initial issuance of a certificate based on the highest degree an educator has been awarded by a GaPSC-accepted accredited institution, with the following exception:

(i) A leadership degree that meets the criteria outlined in part (b) below shall not be used to determine the general level of a certificate.

2. Once an educator has been issued a certificate that may be upgraded as outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE, the general level may only be increased according to the procedures outlined in that rule.

3. Unless otherwise noted, all references to the "level" of a certificate in GaPSC rules refer to the general level.

4. College hours beyond a degree are not used to assign the level, except as specifically noted in section (c) below.

(b) Leader Level: A certificate may be assigned a leader level in addition to a general level. The leader level only applies to any Educational Leadership fields on that certificate. If the general level of a certificate is higher than the leader level, the general level supersedes the leader level for all fields, including any Educational Leadership fields held.

1. A leader level is assigned to the certificate of any educator who completed a leadership degree, defined in O.C.G.A. 20-2-212 as "a degree earned in conjunction with completion of an educator leadership preparation program approved by the Professional Standards Commission," unless the leadership degree earned meets one of the following exemption criteria:

(i) The leadership degree was awarded prior to July 1, 2010; or

(ii) The educator enrolled in the leadership preparation program on or before April 1, 2009, and was awarded one of the following leadership degrees by the dates indicated:

(I) A master's level [level five (5)] leadership degree prior to July 1, 2012;

(II) An education specialist level [level six (6)] leadership degree prior to July 1, 2013; or

(III) A doctoral level [level seven (7)] leadership degree prior to July 1, 2014.

(iii) The leadership degree was not recognized as GaPSC-accepted preparation for Educational Leadership certification at the time that the educator initially received the General certificate level.

2. Once a leader level has been assigned to a certificate, it may only be increased according to the procedures outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE.

(c) General requirements for recognizing certificate levels of education below the bachelor's degree level are:

1. Level One (1) - completion of a high school diploma or the GED equivalent;

2. Level Two (2) - completion of an associate's degree or one of the following options:

(i) Sixty (60) semester hours of acceptable college credit. Note: For certification purposes, the phrase "acceptable college credit" is defined as credits earned at an institution of higher education that holds GaPSC-accepted accreditation with a grade of "C" or higher for each course. Remedial courses, course work taken below the freshman level, and audited courses are not acceptable;

(ii) A two (2)-year program consisting of a minimum of two thousand (2,000) clock hours earned through a GaPSC-accepted accredited post-secondary vocational/technical school in the field in which certification is requested; or

(iii) A minimum of twenty-seven (27) semester hours of acceptable college or university credit and a minimum of one thousand (1,000) clock hours earned through a GaPSC-accepted accredited vocational/technical school in the field in which certification is requested.

(d) General requirements for recognizing initial certificate levels of education at the bachelor's degree level or higher are:

1. Level Four (4) - completion of a bachelor's degree or the GaPSC's determined degree equivalent. A bachelor's degree is the minimum degree requirement for teaching certification except for Healthcare Science and selected Career and Technical Specializations and Fine Arts Permit fields.

2. Level Five (5) - completion of a master's degree or the GaPSC's determined degree equivalent. A master's degree is the minimum degree requirement for service fields and non-performance based leadership certification.

3. Level Six (6) - completion of an education specialist degree or the GaPSC's determined degree equivalent as found on the GaPSC website at www.gapsc.com or completion of a minimum of thirty-six (36) semester hours of course work required for a level seven (7) doctoral degree and successful completion of the oral and/or written comprehensive examinations or the institution's determined equivalent. A specialist degree is the minimum degree requirement for performance-based leadership certification; and

4. Level Seven (7) - completion of a Ph.D., Ed.D. or the GaPSC's determined degree equivalent;

(e) Educators holding a valid level one (1) or two (2) certificate may qualify for a certificate level change to the bachelor's degree level - level four (4) - by earning a bachelor's degree that meets the requirements of GaPSC Rule 505-2-.31 GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. The procedures outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE do not apply to educators holding level one (1) or two (2) certificates;

(f) The assignment of a certification level to various degrees is contingent on a valid certificate field being held and the degree being awarded on an official transcript from a GaPSC-accepted accredited institution. Certificate levels that are assigned to various degrees and majors may be found on the GaPSC website at www.gapsc.com;

(g) Degrees with "doctoral," "doctorate" or "master's" in the degree title are not automatically equivalent to a specific degree level and may result in a determination ranging from level four (4) to level seven (7). The agency commission is responsible for determining what level is assigned to a specific degree; and

(h) The certificate level, as defined in Georgia, is not a part of the National Association of State Directors of Teacher Education and Certification

(NASDTEC) Interstate Agreement and, therefore, does not transfer from state to state.

Cite as Ga. Comp. R. & Regs. R. 505-2-.02
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Appeals" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Jun. 24, 1997; eff. July 14, 1997.
Repealed: New Rule entitled "Classification: Category, Title, Type, Field, Level" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Amended: F. Sept. 10, 2009; eff. Oct. 1, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Amended: F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Classification" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended: F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.03. Pre-Service Teaching Certificate.

(1) **Summary.** The Pre-Service teaching certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to organize procedures related to pre-service teachers once admitted to certain state-approved educator preparation programs. Such procedures are designed to:

(a) Assure the safety of school children.

(b) Provide opportunities for pre-service teachers to practice/demonstrate knowledge and skills.

(c) Standardize the criminal background check process across the state for pre-service teachers, eliminating those who are not eligible or suited to the profession.

(d) Assist pre-service educators in understanding the Georgia Code of Ethics for Educators and hold them accountable under the Code.

(e) Require attainment of the Pre-Service certificate for anyone participating in field experiences and student teaching in Georgia schools (to include candidates in Georgia and out-of-state educator preparation programs).

(2) **Requirements.** To qualify for the Pre-Service certificate, an applicant must:

(a) Be admitted to an educator preparation program in the state of Georgia, any other U.S. state or online, which meets the following requirements:

1. Leads to a Five (5)-Year Induction certificate in a teaching field.

2. Requires participation in field experiences or clinical practice including student teaching, residency work or any other program requirements in Georgia schools.

(b) Pass the Georgia Educator Ethics Assessment, with the following exception:

1. Candidates who have been continuously enrolled in the same educator preparation program since July 1, 2014 or earlier are exempt from this requirement. Note: the term "enrolled" is defined as admitted to a program and actively taking coursework.

2. The GACE Educator Ethics - Program Entry will continue to be accepted for individuals who previously completed the assessment for program admission. For those individuals, the GACE Educator Ethics Assessment (previously titled GACE Educator Ethics - Program Exit) must be passed for conversion of the Pre-Service certificate.

(c) Have a successful Georgia Crime Information Center (GCIC) criminal record check.

(d) Must be requested by the candidate following procedures outlined in GaPSC Rule 505-2-.27 Certification Application, MyPSC and Test Eligibility Procedures.

(e) Not hold a valid Georgia certificate or Permit in a teaching field, or an expired Georgia renewable professional certificate in a teaching field.

(3) **Validity.** The Pre-Service certificate is valid for five (5) years, with the following exceptions:

(a) Invalidated upon program completion.

(b) Invalidated if an individual withdraws, transfers or is removed from a program.

1. Previously enrolled candidates who withdraw, transfer or are removed from an educator preparation program and are subsequently readmitted to the

program or admitted to a different educator preparation program are eligible for the Pre-Service certificate.

(i) Under these circumstances the five (5)-year validity period begins again upon readmission and issuance of the new certificate. Requirements in (2) above, must be met after readmission to the educator preparation program in order to reissue the Pre-Service certificate.

(c) May be extended at the request of the EPP.

(4) **In-Field Statement.** Pre-Service certificate holders are in-field to participate in supervised field experience, clinical practice, student teaching, or residency work consistent with the grade levels of certification sought. Individuals holding valid Georgia certificates or Permits in teaching fields are also in-field to participate in these activities. These experiences provide certificate holders with an intensive and extensive culminating activity. Certificate holders are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Holding a Pre-Service certificate, even upon successful completion of an educator preparation program, does not automatically result in movement to the Induction tier in the tiered certification system.

Cite as Ga. Comp. R. & Regs. R. 505-2-.03
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Suspension, Revocation, Denial or Recall of Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Suspension, Revocation, Denial, Recall and/or Reprimand" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 10, 1996; eff. Jan. 1, 1997, as specified by the Agency.
Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Amended: Rule retitled "The Code of Ethics for Educators". F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: Rule Reserved F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: New Rule entitled "Clear Renewable Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Pre-Service Teaching Certificate." F. June 12, 2015; eff. July 1, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. June 22, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.04. Induction Certificate.

(1) **Summary:** The Induction certificate is part of Georgia's tiered teacher certification system that provides a statewide structure for the professional development of early career educators and educators new to the state of Georgia and assures the effectiveness of these educators by: (a) confirming an individual has met the minimum requirements for becoming an educator in Georgia; (b) providing a structure of support for early career educators (early career educator is defined as one who is new to the profession with fewer than three [3] years of experience); and (c) requiring individuals to meet certain requirements before attaining a professional certificate.

(2) **Five (5)-Year Induction Requirements.**

(a) Individuals prepared by a Georgia Professional Standards Commission (GaPSC)-accepted educator preparation program.

1. Complete a GaPSC-approved educator preparation program at the appropriate degree level as defined in the applicable teaching or service rule and receive verification of program completion.

2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(i) Attain a passing score on the following assessments:

(I) GACE content assessment in the field of preparation. If no GACE content assessment is available for the certification field requested, the applicant is exempt from this requirement.

(II) GACE Educator Ethics Assessment.

(ii) Satisfy the Special Education requirement with a grade of B or better.

(iii) Meet Standards of Conduct.

3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) Individuals prepared by a state-approved out-of-state provider and fulfilling field and clinical experiences in Georgia.

1. Complete an educator preparation program through an institution administratively based outside of Georgia at the appropriate degree level as defined in the applicable teaching rule and receive verification of program completion.

2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(i) Attain a passing score on the following assessments:

(I) GACE content assessment in the field of preparation. If no GACE content assessment is available for the certification field requested, the applicant is exempt from this requirement.

(II) GACE Educator Ethics Assessment.

(ii) Satisfy the Special Education requirement with a grade of B or better.

(iii) Meet Standards of Conduct.

3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(c) Individuals prepared by a state-approved out-of-state educator preparation program and fulfilled field and clinical experiences out-of-state or by holding a Professional out-of-state certificate with less than three (3) years of successful experience while holding a professional certificate.

1. Meet one of the following:

(i) Hold a valid or expired professional out-of-state certificate based on completion of a state-approved educator preparation program at the appropriate degree level as defined in the applicable teaching field rule.

(ii) Complete an educator preparation program through an institution administratively based outside of Georgia at the appropriate degree level as defined in the applicable teaching rule and receive verification of program completion.

(iii) Have completed the equivalent of a United States educator preparation program in a U.S. territory or another country, as evidenced by a course-by-course credential evaluation prepared by a GaPSC-accepted foreign credential evaluation agency.

2. Attain a passing score on the following assessments:

(i) GACE content assessment in the field(s) of certification. The content assessment may be exempted based on requirements outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS. If no GACE or other GaPSC-approved content assessment is available

for the certification field requested, the applicant is exempt from this requirement.

(ii) GACE Educator Ethics Assessment.

3. Induction certificates may be issued without the Special Education requirement to individuals who completed a state-approved out-of-state program or hold a professional out-of-state certificate; however, the Special Education requirement must be completed with with a grade of B or better to convert or extend the certificate.

(3) **One (1)-Year Induction Requirements.**

(a) Issuance.

1. Issued to individuals meeting all requirements for the Five (5)-Year Induction certificate with the exception of the GACE content assessment.

(i) Have passed the GACE Educator Ethics Assessment.

(ii) Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(4) **Three (3)-Year Induction Requirements.**

(a) Issuance.

1. Issued to individuals holding a Five (5)-Year Induction or a One (1)-Year Induction certificate and assigned out-of-field.

(i) Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(ii) For Service fields, an individual must satisfy the requirements outlined in the Provisional Certificate section in the individual Service field rule excluding outlined assessments.

(5) **Adding a new field.**

(a) Please see the requirements to add a field in GaPSC Rule 505-2-.34 ADD A FIELD.

(6) **Conversion.**

(a) Five (5)-Year Induction to Professional.

1. Three (3) years of successful educator experience as outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

   (i) An individual may convert prior to the end validity date of the Five (5)-Year Induction certificate upon meeting the experience requirement.

(b) Three (3)-Year Induction to Five (5)-Year Induction.

1. Specific requirements, including required assessments that must be completed to convert the Three (3)-Year Induction certificate will be printed on the certificate and outlined in correspondence accompanying the certificate. Additional information may be found on the GaPSC web site at www.gapsc.com.

(c) One (1)-Year Induction to Five (5)-Year Induction.

1. Pass the required assessment(s) for certification in the field of program completion.

(7) **Exceptions.**

(a) The Induction certificate cannot be extended with the following exceptions:

1. Individuals who have received more than one (1) unsatisfactory annual evaluation while holding the Induction certificate may be eligible for a second Five (5)-Year Induction certificate, at the request of the employing LUA, if it can be demonstrated that the deficiencies evident in the first Induction period have been remediated. Earning a second Induction certificate in these circumstances would be a one-time opportunity that could not be repeated.

2. Individuals holding a One (1)-Year Induction certificate with a Three (3)-Year Induction certificate to teach out-of-field may convert and extend the certificates to full validity once assessment requirements are met to convert the One (1)-Year Induction certificate.

(b) An individual who has previously held an Induction Pathway 1, 2 or 3 certificate may apply for a Five (5)-Year Induction certificate by meeting the following requirements:

1. Has earned less than three (3) years of successful educator experience within five (5) years of the date of application.

2. Has passed the GACE Educator Ethics Assessment.

(8) **Restrictions.**

(a) The One (1)-Year Induction certificate is not available to candidates who have completed field and clinical experiences in Georgia as part of a state-approved educator preparation program and obtained professional certification in another state by submitting Georgia experience earned while holding a Non-Professional certificate.

(b) The One (1)-Year Induction certificate is not available to individuals who held/hold a Provisional certificate or equivalent and have completed all program requirements except passing the GACE content assessment.

Cite as Ga. Comp. R. & Regs. R. 505-2-.04
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reinstatement or Renewal of a Suspended or Revoked Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 10, 1996; eff. Jan. 1, 1997, as specified by the Agency.
Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Amended: F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: Rule Reserved. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: New Rule entitled "Advanced Degree Alternative Certificate" adopted. F. Sept. 18, 2007; eff. Oct. 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Induction Certificate" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 13, 2014; eff. July 3, 2014.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.05. Professional Certificate.

(1) **Summary:** The Professional certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to ensure that classroom teachers meet minimum requirements and satisfy state teacher effectiveness requirements as defined in

the state teacher evaluation system. The Professional certificate is also issued in service and leadership fields to educators meeting professional requirements as outlined in the individual field rules. Georgia issues two (2) types of renewable Professional certificates: Standard and Performance-Based.

(2) **Professional Requirements.**

(a) Standard Professional teaching certificate: The Standard Professional teaching certificate is intended for those individuals evaluated by a school, district, or agency-approved evaluation system and not evaluated by the statewide evaluation system. It is issued to individuals who do not meet the requirements for the Performance-Based Professional teaching certificate but do meet the following requirements:

1. For individuals applying by reciprocity, meet the following requirements:

(i) Hold a valid or expired out-of-state professional certificate at the bachelor's degree level or higher, with three (3) or more years of successful experience as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS. Experience must have been earned while holding a professional educator certificate or a non-professional certificate that was subsequently converted to professional status in the state, field and grade level of experience.

(ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

A. Certificate may be issued prior to completion of this requirement; however, the course must be satisfied as part of requirements to renew or convert the certificate.

(III) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. For individuals holding an Induction certificate, meet the following requirements:

(i) Have three (3) full years of successful experience while holding the Induction certificate.

(ii) Meet or have met the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE content assessment.

(II) Pass the GACE Educator Ethics Assessment.

(III) Satisfy the Special Education requirement with a grade of B or better.

(IV) Meet Standards of Conduct.

(iii) Apply for conversion following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

3. For individuals holding a Provisional or previously issued equivalent type certificate, meet the following requirements:

(i) Complete a GaPSC-accepted educator preparation program.

(ii) Have three (3) full years of successful experience while holding the Provisional or previously issued equivalent type certificate.

(iii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE content assessment.

(II) Pass the GACE Educator Ethics Assessment.

(III) Satisfy the Special Education requirement with a grade of B or better.

(IV) Meet Standards of Conduct.

(iv) Apply for conversion following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(b) The Standard Professional Service certificate is issued in service fields to individuals meeting the requirements outlined in the GaPSC rule appropriate to the specific service field (See GaPSC Rules 505-2-.140 AUDIOLOGY through 505-2 .149 TEACHER LEADERSHIP).

(c) The Standard Professional Leadership certificate is issued in the field of Educational Leadership to individuals meeting the requirements outlined in GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP.

(d) For Healthcare Science and Career and Technical Specializations, complete requirements outlined in GaPSC Rule 505-2-.87 HEALTHCARE SCEINCE and 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS, and meet requirements in (2)(a) above.

(e) Performance-Based Professional certificate: The Performance-Based Professional teaching certificate is intended for those teachers evaluated by the Georgia statewide evaluation system.

1. Educators must meet the following requirements:

   (i) Complete requirements to qualify for the Standard Professional certificate.

   (ii) Have a minimum of three (3) years of successful educator experience (as defined in GaPSC Rule 505-2-25 EXPERIENCE REQUIREMENTS). All three (3) years must have been earned in a Georgia school with a summative performance rating of "Proficient" or "Exemplary" while being evaluated on the Teacher Assessment on Performance Standards (TAPS) component of the statewide evaluation system, Teacher Keys Effectiveness System (TKES).

   (iii) Meet Standards of Conduct.

   (iv) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. The Performance-Based Professional Leadership certificate is issued in the field of Educational Leadership to individuals meeting the requirements outlined in GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP.

(f) Official implementation of TKES began with the 2014-2015 school year, after a two-year pilot period. Successful experience to qualify for the Performance-Based Professional certificate outlined in (2) (e) above begins with the 2014-2015 school year.

(3) **Non-Renewable Professional Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(4) **Renewal.**

(a) The Standard Professional teaching certificate and Performance-Based Professional teaching certificate may be renewed by satisfying requirements as outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(5) **Restrictions.**

(a) Individuals who have received any combination of two (2) "Unsatisfactory", "Ineffective" or "Needs Development" annual performance summative evaluations in the previous five (5)-year period shall not be entitled to a renewable certificate prior to demonstrating such performance deficiency has been satisfactorily remediated (See GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION).

(6) **Validity.**

(a) Professional certificates are valid for five (5) years with the following exceptions:

1. A Performance-Based Professional certificate issued to replace a valid Standard Professional certificate is only valid for the remaining validity period of the Standard Professional certificate being replaced.

2. The standard validity period may be decreased by the number of years for which the educator has held a Non-Renewable certificate or license, including a Waiver certificate, in the same field.

Cite as Ga. Comp. R. & Regs. R. 505-2-.05
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Referral to Professional Practices Commission" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Amended: F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: New Rule entitled "Intern Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Professional Certificate" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.06. Advanced Professional Certificate.

(1) **Purpose.** The Advanced Professional certificate is a renewable certificate that is part of Georgia's tiered teacher certification system and provides a statewide structure to recognize expert classroom practice and professional growth resulting in higher levels of student learning.

(2) **Requirements.** The Advanced Professional certificate is issued to educators holding a valid Georgia professional teaching certificate meeting the requirements outlined below.

(a) Have earned a minimum of ten (10) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, while holding a Georgia professional teaching certificate and/or out-of-state professional teaching certificate;

1. A maximum of three (3) years of successful experience on an Induction or Permit certificate may be used toward meeting the ten (10) year total;

(b) Have earned three (3) years of successful experience in the state of Georgia within five (5) years preceding the date of application while holding a professional teaching certificate;

(c) Meet Georgia's Standards of Conduct;

(d) Hold one of the following:

1. Advanced degree in any teaching field held by the educator beyond an initial preparation program and reflected on the Georgia educator certificate as outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE;

2. Valid professional certificate in Curriculum and Instruction or Instructional Technology; or

3. Valid National Board for Professional Teaching Standards certification; and

(e) Request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(3) **Renewal.**

(a) The Advanced Professional certificate may be renewed by meeting the following requirements:

1. Satisfy professional learning requirements as outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS; or

2. Hold a valid National Board for Professional Teaching Standards certification; and

3. Have a minimum of one (1) year of successful teaching experience in Georgia earned within five (5) years of the date of renewal; while holding the Advanced Professional certificate and with a summative performance rating of proficient or exemplary on the Teacher Assessment on Performance Standards (TAPS) component of the statewide evaluation system, Teacher Keys Effectiveness System (TKES). If an educator is not evaluated on the statewide evaluation system, a satisfactory summative annual performance rating is required;

4. Meet Georgia's Standards of Conduct; and

5. Request renewal of the certificate according to procedures outlined in GaPSC Rule 505-2-27 CERTIFICATION APPLICATION PROCEDURES.

(b) Educators who have received any combination of two (2) "Unsatisfactory," "Ineffective" or "Needs Development" annual performance evaluations in the preceding five (5)-year certificate validity period shall not be entitled to a renewable certificate prior to demonstrating such performance deficiency has been satisfactorily remediated but may apply to the GaPSC for the appropriate non-renewable certificate as defined by the GaPSC. (See GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION):

1. Upon successful remediation as outlined in GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION, the educator may apply for the appropriate professional certificate if all other renewal requirements are met. The Advanced Professional certificate title will be lost.

   (i) In order to qualify for the Advanced Professional certificate after it is lost, an educator must earn a minimum of five (5) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS while holding a Georgia professional teaching certificate issued after the Advanced Professional title was lost and within five (5) years preceding the date of application to reinstate the Advanced Professional title.

(c) If an educator has received one (1) "Unsatisfactory," "Ineffective" or "Needs Development" annual performance rating during the validity period of the certificate, he or she may apply for the appropriate professional certificate if all other renewal requirements are met. The Advanced Professional certificate title will be lost.

(i) In order to qualify for the Advanced Professional certificate after it is lost, an educator must earn a minimum of five (5) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS while holding a Georgia professional teaching certificate issued after the Advanced Professional title was lost and within five (5) years preceding the date of application to reinstate the Advanced Professional title.

(d) If an educator fails to meet one of the renewal requirements outlined in (4)(a)1, 2, 3 and 4 above, he or she may apply for a one (1)-year Non-Renewable Professional certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE). Upon completion of all renewal requirements, the educator may apply for the appropriate professional certificate.

(4) **Validity**

(a) The standard validity period of the Advanced Professional certificate is five (5) years, with the following exceptions:

1. An Advanced Professional certificate issued to an educator holding a valid renewable professional certificate is only valid for the remaining validity period of the existing professional certificate; and

2. The standard validity period may be decreased by the number of years for which the educator has held a Non-Renewable certificate, including a Waiver certificate, in the same field.

Cite as Ga. Comp. R. & Regs. R. 505-2-.06
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Certification by Approved Programs" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Amended: F. Apr. 11, 2003; eff. May 1, 2003.
Repealed: New Rule entitled "Non-Renewal Professional Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "Advanced Professional Certificate" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.

Rule 505-2-.07. Lead Professional Certificate.

(1) **Purpose.** The Lead Professional certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to promote, support, and expand opportunities for teacher leadership in grades P-12 to improve effective classroom practice resulting in higher levels of student learning.

(2) **Requirements.** The Lead Professional certificate is a renewable certificate issued to educators holding a valid, professional Georgia teaching certificate and meeting the requirements outlined below:

(a) Satisfy one of the following:

1. Hold a valid, Georgia Advanced Professional certificate; or

2. Have earned a minimum of five (5) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, while holding a Georgia professional teaching certificate and/or out-of-state professional teaching certificate. Three (3) years of successful experience must be earned in the state of Georgia within five (5) years preceding the date of application while holding a professional teaching certificate;

(b) Receive ratings of satisfactory, proficient or exemplary on the annual summative performance evaluation while holding a Georgia professional teaching certificate.

(c) Meet Georgia's Standards of Conduct;

(d) Hold one of the following:

1. Valid, renewable professional Teacher Leadership Certification;

2. Advanced degree in any teaching field held by the educator beyond an initial preparation program and reflected on the Georgia educator certificate as outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE and hold a valid, renewable professional endorsement in one of the following: Teacher Leader, Coaching, or Teacher Support and Coaching;

3. Valid, renewable professional certification in Curriculum and Instruction or Instructional Technology and hold a valid, renewable professional endorsement in one of the following: Teacher Leader, Coaching or Teacher Support and Coaching; or

4. Valid National Board for Professional Teaching Standards (NBPTS) certification and hold a valid, renewable professional endorsement in one of the following: Teacher Leader, Coaching, or Teacher Support and Coaching;

(e) Pass the Teacher Leadership GACE; and

(f) Request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(3) **Renewal.**

(a) The Lead Professional certificate may be renewed by meeting the following requirements:

1. Satisfy professional learning requirements as outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS; or

2. Hold a valid National Board for Professional Teaching Standards certification; and

3. Have a minimum of one (1) year of successful teaching experience in Georgia, earned within five (5) years of the date of renewal;

4. Meet Georgia Standards of Conduct; and

5. Request renewal of the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) Educators who have received any combination of two (2) "Unsatisfactory," "Ineffective" or "Needs Development" annual performance evaluations in the previous five (5)-year period shall not be entitled to a renewable certificate prior to demonstrating such performance deficiency has been satisfactorily remediated but may apply to the GaPSC for the appropriate non-renewable certificate as defined by the GaPSC. (See GaPSC Rule 505-2-43 ANNUAL PERFORMANCE EVALUATION):

1. Upon successful remediation as outlined in GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION, the educator may apply for the appropriate professional certificate if all other renewal requirements are met. The Lead Professional certificate title will be lost.

(i) In order to qualify for the Lead Professional certificate after it is lost, an educator must earn a minimum of five (5) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, while holding a Georgia professional teaching certificate issued after the Lead Professional title was lost and within five (5) years preceding the date of application to reinstate the Lead Professional title.

(c) If an educator has received one (1) "Unsatisfactory," "Ineffective" or "Needs Development" annual performance rating during the validity period of the certificate, the educator shall be entitled to the appropriate professional certificate if all other renewal requirements are met. The Lead Professional title will be lost.

1. In order to qualify for the Lead Professional certificate after it is lost, an educator must earn a minimum of five (5) years of successful educator experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, while holding a Georgia professional teaching certificate issued after the Lead Professional title was lost and within five (5) years preceding the date of application to reinstate the Lead Professional title.

(d) If an educator fails to meet the renewal requirements outlined in (3)(a) 1, 2, 3 and 4 above, he or she may apply for a one (1)-year Non-Renewable Professional certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE). Upon completion of the requirement, the educator may apply for the appropriate professional certificate.

(4) **Validity.**

(a) The standard validity period of the Lead Professional certificate is five (5) years, with the following exceptions:

1. A Lead Professional certificate issued to an educator holding an unexpired renewable professional certificate is only valid for the remaining validity period of the existing professional certificate; and

2. The standard validity period may be decreased by the number of years for which the educator has held a Non-Renewable certificate, including a Waiver certificate, in the same field.

Cite as Ga. Comp. R. & Regs. R. 505-2-.07
Authority: O.C.G.A. § 20-2-.200.
History. Original Rule entitled "Certification by Evaluation" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Waiver Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Lead Professional Certificate." F. June 12, 2015; eff. July 1, 2015, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.

Rule 505-2-.08. Provisional Certificate.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of a Provisional certificate, which allows individuals holding this certificate and meeting entry requirements to teach up to three years while completing requirements for professional certification.

(2) **Provisional Requirements.**

(a) Degree Requirement.

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, unless Georgia does not require a bachelor's degree for the specific field. Minimum degree requirements are defined in the applicable teaching or service rule.

(b) Assessment Requirements.

1. Attain a passing score on the GACE content assessment.

(i) If no GACE or other GaPSC-approved content assessment is available for the certification field requested, the individual is exempt from this requirement.

(ii) For Special Education certificates, the content assessment is not required up front, but must be passed before conversion. Issuance of special education academic content concentration(s) requires the appropriate GACE content assessment(s) for the concentration area(s) for the Provisional Certificate.

2. Pass the GACE Educator Ethics Assessment.

3. Have the certificate requested by the employing Georgia local unit of administration (LUA) following procedures outlined in Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) The Provisional certificate is issued in the following fields to individuals employed by a Georgia LUA who meet the Provisional certificate requirements outlined in the rule specific to that field:

1. CAREER AND TECHNICAL SPECIALIZATIONS (See GaPSC Rule 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS).

2. HEALTHCARE SCIENCE (See GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE).

(3) **Additional Certificate Titles Issued in the Field.**

(a) The Provisional certificate is issued in the following service fields to individuals employed by a Georgia LUA who meet the Provisional service certificate requirements outlined in the rule specific to that field:

1. Media Specialist (See GaPSC Rule 505-2-.143 MEDIA SPECIALIST).

2. School Counseling (See GaPSC Rule 505-2-.144 SCHOOL COUNSELING).

3. School Nutrition Director (See GaPSC Rule 505-2-.145 SCHOOL NUTRITION DIRECTOR).

(4) **Conversion to an Induction or Professional Certificate.**

(a) Individuals holding a Provisional certificate may apply to convert their certificate to an Induction or Professional certificate upon meeting all requirements for that certificate.

(5) **Certificate Upgrade.**

(a) Individuals holding a Provisional certificate are not eligible to upgrade to a higher certificate level until conversion to an Induction or Professional certificate and meeting requirements outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE. Initial issuance of the Provisional certificate level will be as specified in GaPSC Rule 505-2-.02 CLASSIFICATION.

(6) **Validity.**

(a) The Provisional certificate is valid for three (3) years with the following exceptions:

1. Provisional certificates will be issued for one (1) year pending verification of enrollment in a GaPSC-accepted educator preparation program leading to certification in the Provisional certification field held by the individual. Once enrolled in a GaPSC-accepted program, the certificate may be extended for two additional years if requested by the employing local unit of administration (LUA) and following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(i) Individuals who are not enrolled in a GaPSC-accepted program after the initial one-year validity period may be issued a certificate for an additional year upon the request of the employing local unit of administration (LUA). In order to qualify for the remaining year of eligibility, an individual must be enrolled in an approved program.

Once enrolled in a GaPSC-accepted program, the certificate may be extended for a third year if requested by the employing local unit of administration and following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES. Should an individual not be enrolled by the third year, a waiver certificate must be requested by the employing local unit of administration (LUA).

2. Valid from one (1) to three (3) years if an individual has previously held a Non-Renewable Non-Professional, Induction Pathway 4, or GaTAPP (Clinical Practice, Core Academic, Intern and One-Year Supervised Practicum) certificate in any field. In these circumstances, the Provisional certificate will be issued for the number of full years for which the individual can document that the previous certificate was unused. Provisional certificates are not issued for partial academic years.

(7) **Restrictions.**

(a) The Provisional certificate is not issued to an individual who has completed the student teaching component of a state-approved educator preparation program leading to Induction certification but has outstanding institutional requirements for program completion.

(b) The Provisional certificate is not issued if an individual previously held a Provisional or equivalent certificate for the full validity that was not converted.

(c) The Provisional certificate is not issued for leadership fields (See GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP).

(d) Individuals holding a Provisional certificate are not eligible to add Endorsements.

(e) Individuals who hold a Provisional certificate or held a previous equivalent certificate will not qualify for the One (1)-Year Induction or One (1)-Year Nonrenewable to complete assessment requirements.

Cite as Ga. Comp. R. & Regs. R. 505-2-.08
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Alternative Certification" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Special Georgia Requirements" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 29, 1994; eff. July 19, 1994.
Amended: F. June 19, 1995; eff. July 9, 1995.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Aug. 11, 2000; eff. Sept. 1, 2000, as specified by the Agency.
Repealed: New Rule entitled "International Exchange Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.

Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 12, 2009; eff. July 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Career, Technical and Agricultural Education" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Repealed: New Rule entitled "Provisional Certificate" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.09. Non-Renewable Professional Certificate.

(1) **Summary:** The Non-Renewable certificate allows individuals to become employed under certain conditions while completing certification requirements.

(2) **Requirements.** The Non-Renewable Professional certificate may be issued at the request of an employing local unit of administration (LUA) to individuals in the following scenarios:

(a) One (1)-Year Non-Renewable.

1. Georgia educators who do not meet renewal requirements.

2. Completers of a GaPSC-approved service field or leadership program who have satisfied all program requirements with the exception of the content knowledge assessment(s), and have obtained a valid recommendation from the educator preparation provider (EPP).

   (i) Georgia educators who are adding a service or leadership field to an existing certificate in any field are not eligible for a One (1)-Year Non-Renewable certificate. All program and assessment requirements must be met to receive professional certification in the service or leadership field.

3. Out-of-state educators applying by reciprocity who hold or held a professional out-of-state teaching certificate, have at least three years of successful teaching experience, but who have not met Georgia content testing requirements.

4. Out-of-state educators applying by reciprocity who hold or held a professional out-of-state service or leadership certificate, but who have not met Georgia content testing requirements.

5. Out-of-state educators applying by reciprocity who have completed an approved out-of-state service field or leadership program and have obtained a valid recommendation from the educator preparation provider (EPP), but not met Georgia content testing requirements.

(b) Three (3)-Year Non-Renewable.

1. Georgia educators who hold a valid renewable professional certificate in any field, but are assigned to teach in a field in which they do not meet certification requirements.

2. Individuals who have not met certain requirements for renewable professional certification in a service field, as outlined in the individual service field rules, excluding Audiology, Curriculum and Instruction, Instructional Technology, Speech and Language Pathology, and Teacher Leadership (See GaPSC Rules 505-2-.140 AUDIOLOGY through 505-2-.149 TEACHER LEADERSHIP).

3. Individuals assigned to work in a leadership position while completing a GaPSC-approved Tier I or Tier II certification program in Educational Leadership.

(3) **Fields of Issuance.**

(a) Non-Renewable Professional certificates may be issued in all teaching, service, leadership, and endorsement fields at the request of an employing Georgia local unit of administration (LUA).

(4) **Restrictions.**

(a) The standard validity period may be decreased by the number of years an individual has held a Three (3)-Year Induction, Supplemental Induction, or Non-Renewable certificate, including a Waiver certificate, for which requirements were not met.

(b) Individuals assigned to work in a leadership position may be issued a three (3)-year Non-Renewable Professional Educational Leadership certificate. If an individual is required to hold both Tier I and Tier II certificates, the local unit of administration (LUA) may request a three (3)-year Non-Renewable Performance-Based Professional certificate extension after completion of requirements for a Professional Tier I certificate in leadership as outlined in GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP.

(5) **Conversion.** Specific requirements that must be completed to convert the Non-Renewable Professional certificate to renewable professional status will be printed on the

certificate and outlined in correspondence accompanying the certificate. Additional information may be found on the GaPSC web site at www.gapsc.com.

(6) **Renewal.**

(a) Non-Renewable Professional certificates may not be renewed or extended. An individual who has previously held a Non-Renewable certificate that was not converted to a renewable professional certificate is not eligible for any further Non-Renewable certificates in any field.

(b) Individuals who have previously held a Non-Renewable Professional certificate, but did not utilize the certificate for one (1) or more full academic years, may be eligible for an extension of the Non-Renewable Professional certificate upon the request of a Georgia employing local unit of administration (LUA). Non-Renewable Professional certificates are not issued for partial academic years, and may only be extended for the number of full years for which the educator can document that the certificate was not used.

Cite as Ga. Comp. R. & Regs. R. 505-2-.09
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Georgia Requirements" adopted. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "In-Field Statement" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Repealed: New Rule entitled "Life and Performance-Based Certificates" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "Non-Renewable Professional Certificate" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.10. Permit.

(1) **Summary:** The permit is a certificate designed for individuals who qualify to teach in specific fields based on a combination of work experience, specified educational requirements and assessment(s). Permitted personnel include individuals with fluency in a language other than English; performing artists from the fields of art, dance, drama and music; Junior Reserve Officer's Training Corps (JROTC) personnel; and teachers and leaders from business, government, military, or other professions.

(2) **Fields of Issuance.** The following Permit fields are offered:

(a) Career and Technical Specializations

(b) Engineering and Technology

(c) Foreign Languages

(d) Healthcare Science

(e) Junior Reserve Officer's Training Corps (JROTC)

(f) Performing Arts (Art, Dance, Drama and Music)

(g) Superintendent

(3) **Career and Technical Specializations.**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Have at least two (2) years of occupational work experience in the area of specialization.

   (i) The fields of Aviation-Flight Operations, Computer Animation and Electronics Technology have options that do not require occupational work experience. Please refer to the chart of licensure options **HERE**.

3. Satisfy minimum degree requirements and industry testing and/or licensure, which may be found **HERE**.

   (i) With the exception of the specializations in (I) below, individuals meeting all other requirements except industry testing and/or licensure may be issued a Permit certificate. For those who do not meet the licensure requirement, it must be satisfied prior to extension of the Permit.

      (I) The following fields require industry licensure for issuance of the initial Permit: Barbering, Esthetics, Cosmetology, and Nails.

4. Have the certificate requested by the employing Georgia local unit of administration (LUA) following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Satisfy the Special Education requirement with a grade of B or better.

2. Complete industry testing and/or licensure if the field did not require it for initial issuance.

3. Satisfy a locally-developed professional learning plan (PLP).

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(4) **Engineering and Technology.**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution in engineering or the GaPSC-determined equivalent.

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Meet the following Special Georgia Requirements:

(i) Pass the GACE content assessment in Engineering and Technology.

(ii) Satisfy the Special Education requirement with a grade of B or better.

2. Satisfy the locally-developed professional learning plan (PLP).

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(5) **Foreign Language.**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Pass the appropriate GACE content assessment or pass the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) at the levels indicated in GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS.

3. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, or the U.S. equivalent of a bachelor's degree or higher based on a GaPSC-accepted Foreign Credential Report (See GaPSC Rule 505-2-.29 EVALUATION OF CREDIT EARNED OUTSIDE OF THE U.S).

4. Be proficient in English, as determined by the LUA.

5. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Satisfy the Special Education requirement with a grade of B or better.

2. Satisfy the locally-developed professional learning plan (PLP).

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(6) **Healthcare Science.**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

3. Have a minimum of two (2) years of occupational work experience in the healthcare field.

4. Hold an associate's degree or higher from a GaPSC-accepted accredited institution in a healthcare-related field.

5. Meet Standards of Conduct.

6. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Satisfy the Special Education requirement with a grade of B or better.

2. Satisfy the locally-developed professional learning plan (PLP).

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(7) **Junior Reserve Officer's Training Corps (JROTC).**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Hold a minimum of a high school diploma or GED.

3. Hold official military retirement orders, or a DD Form 214 Member Copy #4, with Block #24 reflecting honorable retirement from a branch of military service (Army, Air Force, Coast Guard, Marine Corps, or Navy). National Guard personnel may, in lieu of the DD Form 214, use NGB Form 22, with Block #24 reflecting honorable retirement.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Hold a letter or certificate from a branch of military service verifying successful completion of all required JROTC instructor training for full branch certification.

2. Satisfy the Special Education requirement with a grade of B or better.

3. Satisfy the locally-developed professional learning plan (PLP).

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) Salaries for JROTC instructors are not calculated in the same way as other certified personnel. Determination of JROTC instructor salary is negotiated by the LUA in accordance with United States Code, Title 10 Armed Forces, Part III, Chapter 102 Junior Reserve Officer's Training Corps and appropriate Georgia Department of Education rules regarding state salaries and supplements and experience for salary purposes. When JROTC units are established, the respective military service branch will provide instructor pay information to LUAs.

(8) **Performing Arts: Art, Dance, Drama and Music.**

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Hold a minimum of a high school diploma or GED.

3. Have at least two (2) years of occupational work experience in the area of specialization.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Meet the following Special Georgia Requirements:

(i) Pass the GACE content exam for the fields of Art and Music.

(ii) Satisfy the Special Education requirement with a grade of B or better.

2. Satisfy the locally-developed professional learning plan (PLP).

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(9) **Superintendent.**

(a) Issuance.

1. Pass the GACE Ethics for Educational Leadership Assessment.

2. Hold a master's degree or higher from a GaPSC-accepted accredited institution.

3. Have at least two (2) years of occupational work experience of business, management, leadership and/or instructional experiences acceptable to the employing LUA as meeting qualifications for employment.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Extension.

1. Meet the following Special Georgia Requirements:

   (i) Pass the GACE content exam in Educational Leadership.

   (ii) Satisfy the Special Education requirement with a grade of B or better.

2. Satisfy the locally-developed professional learning plan (PLP).

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) If requirements in (9)(b) (1) or (2) have not been satisfied for the extension, the chair of the Board of Education must submit a letter supporting the extension.

(10) **Conversion to Professional.**

(a) An individual holding a Permit in a teaching field and seeking renewable professional certification must meet all requirements for issuance of the 5-Year Induction, Standard Professional or Performance-Based Professional certificate as outlined in GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE and GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(11) **Endorsements.** Permit holders are not eligible to add endorsement fields, with the following exceptions: permit holders in foreign language fields may add the ESOL endorsement; permit holders in Drama and Audio/Video Technology & Film may add the Dramatic Writing micro-endorsement; permit holders in teaching fields, with the

exception of JROTC, may add the Online Teaching endorsement. Information on the endorsement requirements may be found in the appropriate endorsement rules.

(12) **Professional Learning.**

(a) The LUA shall establish a mentor system to provide permitted personnel with orientation to the school, guidance for basic principles of classroom management, and support as they adjust to the school work place.

(b) A Professional Learning Plan (PLP) shall be locally developed and implemented for the validity period of the permit. This plan must incorporate all Special Georgia Requirements to include course work in the identification and education of children with special education needs. The plan shall also address such areas as the development and assessment of teacher competence in the areas of learner characteristics and curriculum and methods specific to the age level and certificate field issued. It is appropriate for the plan to include prescribed course work. For example, a course in methods for teaching foreign languages in grades P-12 might be required for international speakers permitted to teach foreign languages. This plan must be developed at the beginning of the validity period and used to guide the permit holder's professional learning activities to support the school improvement plan and enhanced student achievement. The plan must be satisfied by the educator and maintained locally by the LUA.

(13) **Exceptions.**

(a) The GACE Educator Ethics Assessment is not required to convert to the five-year Permit if the initial permit was issued prior to October 15, 2017.

(b) The GACE Ethics for Educational Leadership Assessment is not required to convert to the five-year Permit if the initial permit was issued prior to October 15, 2017.

(14) **Restrictions.**

(a) A permit cannot be issued to individuals in the following circumstances:

1. Those who have been previously certified in Georgia but have not passed the required content assessment(s) will not be eligible for a permit in the same field.

2. Those who have two (2) or more un-remediated "Unsatisfactory," "Needs Development" or "Ineffective" performance evaluations as defined in GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION.

3. Those who hold or have held a Non-Professional type certificate but have not successfully completed requirements to convert to a renewable professional certificate, unless the employing Georgia local unit of

administration (LUA) that requested the initial Non-Professional type certificate provides documentation that the original certificate was requested in error.

4. The permit is not issued to an individual who has completed a state-approved educator preparation program leading to Induction or Professional certification and has not satisfied Special Georgia Requirements.

(15) **Validity.** The initial permit is valid for three (3) years and may be extended for multiple five (5)-year cycles upon completion of specific requirements outlined in correspondence accompanying the Permit and "Satisfactory," "Proficient" or "Exemplary" performance evaluations on the statewide evaluation instrument.

(a) Permits must be requested by an employing Georgia local unit of administration (LUA). As part of the application packet, the LUA must verify by completing the GaPSC Employer Assurance Form that the permit applicant is the best-qualified individual available for the position. Should a Permit holder change LUAs, it is not necessary to issue a new permit until the end of the validity period. However, the gaining LUA is responsible for developing a new Professional Learning Plan (PLP).

(16) **Legacy.** All valid permits issued prior to the effective date of this rule shall continue in effect and be extended, as long as there is no break in the validity period, based on completion of the requirements in existence at the time the permit was issued. If the permit is allowed to expire, all requirements in effect for the new permit must be satisfied at the time of application.

Cite as Ga. Comp. R. & Regs. R. 505-2-.10
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Classification" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Classification: Type, Title, Level, Field, Category" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Apr. 7, 2000; eff. May 1, 2000, as specified by the Agency.
Amended: F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.
Amended: F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.
Repealed: New Rule entitled "Permit" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Aug. 3, 2006, eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.

Amended: F. Sep. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.
Amended: F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.
Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.11. International Exchange Certificate.

(1) **Summary:** The International Exchange Certificate is a time-limited certificate designed to allow eligible educators with J-1 Exchange Visitor Visas from other countries to come to the United States to teach in Georgia schools. The certificate is non-renewable and is only issued for teaching fields. The intent of this certificate is to provide a cultural exchange (not necessarily a physical teacher exchange between two countries) for Georgia students and international teachers. Should the educator choose to continue teaching in Georgia beyond the expiration of the J-1 Exchange Visitor Visa, all requirements for the Induction, Professional or Non-Renewable Professional certificate must be satisfied.

(2) **Requirements.**

(a) Meet the following requirements:

1. Hold primary citizenship outside of the United States and are actively participating in an authorized Exchange Visitor Program.

2. Hold the J-1 Exchange Visitor Visa.

3. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, or equivalent of a bachelor's degree or higher as accepted through a Memorandum of Understanding (MOU). See GaPSC Rule 505-2-.29 EVALUATION OF CREDIT EARNED OUTSIDE OF THE U.S.

4. Hold an educator credential equivalent to a professional certificate from the home country in a teaching field comparable to those recognized in Georgia.

5. Pass the GACE Educator Ethics Assessment.

6. Demonstrate proficiency in English as determined by the local unit of administration (LUA).

7. Meet Standards of Conduct.

(3) **Application Requirements.**

(a) The Application for Certification must be submitted with the following:

1. International Exchange Verification form.

2. GaPSC-accepted credential report (See GaPSC Rule 505-2-.29 EVALUATION OF CREDIT EARNED OUTSIDE OF THE U.S).

3. Photocopy of the J-1 Exchange Visitor Visa.

4. Verification of Lawful Presence.

5. Have the certificate requested by the employing Georgia local unit of administration (LUA) following procedures outlined in Rule 505-2-.27 Certification Application Procedures.

(4) **Mentoring Requirements.**

(a) The LUA shall establish an Induction Plan collaboratively with the international exchange teacher in order to support professional learning. The plan will familiarize the international exchange teacher with district's and/or school's teaching and learning goals, identified developmental needs, prior preparation and experiences, and assessment results to drive professional learning.

(5) **Reissuance or Conversion.**

(a) An educator holding an International Exchange certificate who completes one exchange teacher experience with an authorized Exchange Visitor Program in Georgia and returns home for a minimum of one (1) year may qualify for one additional International Exchange certificate at the request of a Georgia LUA. To be eligible for the second exchange teacher experience, the educator must meet eligibility requirements outlined in paragraph (2) above.

(b) An educator remaining in Georgia to continue teaching beyond the expiration of the J-1 Exchange Visitor Visa must meet all requirements for the Induction, Professional or Non-Renewable Professional certificate.

(c) An International Exchange Certificate cannot be issued to an educator previously certified in Georgia with any title or type of certificate other than the International Exchange Certificate.

Cite as Ga. Comp. R. & Regs. R. 505-2-.11
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Permitted Personnel" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Amended: Rule retitled "Permitted Personnel Alternatives." F. Apr. 6, 1992; eff. July 1, 1992, as specified by the Agency.
Repealed: New Rule entitled "Validity Periods and Dating of Certificates" adopted. F. Dec. 16, 1992; eff. July 1,

1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Dec. 9, 1998; eff. Jan. 1, 1999, as specified by the Agency.
Repealed: New Rule entitled "Paraprofessionals" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Aug. 3, 2006, eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "International Exchange Certificate" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.12. Life Certificate.

(1) Background and Issuance. Life certificates were issued prior to July 1, 1974, to educators eligible under requirements in place at that time. Life certificates remain in effect, but any new field added after that date will hold a non-life title. However, if all certificate fields have the Life certificate title, new endorsements may continue to be added with the Life title. After the first non-Life title certificate is issued, all new endorsements will be added as a non-Life certificate.

(2) Validity. Once issued, the life status remains in effect without any renewal requirements and will be renewed automatically by the GaPSC prior to the end validity date listed on the certificate.

(3) To Upgrade the Level (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE). Life certificates may be upgraded to higher certificate levels without altering the validity period of the life certificate.

(4) Academic Content Concentrations. Holders of Life certificates in the Special Education fields, if assigned as the teacher of record in core academic content concentrations, must meet content concentration requirements as outlined in the appropriate GaPSC rule.

Cite as Ga. Comp. R. & Regs. R. 505-2-.12
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Validity Periods and Dating of Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Endorsements" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "Life Certificate" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.13. Waiver Certificate.

(1) **Purpose.** A Waiver certificate may be issued at the request of a Georgia local unit of administration (LUA), and at the discretion of the Georgia Professional Standards Commission (GaPSC), to individuals who have not satisfied all certification requirements and/or educators with two unremediated, unsatisfactory, needs development or ineffective evaluators. The GaPSC will review the completed application and, if approved, a one (1)-year Non-Renewable Waiver certificate will be issued.

(2) **Eligibility Requirements.**

(a) To be eligible for a Waiver certificate, the individual shall:

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, unless Georgia does not require a bachelor's degree for the specific field or requires a higher degree. Minimum degree requirements are defined in the applicable teaching, service or leadership rule.

2. Have adequate time to complete all remaining requirements for the type of certificate requested within one (1) year.

(3) **Application Requirements.**

(a) The application for the Waiver certificate must be submitted by the employing Georgia LUA.

(b) The LUA must submit a written waiver request to the director of certification verifying that the individual is the most qualified candidate for employment.

(4) **Validity.** The Waiver certificate is issued for a maximum validity period of one (1)- year and may not be renewed.

(5) **Highly Qualified Status.** An individual holding a Waiver certificate does not satisfy Every Student Succeeds Act (ESSA) In-Field requirements as outlined in the Every Student Succeeds Act of 2015. For complete ESSA In-Field requirements, including assessment, please contact the Georgia Department of Education at www.gadoe.org.

Cite as Ga. Comp. R. & Regs. R. 505-2-.13
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Standard Renewal Requirements" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 19, 1995; eff. July 9, 1995.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Aug. 11, 2000; eff. Sept. 1, 2000, as specified by the Agency.
Repealed: Rule Reserved F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Support Personnel License" adopted. F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.

Repealed: New Rule entitled "Waiver Certificate" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.14. Endorsements.

(1) **Purpose.** In addition to full-field certificates, Georgia educators may be issued endorsements in specific areas to recognize additional expertise. In some areas, the endorsement is required in order to be considered in-field in a designated area, while in other cases the endorsement is not required but simply strengthens and enhances competency levels. At the same time, some endorsements authorize the educator to work in the designated area only at the grade level and subject matter of the base certificate while other endorsements authorize work in all subjects at specific grade levels. Specific information is found in the in-field statement in each endorsement rule.

(2) **Base Certificate Requirements.** Each endorsement rule indicates which type of base certificate field (teaching, service or leadership) must be held to add the endorsement. A few endorsements may be added to more than one (1) certificate type, as specified by the appropriate endorsement rule. Endorsements added to service or leadership certificates are not considered the equivalent of a teaching certificate for purposes of adding a teaching certificate by the test-in option as described in paragraph (1)(a)2 of GaPSC Rule 505-2-.34 ADD A FIELD.

(3) **Requirements.** Endorsements may be initially issued as Standard Professional, Advanced Professional, Lead Professional, Non-Renewable Professional or Induction certificates depending on base certificate title, unless otherwise stated in the appropriate endorsement field rule.

(a) To be eligible for a renewable professional endorsement, an individual must:

1. Hold a valid certificate and meet any other requirements outlined in the appropriate endorsement field rule; and

2. Meet one of the following requirements:

(i) Complete a state-approved program in the endorsement field and receive verification of program completion from the approved provider; or

(ii) Hold or have held an out-of-state certificate in an endorsement field comparable to an endorsement field offered by the Georgia Professional Standards Commission (GaPSC).

(b) To be eligible for a three (3)-year Non-Renewable endorsement, an individual must:

1. Hold a valid, renewable professional or Permit certificate and meet any other requirements outlined in the appropriate endorsement field rule:

   (i) The only Non-Renewable Professional endorsement that may be added to a Permit certificate is the Non-Renewable Professional English to Speakers of Other Languages (ESOL) endorsement, which may be added to a valid Permit certificate in any foreign language field; and

2. Have the endorsement requested by an employing Georgia local unit of administration (LUA).

(c) To be eligible for a three (3)-year Induction endorsement, an individual must:

1. Hold a valid Induction certificate and meet any other requirements outlined in the appropriate endorsement field rule; and

2. Have the endorsement requested by an employing Georgia LUA.

(d) Special Georgia Requirements do not apply to endorsement fields.

(4) **Validity.**

(a) The validity period for a renewable professional endorsement is the same as for the base certificate it endorses and will be renewed when the endorsed base certificate is renewed.

(b) The validity period for a Non-Renewable Professional endorsement is three (3) years.

(c) The validity period for an Induction endorsement is the same as for the base certificate it endorses.

(d) Endorsement fields require that the base certificate field be maintained.

Cite as Ga. Comp. R. & Regs. R. 505-2-.14
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Non-Instructional Aide" adopted. F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Repealed: New Rule entitled "Endorsements" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.15. Adjunct License.

(1) **Purpose.** The Adjunct License is a type of certification document for the individual with:

(a) Specific knowledge, skills, and experience in an engineering, medical, dental, pharmaceutical, veterinarian, legal, accounting, or arts profession, or any other professional position approved by the Georgia Professional Standards Commission (GaPSC); or

(b) Instructional experience in a branch of the U.S. military or a GaPSC-accepted accredited college or university; or

(c) Specific training or knowledge in a teaching field that is considered a low incidence field for Georgia local units of administration (LUAs);and

(d) Who is eligible to provide instruction in one or more of the following certification fields: English, Reading, Mathematics, Science, Physics, Biology, Chemistry, Earth/Space Science, History, Political Science, Geography, Economics, Art, Music, Behavioral Science, foreign language fields, the Performing Arts fields of Dance and Drama, the Special Education field of Visual Impairment or Career, Technical, and Agricultural Education (CTAE) fields.

(2) **Requirements.** To be eligible for the Adjunct license, the applicant must be employed by a Georgia local unit of administration (LUA) or contracted to serve students in low incidence fields and the request for issuance of the license must be submitted electronically to the GaPSC by the employing LUA utilizing procedures found on the GaPSC web site at www.gapsc.org.

(a) Option 1 - Academic Content Areas. The individual must:

1. Hold a bachelor's degree or higher with any major from a GaPSC-accepted accredited institution of higher education;

2. Verify a minimum of two (2) years of occupational experience applicable to the field of certification;

3. Have passed the appropriate GACE content assessment at the Professional level for the field(s) being taught or hold the appropriate professional licensure for the profession or field of instructional experience (see list on GaPSC website at www.gapsc.com);

4. Meet the GaPSC Standards of Conduct; and

5. Be assigned a mentor/coach from the same local unit of administration (LUA)who holds renewable professional certification in the same general subject area(s) in which the licensee is teaching.

(b) Option 2 - Performing Arts fields: Dance, Drama and CTAE fields. The individual must:

1. Hold a minimum of a bachelor's degree from a GaPSC-accepted accredited institution of higher education, unless the GaPSC requires a minimum of an associate's degree for renewable professional certification in the field requested. Degree requirements for CTAE fields are outlined for each specialization in GaPSC Rule 505-2-.08 CAREER, TECHNICAL AND AGRICULTURAL EDUCATION.

2. Verify a minimum of two (2) years occupational experience applicable to the field of certification;

3. Have passed the appropriate industry test or hold professional licensure for the profession as outlined in GaPSC Rule 505-2-.87 HEALTH CARE SCIENCE TECHNOLOGY EDUCATION (HSTE) or GaPSC Rule 505-2-.90 TRADE AND INDUSTRIAL EDUCATION;

4. Meet the GaPSC Standards of Conduct; and

5. Be assigned a mentor/coach from the same LUA who holds renewable professional certification in the same general subject area(s) in which the licensee is teaching.

(c) Option 3 - Visual Impairment. The individual must:

1. Satisfy one of the following requirements:

   (i) Have completed a state-approved educator preparation program leading to certification in the field; or

   (ii) Hold a valid or expired out-of-state professional certificate in the field; and

2. Meet the GaPSC Standards of Conduct (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS);

(d) The request for issuance of the Adjunct License in the appropriate teaching field(s) must be submitted electronically to the GaPSC by the employing LUA utilizing procedures found on the GaPSC website at www.gapsc.org.

1. The Adjunct License issued to the licensee will show the teaching field(s) issued by the GaPSC and the LUA in which he or she is authorized to teach.

2. It is the responsibility of the employing LUA to assure that the licensee is not teaching in one LUA for more than a total of fifty (50) percent of the school day.

(e) Adjunct license holders are not eligible to add new fields or endorsements with the following exception: Adjunct license holders in English, Drama, and Audio/Video Technology & Film may add the Dramatic Writing Micro-Endorsement. Information on the Micro-Endorsement requirements may be found in the appropriate endorsement rule.

(3) **Validity.**

(a) The Adjunct License is valid for one (1) year and may be renewed by the employing LUA upon meeting the requirements for renewal, as specified by the system.

(b) Salary for Adjunct License holders is determined by the LUA.

(c) The Adjunct License is not convertible to any other type of GaPSC certificate.

(4) **In-field Statement.** It is the responsibility of the LUA to assure that Adjunct License holders are assigned only within the subject field(s) associated with the license.

Cite as Ga. Comp. R. & Regs. R. 505-2-.15
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Classification by Recognition of Professional Credentials from Another State" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Certification by Reciprocity" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 19, 1995; eff. July 9, 1995.
Repealed: New Rule entitled "Certification By Interstate Reciprocity" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Sept. 18, 2009; eff. Oct. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Adjunct License" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-2-.16. Educational Interpreter License.

(1) **Background.**

(a) The Individuals with Disabilities Education Act (IDEA PL 108-446) is the federal law that mandates special education services for qualified individuals with disabilities. The Rehabilitation Act of 1973, Section 04, covers the educational interpreting accommodation. The Georgia Department of Education (GaDOE), Code 160-4-7-.14, governs the minimum state requirements for Georgia Educational Interpreters. Each local unit of administration (LUA) is responsible for ensuring that all applicable federal and state requirements are met; and

(b) All Georgia Educational Interpreters must hold a valid state license issued by the Georgia Professional Standards Commission (GaPSC).

(2) **Purpose.** The requirements described herein provide the expectations for acquiring and maintaining the Georgia Educational Interpreter License. This license will aid in the identification of the most qualified Educational interpreters, while also enforcing state standards for Educational Interpreters. The Educational Interpreter License assures that individuals functioning as interpreters in schools meet the requirements outlined by the GaPSC. The interpreter participates as a team member in the Individualized Education Program (IEP) process and should know and understand the IEP goals and objectives. It is the responsibility of the LUA to assure that personnel who provide educational interpreting services, regardless of job title, hold the Educational Interpreter License.

(3) **Initial Licensure Requirements:**

(a) The applicant must:

1. Hold a valid certification through the Registry of Interpreters for the Deaf (RID); or

2. Pass the Educational Interpreter Performance Assessment (EIPA) at level 3.5 or higher within five (5) years preceding the date of application and hold a bachelor's degree or higher in any field from a GaPSC-accepted accredited institution of higher education.

(i) If the applicant is applying for licensure with the EIPA and does not meet the degree requirement, the initial five (5)-year license will be issued and the degree requirement must be met for renewal.

(4) **Non-Renewable Licensure Requirements:**

(a) If the applicant does not meet (3)(a)1 or (3)(a)2, excluding the degree requirement, a one(1)-year Non-Renewable license in this field may be issued at the request of an employing Georgia LUA for completion of this requirement; and

(b) If the applicant does not meet renewal requirements outlined in 8(a), a one (1)-year Non-Renewable license may be requested by the employing Georgia LUA to allow time for completion of renewal requirements.

(5) **RID and EIPA.** Information on RID may be accessed at http://rid.org. Information on the EIPA may be accessed at http://www.classroominterpreting.org/home.asp.

(6) **Special Georgia Requirements.** The applicant is not required to satisfy any Special Georgia Requirements other than the standards of conduct;

(7) **Validity.**

(a) The Educational Interpreter License is valid for five (5) years and determines the subsequent renewal cycle;

(b) The validity period for the Non-Renewable license will vary depending on the outstanding conditions required to obtain the renewable license. These requirements will be outlined in correspondence from the GaPSC Certification Division at the time of issuance;

(c) The effective date and beginning validity of the license is governed by the date the complete application package is received by the GaPSC Certification Division and requirements are met for issuance of the license; and

(d) Should an Educational Interpreter employed by an LUA change employers, it is not necessary to issue a new license until expiration.

(8) **Renewal.**

(a) To renew the license, the interpreter must:

1. Satisfy renewal requirements as outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS; and

2. Hold a valid RID Certification or submit official documentation verifying the EIPA assessment has been completed during the validity period established on the license. If the initial license required completion of a bachelor-s degree, all degree requirements must be completed before the applicant may apply for renewal. Renewal requirements must be completed before the applicant may apply for renewal. Renewal requirements for expired licenses must have been completed within the five (5)-year period preceding the date of the application for renewal.

(i) If a score of 4.0 or higher is achieved on the Educational Interpreter Performance Assessment (EIPA), as documented on an official score report, the interpreter will not be required to pass the assessment for license renewal purposes.

(9) **In-Field Statement.**

(a) Educational Interpreter License holders are in-field to facilitate equivalent access for deaf/hard of hearing students in the various communication exchanges that occur in all school related activities. Interpreters ascertain goals of each educational setting and communicate information clearly in the student's language. Equally important, the interpreter communicates the student's language in spoken English for staff and students. Educational interpreters promote the greatest possible level of participation and independence for students in educational settings.

Cite as Ga. Comp. R. & Regs. R. 505-2-.16
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Certification By State-Approved Programs" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Educational Interpreter License" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.17. Non-Instructional Aide License.

(1) Purpose. A Non-Instructional Aide takes no independent actions, has no decision-making authority regarding instructional matters, and performs only routine tasks assigned by personnel with higher certification.

(2) Requirements.

(a) The applicant must be employed as a non-instructional aide by a Georgia local unit of administration (LUA). The request for issuance of the license must be submitted electronically to the Georgia Professional Standards Commission (GaPSC) by the employing LUA utilizing procedures found on the GaPSC web site at www.gapsc.org.

(b) Non-instructional aides must hold a minimum of a high school diploma or GED equivalent.

(c) Non-instructional aides are not required to satisfy any Special Georgia Requirements other than standards of conduct.

(d) The employing LUA shall provide a minimum of thirty (30) clock hours of job-related training within the first year of employment of a non-instructional aide. A minimum of ten (10) clock hours shall occur within the first thirty (30) days of employment.

(3) Validity.

(a) The Non-Instructional Aide license is valid for five (5) years, with the beginning date of the first five (5)-year certificate to be the date of employment and the ending date to be June 30 of the fifth certificate year.

(b) Should a non-instructional aide change employment, it is not necessary to issue a new license until the expiration of the validity period. Course work taken for renewal credit at the previous employing LUA may be transferred for renewal at the discretion of the LUA.

(4) Renewal.

(a) To renew the license the non-instructional aide must:

1. Be employed as a non-instructional aide in a Georgia LUA; and

2. Complete a minimum of twenty (20) clock hours of job-related training provided by the employing LUA for license renewal prior to expiration of the license.

(b) The request for renewal must be submitted electronically by the employing LUA to the GaPSC utilizing procedures found on the GaPSC web site at www.gapsc.org.

(5) In-Field Statement. Non-instructional aides are in-field to perform duties as defined in paragraph (1) above.

Cite as Ga. Comp. R. & Regs. R. 505-2-.17
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Permitted Personnel Alternative" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Amended: Rule retitled "Permitted Personnel". F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule entitled "Certification By Evaluation" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Non-Instructional Aide License" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.18. Paraprofessional License.

(1) **Summary:** On January 8, 2002, federal legislation known as the Elementary and Secondary Education Act (ESEA) established mandatory federal guidelines for the hiring of paraprofessionals in specified school settings. These guidelines are found in Section 1119 of the federal legislation, with each local unit of administration (LUA) is

responsible for ensuring that all applicable federal requirements are met. While the federal hiring requirements apply only to designated paraprofessional positions, all Georgia Paraprofessionals must hold a valid state license issued by the Georgia Professional Standards Commission (GaPSC).

(2) **Requirements.**

(a) Meet one of the following requirements:

1. Hold an associate's degree or higher in any subject from a GaPSC-accepted accredited institution.

2. Have completed two (2) years of college coursework (sixty [60] semester hours) above the remedial level with a grade of "C" or better at a GaPSC-accepted accredited institution.

3. Have passed the GACE Paraprofessional Assessment and hold a minimum of a high school diploma or GED equivalent.

(b) Meet Standards of Conduct.

(c) The issuance of the license must be requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(d) Employing LUAs are responsible for ensuring that all applicable federal ESEA hiring requirements are met.

(3) **Non-Renewable License Requirements.**

(a) One-year Non-Renewable License (Issued to individuals who have not completed renewal requirements).

1. Issuance.

(i) Hold an expired Paraprofessional license.

(ii) Have the license requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. Conversion.

(i) Verify completion of requirements outlined in the renewal rule. (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(ii) Have the license conversion requested by the employing Georgia local unit of administration following procedures outlined in Rule

505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(4) **Renewal.**

(a) To renew the license the individual must:

1. Be employed as a paraprofessional in a Georgia LUA.

2. Satisfy renewal requirements as outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(i) Individuals holding expired paraprofessional licenses issued prior to the implementation of the requirements outlined in section (2), above, must meet those requirements in addition to renewal requirements.

(5) **Validity.**

(a) The Paraprofessional license is valid for five (5) years.

(b) Should a paraprofessional change employing LUA, it is not necessary to request a new license until the expiration of the validity period.

(6) **In-Field Statement.** Paraprofessional licenses are not issued with specific field designations. Individuals with a Paraprofessional license, as well as individuals who hold a valid renewable professional certificate in any teaching, service, or leadership field, are in-field to perform assigned paraprofessional responsibilities in grades P-12. Individuals holding professional certification will not be issued Paraprofessional licensure.

Cite as Ga. Comp. R. & Regs. R. 505-2-.18
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Substitute Teachers" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Repealed: New Rule entitled "General Procedures for Certification Application" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Paraprofessional License" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.19. Support Personnel License.

(1) **Purpose.** The Support Personnel license is a type of license for individuals who serve in positions of leadership over support functions in the local unit of administration (LUA). Such positions include but are not limited to: finance, transportation, public relations, personnel, staff development, facilities, planning, evaluation, research, assessment and technology coordination.

(a) It is the responsibility of the LUA to assure that personnel assigned to support personnel positions of leadership hold the Support Personnel license. The LUA may elect to require the Educational Leadership Certificate for these assignments at their discretion. In such cases, they can be listed on the Georgia Department of Education Certified Personnel Information (CPI) report.

(2) **Requirements.**

(a) Support Personnel license holders must meet all job requirements as determined by the LUA.

(b) Support Personnel license holders are not required to satisfy any Special Georgia Requirements other than standards of conduct.

(c) Support Personnel licenses must be requested by the employing LUA.

(3) **Validity.**

(a) The Support Personnel license is valid for five (5) years.

(b) Should a Support Personnel license holder change employing LUAs, it is not necessary to issue a new license until the expiration of the validity period. However, the gaining LUA is responsible for developing a new Professional Development Plan (PLP).

(4) **Renewal.** The Support Personnel license may be renewed upon meeting the PLP requirements for renewal, as specified by the LUA.

(5) **Salary.** Salaries for Support Personnel license holders are determined by the LUA.

(6) **In-Field Statement.** Support Personnel license holders are in-field to perform duties as specified for the position by the LUA.

Cite as Ga. Comp. R. & Regs. R. 505-2-.19
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "General Procedures for Certification Application" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Paraprofessionals and Aides" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Paraprofessionals" adopted. F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.
Repealed: New Rule entitled "Certification Fees" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the

Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Support Personnel License" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-2-.20. Substitute Teaching.

(1) **Definitions.**

(a) Substitute teacher - an individual employed to serve in the absence of the regularly employed teacher. The term substitute teacher also applies to a person temporarily employed to teach a class that does not have a regular teacher.

(b) Substitute teacher list - a list of individuals approved by the local unit of administration (LUA) or its designee to serve as substitute teachers.

(2) **Requirements.**

(a) Each LUA shall maintain and employ from a substitute teacher list.

(b) Priority shall be given to individuals with the highest qualifications. The qualifications are ranked as follows:

1. Possession of one of the following:

(i) A valid or expired Induction teaching certificate;

(ii) A valid or expired renewable professional teaching certificate; or

(iii) A valid Georgia Retired Educator certificate.

2. Completion of a bachelor's degree or higher from a GaPSC-accepted accredited institution;

3. Completion of at least one (1) or more years of postsecondary training beyond a high school diploma ranked in order of number of years completed;

4. Possession of a high school diploma; or

5. Possession of a GED certificate.

(c) A substitute teacher having qualifications lower on the priority list may be employed if that person has performed effectively on previous occasions and/or has the appropriate in-field experience.

(d) As a minimum, each substitute teacher shall hold a high school diploma or GED equivalent and have participated in at least four (4) hours of initial substitute teacher training provided by the employing Georgia LUA. Those individuals who possess a valid or expired Georgia professional teaching certificate or Paraprofessional certificate are exempt from the training requirement.

(e) Any classroom teacher absence or vacancy that lasts forty-six (46) or more consecutive days in a school year shall be filled with a certified in-field teacher, except in situations where longer periods of time are required by state or federal law.

(f) Substitute teachers who hold only a high school diploma or GED certificate shall not work in any one classroom more than ten (10) consecutive days.

(g) School leadership personnel shall ensure that instructional leadership and classroom management are maintained by the substitute teacher to assure minimal interruption of student progress.

Cite as Ga. Comp. R. & Regs. R. 505-2-.20
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Official Documents" adopted. F. Dec. 18, 1991; eff Jan. 7, 1992.
Repealed: New Rule entitled "General Procedures for Certification Application" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Special Georgia Requirements" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended: F. Apr. 16, 2008; eff. May 15, 2008, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule entitled "Substitute Teaching" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.21. Certification by Interstate Reciprocity.

(1) **Summary:** Reciprocity is a term commonly used when individuals certified in one state or jurisdiction seek certification in another. Unfortunately, many individuals assume the

term guarantees that they will automatically receive a professional certificate in the new state without having to satisfy any additional requirements. This is not always the case, since each receiving state may impose special state requirements, which must be met within a specified period of time.

(2) **NASDTEC Interstate Agreement.** The National Association of State Directors of Teacher Education and Certification (NASDTEC) offers member states the opportunity to participate in the Interstate Agreement, which governs the details of interstate reciprocity. This agreement enables a state to review the preparation and certification standards of all other states and jurisdictions for specific certificate types (teacher, administrator, support and CTAE). Each state may then sign the agreement with other state certificate types that meet its own minimum standards for preparation and certification. Some states may choose not to sign with another state because of significant differences in standards. Others may sign with another state to accept their teaching certificates, but to not accept their leadership or support certificates. Specific information on the NASDTEC Interstate Agreement, including which states have signed with other states and in what certificate areas, may be found on the NASDTEC website at www.nasdtec.org.

(3) **Requirements.** An out-of-state educator meeting the requirements outlined below may qualify for a Georgia educator certificate. An out-of-state educator is defined as an individual who holds or has held a professional certificate issued by another state, country or jurisdiction that has signed the NASDTEC Interstate Agreement. An out-of-state educator is not an individual who has completed clinical practice in a Georgia school as part of a state-approved educator preparation program or used experience on a Georgia non-professional certificate to obtain professional certification in another state. An out-of-state professional certificate is defined as an educator certificate for which the individual has met all requirements in the state or jurisdiction of issuance. If employment or experience is required for issuance of an out-of-state professional certificate, a letter of eligibility for a professional certificate will be accepted as long as the only outstanding requirements are employment and/or experience.

(a) An out-of-state educator who meets the following conditions will be eligible for a Georgia professional certificate:

1. Hold a valid or expired professional certificate issued based on completion of a state-approved educator preparation program to include pedagogy and clinical practice in the base field of certification.

2. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, unless Georgia requires a differed degree level for the comparable certificate type.

3. Have a minimum of three (3) years of successful full-time out-of-state experience (See GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS).

4. Meet or exempt all applicable Special Georgia Requirements, as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

   (i) An out-of-state educator who does not meet the Special Education requirement may still qualify for an initial Georgia Professional certificate. This requirement must be completed as part of professional learning requirements before the educator may renew the initial Georgia certificate.

   (ii) An out-of-state educator who does not meet the content assessment may still qualify for an initial Georgia one (1)-year Non-Renewable certificate. This requirement must be completed during the validity of the certificate before the educator may extend the Non-Renewable certificate for an additional four (4) years.

5. Apply for the certificate following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(b) An out-of-state educator who meets the following conditions will be eligible for a Georgia Induction certificate:

1. Hold a valid or expired professional certificate issued based on completion of a state-approved educator preparation program to include pedagogy and clinical practice in the base field of certification.

2. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, unless Georgia requires a different degree level for the comparable certificate type.

3. Meet or exempt all applicable Special Georgia Requirements, as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS.

   (i) An out-of-state educator who does not meet the Special Education requirement may still qualify for an initial Georgia five (5)-year Induction certificate. This requirement must be completed as part of professional learning requirements before the educator may convert the certificate.

   (ii) An out-of-state educator who does not meet the content assessment may still qualify for an initial Georgia one (1)-year Induction certificate. This requirement must be completed during the validity of the certificate before the educator may extend the Induction certificate for an additional four (4) years.

4. Apply for the certificate following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(4) **Comparability.** The Georgia certificate to be issued must be comparable to the certificate held in the other state or jurisdiction.

(a) Individuals holding certification in fields not recognized as comparable for certification in Georgia must meet minimum standards for a recognized Georgia field. For example, while some states certify individuals in "Journalism", Georgia has no comparable educator certificate. Out-of-state journalism teachers may apply for a Georgia Non-Renewable Professional certificate in English and must satisfy all requirements for that field. During that time period, they are in-field to teach Journalism as well as English.

(b) Individuals holding out-of-state certification in areas recognized as endorsements in Georgia will be issued an endorsement if all requirements are met.

(5) **Certification Level**. The level assigned to a certificate indicates the highest degree level recognized by the GaPSC that has been awarded to the certificate holder. Georgia does not issue a certificate level based on college hours beyond a degree. Example: A Certificate of Advanced Graduate Study or Masters + does not lead to a higher certificate level. Certificate levels seldom mean the same among different states; therefore, the level is not considered part of the Interstate Agreement. Information on initial Georgia certificate levels is found in GaPSC Rule 505-2-.02 CLASSIFICATION.

(6) **Educational Leadership**. Georgia has modified portions of the Interstate Agreement (Reciprocity) procedures for the field of Educational Leadership. Please see GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP. Educators working in Georgia schools who choose to attend non-GaPSC-approved leadership programs will not be processed under full reciprocity procedures. Georgia educators who attend non-GaPSC-approved leadership programs will not be eligible for Professional Educational Leadership certificates.

(7) **Restrictions.**

(a) Educators applying by reciprocity do not qualify for Provisional certification in their field of certification or in a new field of certification.

(b) Educators who complete clinical practice in a Georgia school as part of a state-approved educator preparation program without satisfying all special Georgia requirements may not apply for Georgia certification based on reciprocity unless three or more years of successful experience is earned out of state while holding a Professional certificate in the state.

Cite as Ga. Comp. R. & Regs. R. 505-2-.21
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Credentials" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Evaluation of Credit Earned Outside of the United States" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "Evaluation of Credit Earned Outside of the U.S." adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Certification by Interstate Reciprocity" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-2-.22. Certification by State-Approved Program.

(1) **Summary:** State-approved programs are professional education programs based on established state standards and delivered as traditional or non-traditional routes to certification. Such programs, usually provided by colleges/universities, school systems, Regional Educational Services Agencies (RESAs), or collaborative arrangements between any of these agencies, must be approved by the appropriate state agency in order to verify completion of certification programs. Program standards and requirements are based on preparation necessary to obtain a certificate, and state-approved programs may or may not require a specific degree. Georgia Professional Standards Commission (GaPSC)-approved programs include those that result in certificates as well as endorsements. A listing of GaPSC-approved programs may be found on the GaPSC web site at www.gapsc.com. Information concerning program approval standards and procedures may be found HERE.

(2) **Out-of-State Programs.** The GaPSC may certify individuals who have completed state-approved educator preparation programs in any state under the following conditions:

(a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the program was approved for the field in which the educator completed the program and the program held approval status during the year in which the individual completed the program.

1. In the specific field of Speech and Language Pathology, the GaPSC shall accept ASHA-approved programs that are not state-approved but are completed at GaPSC-accepted accredited institutions.

(b) The individual has completed all state-approved program requirements and the authorized official at the program provider has verified program completion on the appropriate GaPSC form.

(c) The program was completed in a field recognized by the GaPSC. If the program was completed in an area recognized in Georgia as an endorsement only, the individual will be eligible for the appropriate endorsement certificate in that field.

(d) The individual has completed field experiences or clinical practice including student teaching. If field experiences, clinical practice or student teaching was completed in a Georgia local unit of administration (LUA) requiring GaPSC certification, the individual must have held a Pre-Service certificate and have worked with a cooperating teacher holding renewable professional certification in the field in which the individual completed a state-approved certification program, or in a closely related field as outlined below. If clinical practice was completed in a Georgia LUA that has the legal authority to waive certification, the cooperating teacher must, at a minimum meet federal requirements under Title IIA regulations or Every Student Succeeds Act (ESSA) of 2015 In-field requirements. If the cooperating teacher does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.

1. The following fields are considered closely related for the purposes of cooperating teachers for field experiences, clinical practice, or student teaching:

   (i) An individual earning certification in Birth through Kindergarten may work with a cooperating teacher certified in Early Childhood Education.

   (ii) An individual earning certification in Middle Grades may work with a cooperating teacher certified in the corresponding secondary (6-12) field.

   (iii) An individual earning certification in a foreign language field may work with a cooperating teacher certified in any other foreign language field.

   (iv) An individual earning certification in Science (6-12) may work with a cooperating teacher certified in any other secondary science field (Biology, Chemistry, Earth/Space Science, or Physics), and a candidate earning certification in any of the secondary science fields may work with a cooperating teacher certified in Science (6-12).

   (v) An individual earning certification in a Career, Technical, and Agricultural Education (CTAE) field may work with a cooperating teacher certified in any other CTAE field.

2. Effective July 1, 2020, individuals completing culminating residency (formerly referred to as student teaching) in a Georgia LUA must be placed in classrooms for a minimum of one full semester or the equivalent.

(3) **In-State Programs.** GaPSC-approved programs shall include all course work specified in Special Georgia Requirements, outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS. However, the GACE content assessment is not considered part of the approved program, but is a separate state requirement for certification. GaPSC-approved program providers may verify approved program completion for an individual who has completed all program requirements, to include the Special Georgia Requirements, and the GACE content assessment as long as the assessment was attempted. If a GaPSC-approved provider verifies program completion with attempting but not passing the assessment, the individual will not be eligible for any certificate unless requested by an employing Georgia local unit of administration (LUA). Upon such a request, a One (1)-year Induction certificate may be issued.

(4) **Out-of-Country Programs.** The GaPSC may certify individual who have completed the equivalent of a state-approved educator preparation program outside the United States. The program must be in a field recognized by the GaPSC, and include clinical practice / student teaching. Individuals for certification who have attended colleges or universities outside the United States must provide the Georgia Professional Standards Commission (GaPSC) with a detailed course-by-course credential report of college-level credit completed as outlined in GaPSC Rule 505-2-.29 EVALUATION OF CREDIT EARNED OUTSIDE OF THE U.S.

(5) **Advanced Degrees.** In order to qualify for a certificate level upgrade, an individual must complete an advanced degree program that meets specific quality standards outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE. These standards apply to all advanced degree programs, even those that are state-approved.

(6) **Educational Leadership.**

(a) Georgia Educational Leadership programs that lead to certification must be GaPSC-approved programs, as described in GaPSC Rules 505-3-.58 EDUCATIONAL LEADERSHIP PROGRAM and 505-2-.153 EDUCATIONAL LEADERSHIP.

(b) Georgia applies reciprocity to initial out-of-state Educational Leadership certificate holders based on completion of a state-approved program at level six (6) or seven (7), and also at level five (5) when the educator has at least three (3) years of successful experience in a leadership position as outlined in Rule 505-2-.153 EDUCATIONAL LEADERSHIP.

(7) **Resources.** GaPSC-approved programs for all fields are listed on the GaPSC web site HERE.

Cite as Ga. Comp. R. & Regs. R. 505-2-.22
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Application for Initial Certification/Upgrading" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Correction of Certificates" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "PSC-Accepted Accreditation and Validation of Non-Accredited Degrees" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Certification by State-Approved Program" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.23. Requirements Letter.

(1) **Summary.**

(a) The Georgia Professional Standards Commission (GaPSC) Certification Division may issue a Requirements Letter to an individual who has not met all requirements for Georgia certification and is not employed in a Georgia Local Unit of Administration (LUA).

(2) **Validity.**

(a) The Requirements Letter is valid for five (5) years from the date of issuance.

1. If requirements outlined in a Requirements Letter are not completed prior to the expiration date, a new Requirements Letter may be issued based on current requirements. If the individual applied for certification based on completion of a GaPSC-approved educator preparation program, an updated Approved Program Completion form verifying compliance with current program requirements must be submitted. To request an updated Requirements Letter, an individual must apply following application procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) If the individual completes all outstanding certification requirements outlined in the Requirements Letter prior to its expiration date, the individual must apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

Cite as Ga. Comp. R. & Regs. R. 505-2-.23
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Application for Adding Field/Renewals of Conditional Certificates" adopted. F.

Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Certification Fees" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "Validity Periods and Dating of Certificates" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Certificate of Eligibility" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Repealed: New Rule entitled "Requirements Letter" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.24. Special Georgia Requirements.

(1) **Summary:** All individuals applying for certification in Georgia shall satisfy certain Special Georgia Requirements. These requirements are in the areas of: content knowledge; standards of conduct; special education; ethics assessments; and content pedagogy assessments. Special Georgia Requirements, with the exception of the standards of conduct, do not apply to individuals holding Georgia Life certificates.

(2) **Content Knowledge Assessment(s).** An individual applying for certification in Georgia must pass or meet exemption criteria for content knowledge assessment(s) appropriate to the field of certification and/or any other assessment(s) as required by the Georgia Professional Standards Commission (GaPSC) (See GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS). GACE content assessments have two passing levels: Induction and Professional. All passing scores earned on GACE assessments will be treated as Professional level scores even if the official score report reflects an Induction level score. As of October 15, 2011, Georgia educators who complete out-of-state programs and/or pass out-of-state assessments leading to certification in a new field in another state must pass the appropriate GACE content assessment for Georgia certification in the new field.

(a) An individual may be exempt from passing the GACE content knowledge assessment(s) in the following scenarios:

1. Out-of-state certificate holders applying for initial Georgia certification who satisfy the out-of-state certificate and experience criteria outlined in paragraph (6) below.

2. Out-of-state professional certificate holders applying for initial Georgia certification who have passed the out-of-state content assessment required for issuance of the out-of-state certificate field.

3. Individuals holding valid National Board for Professional Teaching Standards (NBPTS) certification in the specific field, with the exception of the Middle Grades Generalist Field. The NBPTS Middle Grades Generalist field does not exempt the GACE Middle Grades content assessments.

4. Individuals seeking certification in a field for which the GaPSC has not adopted a content assessment.

(b) Completers of GaPSC-approved programs who have satisfied all program requirements with the exception of the content knowledge assessment(s), and have obtained a valid recommendation from the educator preparation provider (EPP) may be issued a one (1)-year Induction or Non-Renewable Professional certificate, as appropriate, at the request of an employing Georgia local unit of administration (LUA).

(c) Additional information on the required content assessment(s) is available on the GaPSC web site at https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx.

(3) **Standards of Conduct.** An individual applying for certification in Georgia must comply with the ethical standards of the profession. An FBI background check (fingerprint) is required for employment in Georgia public schools and a Georgia criminal history check is required every five (5) years for certificate renewal. In addition, individuals applying for certification must respond to background check questions on the application form. Individuals applying for or already holding certification who violate standards of conduct may be subject to a GaPSC investigation, which could involve certificate denial, suspension or revocation (See GaPSC Rule 505-2-.30 REFERRAL TO EDUCATOR ETHICS DIVISION).

(4) **Special Education.**

(a) A GaPSC-accepted course in the identification and education of children who have special educational needs is required for issuance of a certificate in any of the following:

1. Teaching fields.

2. Leadership fields.

3. Service fields of Media Specialist and School Counseling.

(b) The following certificates may be issued prior to completion of the special education requirement (course must be satisfied to renew or convert the certificate):

1. Initial Professional or Induction certificate issued based on interstate reciprocity.

2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching outside of Georgia.

3. Initial Professional certificate in School Counseling based on holding an acceptable valid state license issued by the Georgia Secretary of State Office.

(c) The course may be satisfied by the following:

1. Earning three (3) semester hours of college credit with a grade of "B" or better

   (i) The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after this date.

2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.

3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.

4. Meeting out-of-state experience exemption outlined in section (6) below.

(5) **Ethics Assessment.**

(a) A passing score on the GACE Educator Ethics Assessment is required for the following:

1. Issuance of a Pre-Service certificate.

2. Issuance of an initial Clearance certificate to individuals who are not required to hold an in-field certificate as outlined in GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

3. Issuance of a Provisional teaching certificate.

4. Issuance of an Induction certificate in a teaching field.

5. Issuance of the International Exchange certificate.

6. Conversion of a Provisional or Induction Pathway 4 teaching certificate to a Professional certificate.

7. Issuance of an initial three-year Permit.

8. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(b) A passing score on the GACE Ethics for Educational Leadership is required for the following:

1. Issuance of a Non-Renewable certificate in educational leadership for completion of an approved program.

2. Issuance of an initial professional certificate in educational leadership.

3. Issuance of an initial Superintendent Permit

4. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(6) **Out-of-State Experience Exemption**. Veteran out-of-state educators moving into Georgia may be eligible to exempt all Special Georgia Requirements except the Standards of Conduct. To be eligible, the applicant must hold a valid out-of-state certificate and have a minimum of five (5) full years of successful education experience as defined in section (5) of GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

Cite as Ga. Comp. R. & Regs. R. 505-2-.24
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Application for Renewals/Duplicates, Name Changes, PB Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "International Exchange Certificate" adopted. F. Apr. 7, 2000; eff. May 1, 2000, as specified by the Agency.
Amended: F. May 10, 2001; eff. June 1, 2001, as specified by Agency.
Repealed: New Rule entitled "Standard Renewal Requirements" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Aug. 3, 2006, eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Apr. 16, 2008; eff. May 15, 2008, as specified by the Agency.
Repealed: New Rule entitled "Standard Renewal Credit" adopted. F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "Special Georgia Requirements" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.

Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-2-.25. Experience Requirements.

(1) **Summary:** Work experience as an educator or in another occupation may be required as a qualification for certification in the following situations:

(a) To meet eligibility requirements for specified fields in Career, Technical and Agricultural Education as outlined in GaPSC Rules 505-2-.87 HEALTHCARE SCIENCE, and 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS;

(b) To meet eligibility requirements for selected permit fields, and the certificate field of Educational Leadership, as outlined in the appropriate field rule;

(c) To exempt selected Special Georgia Requirements with successful out-of-state educator experience; and

(d) To meet eligibility or renewal requirements for the Standard Professional, Performance-Based Professional, Lead Professional and Advanced Professional certificates.

(2) **Verification of Experience.** The GaPSC shall verify satisfactory experience for certification purposes. Employing local units of administration (LUAs) are responsible for verifying and evaluating satisfactory experience for salary purposes in accordance with State Board of Education rules.

(3) **Successful Educator Experience.**

(a) Experience must be accompanied by satisfactory ratings on annual performance evaluations.

(b) Only full-time experience will be accepted.

1. One (1)-year of full-time experience in a Birth through grade 12 (B-12) setting is defined as a minimum of one hundred twenty (120) days working full time in a GaPSC-accepted educational setting. No computations for partial-year experience will apply.

2. One (1)-year of full-time experience in a government agency is defined as twelve (12) full months of employment, working forty (40) hours per week with the exception of standard leave or holidays. Non-consecutive full months of employment may be combined to constitute a full year of

experience in a government agency, but no partial years of this type of experience may be combined with experience in a B-12 setting.

(c) Experience must have been earned while holding a government-issued educator certificate/license in the field in which the experience was earned, and the experience and certificate must be from the same state/country. Experience earned while holding a non-professional educator certificate/license is acceptable as long as a professional educator certificate/license was subsequently earned in the same state/country and field.

(d) Unless otherwise specified, full years of educator experience in different settings may be combined. The following are GaPSC-accepted educational settings:

1. A U.S. P-12 public school;

2. A U.S. P-12 private school accredited by a GaPSC-accepted P-12 accrediting organization when the experience was earned (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION);

3. A government agency or educator preparation provider (EPP) while working in an education position that required maintenance of a valid professional educator certificate;

4. A school administered by a jurisdiction that has signed the NASDTEC Interstate Agreement, such as the District of Columbia, Department of Defense Education Activity (DoDEA), etc., as identified on the NASDTEC web site at www.nasdtec.org;

5. A kindergarten, pre-kindergarten, Head Start Program or early care center that met one of the following qualifications at the time the experience was earned:

   (i) Under the legal authority of a U.S. public school board of education or a jurisdiction that has signed the NASDTEC Interstate Agreement as outlined in Section 4 above;

   (ii) Licensed by the state or country in which it was located;

   (iii) Certified by the U.S. Department of Defense;

   (iv) Accredited by a GaPSC-accepted P-12 accrediting organization (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION); or

(v) Accredited by a GaPSC-accepted early care accrediting organization (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION).

6. A P-12 school setting in a foreign country, as long as:

(i) The individual held the equivalent of a U.S. bachelor's degree prior to the time the experience was earned;

(ii) The individual held a valid professional certificate issued by the appropriate governing body in the field and subject taught at the time the experience was earned; and

(iii) The school was organized and conducted with educational curriculum similar to that found in U.S. public schools. This determination will be made by GaPSC Certification Division staff.

(e) Experience as a supply/substitute, a paraprofessional or as a member of a board of education does not apply toward educator experience for certification purposes.

(f) Acceptable educator experience must be evaluated by a school, district or agency approved performance evaluation system.

1. Each successful year of out-of-state educator experience must have been rated "Satisfactory" or equivalent on an annual evaluation. This may be documented in one of the following ways:

(i) On the Experience Verification Form, as outlined in section (h) below;

(ii) On official performance evaluations; or

(iii) In a letter from an administrator who supervised the educator during the years reported.

(g) If an individual is a member of the military Reserve or National Guard and is called to active duty, one (1) full year of active duty status will be accepted as a satisfactory year of educator experience. No more than two (2) full years of experience within the last five (5) years may result from military active duty. Military experience as described above must be documented on a DD214 form, Member Copy #4.

(h) Unless otherwise noted, successful experience must be documented on the GaPSC Experience Verification Form, found on the GaPSC web site, www.gapsc.com. It must be completed by the Superintendent, Headmaster, Agency Director or

designated personnel officer of the current or previous employing LUA. Principals are not authorized to complete the Experience Verification Form unless they are the designated personnel officer. The form should be completed in its entirety; if a current or former employer is unable or unwilling to complete all parts of the Experience Verification Form, supplemental documentation provided by the applicant may be accepted at the discretion of the GaPSC.

(4) **Occupational Experience.**

(a) Individuals applying for certification in Healthcare Science or certain Career and Technical Specialization fields, or applicants for Permits may be required to submit occupational experience in order to qualify. (See GaPSC Rules 505-2-.87 HEALTHCARE SCIENCE, 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS, and 505-2-.10 PERMIT CERTIFICATE.) This experience may be documented in one of the following ways:

1. Correspondence on official organization letterhead, signed by the individual's supervisor at the time the experience was earned, outlining dates of employment, job title and job duties.

2. If self-employed, copies of business or personal tax records that reflect self-employment work experience in the field being requested.

(5) **Out-of-State Experience Exemption.**

(a) Veteran out-of-state educators moving into Georgia may be eligible to exempt all Special Georgia Requirements except the standards of conduct. To be eligible, the individual must have a minimum of five (5) full years of successful educator experience earned outside of Georgia, as defined in section (3) above, which also meets the following requirement:

1. Earned in a single field (subject area) that is comparable to the Georgia certificate field being sought. For example, to exempt the mathematics assessment, the experience must be in teaching mathematics; to exempt the school counseling assessment the experience must be in school guidance counseling, etc. Out-of-state educators certified in multiple fields will be eligible to exempt the content knowledge assessment only for the field in which the acceptable experience was earned. Other fields will be subject to the assessment requirement, but will be exempt from all other applicable Special Georgia Requirements with the exception of the standards of conduct.

Cite as Ga. Comp. R. & Regs. R. 505-2-.25
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Miscellaneous Application Forms" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: New Rule entitled "Add a Field to an Existing Certificate" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Amended: F. Sept. 10, 2009; eff. Oct. 1, 2009, as specified by the Agency.
Amended: F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Experience Requirements" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.26. Certification and Licensure Assessments.

(1) **Summary:** This rule outlines specific assessment requirements for obtaining certification. The Georgia Professional Standards Commission (GaPSC) administers through a testing supplier educator assessments required for certification. As of September 1, 2006, the Georgia Assessments for the Certification of EducatorsT (GACE) is the state-approved educator certification assessment program in Georgia. GACE assessments include Program Admission, Content, Standards-based assessment of knowledge of the Georgia Code of Ethics for Educators and Paraprofessional assessments. All GACE assessments are aligned with state-approved educator preparation program standards, national standards, and the state standards for the P-12 curriculum. Information about the GACE program is available at www.gapsc.com. In addition to the GACE, there are other state-accepted content assessments for certain foreign language and career and technical specializations.

(2) **Content Assessment.**

(a) GACE content assessments test knowledge in a variety of content areas as required for certification. GACE content assessments have two passing levels: Induction and Professional. All passing scores earned on GACE assessments will be treated as Professional level scores for certification purposes even if the official score report reflects an Induction level score. Information on the content assessments required for Georgia certification may be accessed at www.gapsc.com.

(b) The following individuals are required to pass the GACE content assessment for the desired certification field:

1. Individuals seeking a Provisional certificate.

(i) For Special Education fields, the pre-requisite is the special education academic content concentration(s), which must be met by passing the

appropriate academic content assessment(s). Individuals enrolled in GaTAPP have the option of verifying an academic content concentration if approved by the GaTAPP provider. The appropriate Special Education field assessment must then be completed before conversion to a Professional.

(ii) Individuals holding the Military Support Provisional certificate must pass the GACE content assessment(s) prior to issuance of the Year Two (2) Provisional certificate.

2. Individuals seeking an initial permit in a foreign language field.

3. Georgia Pre-Service certificate holders applying for an Induction certificate.

   (i) A One (1)-Year Induction certificate may be issued at the request of an employing Georgia local unit of administration (LUA) to individuals applying for initial certification based on completion of a GaPSC-accepted program who must satisfy the content assessment.

4. Georgia Professional or Induction certificate holders applying to add a certification field.

5. Individuals applying for initial Professional or Induction certification in Georgia based on reciprocity.

   (i) These individuals may exempt the content assessment requirement by meeting the exemption criteria outlined in section (10)(a) below.

   (ii) A One (1)-Year Non-Renewable Professional or One (1)-Year Induction certificate may be issued at the request of an employing Georgia local unit of administration (LUA) to individuals applying for initial certification based on reciprocity who must satisfy the content assessment.

6. Georgia educators who complete out-of-state programs leading to certification must pass the GACE content assessment; these educators will not be eligible for the exemption outlined in section (11)(a) below, even upon submission of an out-of-state professional certificate.

7. Individuals seeking to extend an initial permit in the fields of Art, Music, Engineering & Technology and Superintendent.

8. Individuals seeking an Adjunct license must pass the appropriate GACE content assessment(s) for the field(s) being taught or hold the appropriate professional licensure for the profession or field of instructional experience.

9. Individuals seeking an initial professional Service field.

(c) For fields in which there is no GACE assessment available, the GaPSC may designate other state-approved certification exams. The Praxis exam is the Georgia state-approved content assessment for the field of Speech and Language Pathology, and the proficiency exams offered by the American Council on the Teaching of Foreign Languages (ACTFL), detailed in section (9) below, are one of the Georgia state-approved content assessments for foreign language fields.

(d) Georgia does not have a content assessment for the fields of Audiology, Dance, Drama, School Nutrition Director, School Social Work, Speech, Physical and Health Disabilities, Special Education Preschool, Visual Impairment, and some foreign language fields. In fields for which there is no Georgia state-approved or state-accepted content assessment, passing a content assessment for certification is not required. (See GaPSC Rule 505-3-.24 SPECIAL GEORGIA REQUIREMENTS).

(e) The following outlines the GACE content assessments alignment for Montessori fields:

1. Birth Through Kindergarten must be passed for Infant Toddler (birth - 3) and PK2- K (ages 2 1/2 - 6).

2. Elementary Education must be passed for Elementary I Grades 1st- 3rd (ages 6 - 9) and Elementary I- II Grades 1st - 6th (ages 6 - 12).

3. Middle Grades Language Arts and Social Science must be passed for Secondary I Language Arts & Social Studies.

4. Middle Grades Science and Middle Grades Mathematics must be passed for Secondary I Science & Mathematics.

5. English must be passed for Secondary II English.

6. Mathematics must be passed for Secondary II Mathematics.

7. Science must be passed for Secondary II Science.

8. Behavioral Science, Economics, Geography, History, and Political Science must be passed for Secondary II Social Studies, as determined by the field(s) of instruction.

(3) **Educator Ethics Assessments.**

(a) The GACE Educator Ethics Assessment is designed to both teach and assess knowledge and skills in the areas of the Georgia Code of Ethics for Educators and of ethical understanding to guide behaviors and decision-making.

(b) A passing score on GACE Educator Ethics Assessment is required for the following:

1. Issuance of a Pre-Service certificate, with the following exception:

   (i) Pre-Service certificate applicants who have been continuously enrolled in the same educator preparation program since July 1, 2014, or earlier are exempt from this requirement. Note: the term "enrolled" is defined as admitted to a program and actively taking coursework.

   (ii) The GACE Educator Ethics - Program Entry will continue to be accepted for individuals who previously completed the assessment for program admission. For those individuals, the GACE Educator Ethics Assessment must be passed for conversion of the Pre-Service certificate.

2. Issuance of an initial Clearance certificate to individuals who are not required to hold an in-field certificate as outlined in GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

3. Issuance of a Provisional teaching certificate, including the Military Support Provisional teaching certificate.

4. Issuance of a Five (5)-Year Induction certificate in a teaching field.

5. Issuance of an International Exchange certificate.

6. Issuance of an initial three-year Permit.

7. Conversion to the five-year Permit if the initial Permit was issued on or after October 15, 2017.

8. Conversion of a Provisional or Induction Pathway 4 teaching certificate to a Professional certificate.

(c) A passing score on GACE Ethics for Educational Leadership is required for the following:

1. Issuance of a Non-Renewable certificate in educational leadership for completion of an approved program.

(i) The GACE Ethics for Educational Leadership - Program Entry will continue to be accepted for individuals who previously completed the assessment for issuance of the Non-Renewable certificate. For those individuals, the GACE Ethics for Educational Leadership must be passed for conversion to the Professional certificate.

2. Issuance of an initial professional certificate in educational leadership.

3. Issuance of an initial Superintendent Permit.

4. Conversion to the five-year Superintendent if the initial Permit was issued on or after October 15, 2017.

(4) **Paraprofessional Assessment.**

(a) The GACE assessment for paraprofessionals in Georgia covers four (4) areas: reading, writing, mathematics and classroom skills. The Paraprofessional assessment is designed to enable individuals and school districts to satisfy state and federal No Child Left Behind requirements that call for "highly qualified paraprofessionals" in a P-12 setting. These requirements indicate that paraprofessionals working in Title I schools or paid with Title I funds must meet a rigorous standard of quality and demonstrate, through formal state or local assessment, knowledge of and ability to assist in instructing, reading, writing, and mathematics; or knowledge of and ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(b) Passing the GACE Paraprofessional assessment, in combination with a high school diploma or GED equivalent, is one of the options available to qualify for a Paraprofessional Certificate. (See GaPSC Rule 505-2-.18 PARAPROFESSIONAL CERTIFICATE).

(5) **Educational Leadership Assessment.**

(a) The GACE Educational Leadership content assessment is designed to assess knowledge and skills for those completing GaPSC-approved Educational Leadership programs. The GACE Educational Leadership assessment is required for Educational Leadership Tier I and Tier II certification even if the educator has previously passed the Teacher Certification Test (TCT).

(b) Individuals applying for certification in Educational Leadership Tier I or Tier II in Georgia based on reciprocity must pass the GACE Educational Leadership assessment or meet exemption criteria in (10)(a) for content knowledge assessment(s) appropriate to the field of educational leadership prior to the issuance of the Professional certificate:

1. A one (1)-year Non-Renewable Professional certificate may be issued at the request of an employing Georgia local unit of administration (LUA) to individuals applying for initial certification based on reciprocity who must satisfy the content assessment.

(c) A passing score on the Performance-Based Assessment for School Leaders (PASL) is required for educators completing GaPSC-approved Tier II programs after 7/1/17.

(6) **Career and Technical Specializations.**

(a) For Career and Technical Specializations certificates, GaPSC accepts a number of different industry assessments offered by a variety of external organizations. The accepted assessments are detailed in GaPSC Rule 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS.

(7) **Foreign Language Assessment.**

(a) A GACE assessment is not available for certain foreign language fields. For these fields, the GaPSC requires The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). If the OPI and WPT are passed for fields that have a GACE content assessment for issuance of a Permit, the GACE content assessment is not required for conversion of a Permit to an Induction or Professional certificate.

(b) The American Council on the Teaching of Foreign Languages (ACTFL) foreign language assessments are considered appropriate content assessments for adding a new foreign language teaching field in fields. The validation of passing levels of proficiency is the responsibility of the applicant and the employing local unit of administration (LUA). Contact information for scheduling the ACTFL is available at http://www.languagetesting.com/academic-services.

(c) The GaPSC-accepted assessments for foreign language fields are as follows:

ROMAN-BASED ALPHABET

French	(GACE)
German	(GACE)
Italian	(ACTFL)
Latin	(GACE)
Portuguese	(ACTFL)
Spanish	(GACE)

NON-ROMAN BASED ALPHABET

Arabic	(ACTFL)
Chinese (Mandarin)	(ACTFL)
Farsi (Persian)	(ACTFL)
Hebrew	(ACTFL)
Japanese	(ACTFL)
Korean	(ACTFL)
Russian	(ACTFL)
Swahili	(ACTFL)
Turkish	(ACTFL)
Urdu	(ACTFL)

OTHER

American Sign Language (GACE)

1. The ACTFL assessments for Greek are not Greek (Classical), and therefore are not accepted for the Georgia Greek (Classical) Permit or Certificate.

2. At the time of this rule change, the WPT is not available in the language of Swahili. Until the WPT in this field is available, the OPI will meet assessment requirements for Swahili.

3. For the Roman-Based Alphabet ACTFL assessments, the passing proficiency level for the OPI and the WPT is "Advanced-Low."

4. For the Non-Roman Based Alphabet ACTFL assessments, the passing proficiency level for the OPI and the WPT is "Intermediate-High."

(8) **Educational Interpreter Performance Assessment (EIPA).**

(a) Individuals seeking licensure as an Educational Interpreter must meet assessment requirements outlined in GaPSC Rule 505-2-.16 EDUCATIONAL INTERPRETER LICENSE.

(9) **Content Exemption Criteria.**

(a) The GACE content assessment requirement may be exempted in the following circumstances:

1. Veteran out-of-state educators moving into Georgia may be eligible to exempt all Special Georgia Requirements except the Standards of Conduct. To be eligible, the individual must hold a valid out-of-state certificate and

have a minimum of five (5) full years of successful education experience as defined in section (5) of GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

2. Individuals holding a valid National Board for Professional Teaching Standards (NBPTS) certification in the specific certificate field, with the exception of the Middle Grades Generalist field are exempted from the content assessment requirement. The NBPTS Middle Grades Generalist field does not exempt the GACE Middle Grades content assessments.

3. Out-of-state professional certificate holders applying for initial Georgia certification who have passed the out-of-state content assessment required for issuance of the out-of-state certificate field.

4. Individuals seeking certification in a field for which the GaPSC has not adopted a content assessment.

(10) **Previous State-Approved Assessments.**

(a) Georgia honors passing scores on previous state-approved Georgia assessments that are passed during the validity period for those assessments. The following are previous Georgia state-approved assessments:

1. Georgia Teacher Certification Test (TCT):

(i) The TCT was the first content assessment required for Georgia certification effective July 1, 1978, through June 30, 1997.

(ii) Individuals who obtained a passing score on the Special Education Professional Knowledge TCT assessment at the time it was required now meet the certification assessment requirement for the fields of Special Education Adapted Curriculum (P-12) and Special Education General Curriculum (P-12).

(iii) The GaPSC will accept passing scores on a TCT assessment taken in a broad-field area (Science or Social Science) to award certification in the comparable field currently issued.

2. Praxis Series:

(i) The Praxis Series replaced the TCT effective July 1, 1997.

(ii) For Georgia certification candidates in the field of Speech and Language Pathology, the Praxis II Speech and Language Pathology Assessment (Test 0330) will remain the required assessment as it is accepted for national

licensing with the American Speech-Language-Hearing Association (ASHA). The passing score may be found at http://www.gapsc.com/EducatorPreparation/Assessment/passingscores.aspx.

(iii) The GaPSC accepts a passing score on the Praxis Paraprofessional Assessment taken before June 30, 2007.

(iv) The GaPSC accepts passing scores on the required Georgia Praxis assessment in Educational Leadership (Test 0410) on or before March 15, 2008.

3. The GACE replaced the Praxis Series for most fields on September 1, 2006; however, the GaPSC accepts passing scores on the required Georgia Praxis assessment taken in its entirety on or before March 5, 2007, except in the field of Educational Leadership. The GACE Educational Leadership assessment is required for educators completing Educational Leadership programs [See 7(a) and 7(b)].

4. The School Leaders Licensure Assessment:

   (i) The GaPSC accepts passing scores on the Praxis School Leaders Licensure Assessment (Test 1010) taken on or after July 1, 2005, through March 15, 2008.

5. Georgia Paraprofessional Assessment:

   (i) The Georgia Paraprofessional Assessment was administered July 2002 and November 2002, and was replaced by the Praxis Paraprofessional Assessment and later with the GACE Paraprofessional assessment.

6. Content Pedagogy Assessment (edTPA) September 1, 2015 - July 1, 2020:

   (i) A passing score on the GaPSC-approved content pedagogy assessment (edTPA) was required for the following:

      (I) Issuance of an Induction certificate to any individual who completed the clinical practice or student teaching requirements of the GaPSC-approved or GaPSC-accepted initial certification program on or after September 1, 2015.

      (II) Conversion of an Induction Pathway Four (4) or Provisional teaching certificate held by any individual who completed the clinical practice or student teaching requirements of the GaPSC-approved or GaPSC-accepted initial certification program on or after September 1, 2015.

7. Educator Ethics Assessments:

(i) Georgia Educator Ethics - Program Entry Assessment, January 1, 2015 - July 1, 2020:

(I) Completion of the Georgia Educator Ethics - Program Entry Assessment was required for issuance of a Pre-Service certificate unless an applicant was continuously enrolled in the same educator preparation program since July 1, 2014, or earlier. Note: the term "enrolled" was defined as admitted to a program and actively taking coursework.

(II) Completion of the Georgia Educator Ethics - Program Entry Assessment was required for issuance of an Induction Pathway Four (4) or Provisional certificate.

(III) GACE Educator Ethics - Program Entry Assessment will continue to be accepted for individuals who previously completed the assessment for program admission or issuance of a Provisional certificate.

(ii) Georgia Educator Ethics - Program Exit Assessment was rebranded as the GACE Educator Ethics Assessment.

(iii) Georgia Ethics for Educational Leadership - Program Entry Assessment, January 15, 2016 - July 1, 2020:

(I) Georgia Ethics for Educational Leadership - Program Entry Assessment was required for issuance of a Non-Renewable certificate in Educational Leadership for completion of an approved program.

(II) Georgia Ethics for Educational Leadership - Program Entry Assessment will continue to be accepted for individuals who previously completed the assessment for program admission or issuance of a Non-Renewable certificate.

(iv) GACE Ethics for Educational Leadership - Program Exit was rebranded as GACE Ethics for Educational Leadership.

8. GACE Program Admission Assessment, March 6, 2007 - July 1, 2022:

(i) A passing score on the Program Admission Assessment was required for issuance of a Provisional certificate, extension of a Permit, and in certain instances, issuance of a Professional certificate in School Social Work.

(11) **Duplicate Score Reports.**

(a) The GaPSC, as a courtesy to the state's educators, can provide certain official test score information for those assessments whose scores are otherwise not retrievable. The GaPSC does not charge for the retrieval, validation, or mailing of the score. Complete information on how to request test scores can be accessed at http://www.gapsc.com/EducatorPreparation/Assessment/testScoreRequest.aspx.

1. Test Scores available from GaPSC:

(i) Teacher Certification Test (TCT) regardless of score report date.

(ii) Georgia state-administered Paraprofessional assessment, in 2002 only.

(iii) Praxis I and Praxis II assessments taken on or prior to September 1, 2006.

2. For any GACE scores, examinees must contact the appropriate testing Supplier for the GACE program. Complete contact information is provided at http://www.gapsc.com/EducatorPreparation/Assessment/testScoreRequest.aspx.

(12) **Every Student Succeeds Acts (ESSA) In-Field Assessment Requirements.**

(a) For complete ESSA in-field requirements, including assessment, please refer to the Georgia Department of Education website at www.gadoe.org.

Cite as Ga. Comp. R. & Regs. R. 505-2-.26
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Application for Evaluation" adopted F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "In-Field Assignments" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended: F. Aug. 15, 2008; eff. Sept. 15, 2008, as specified by the Agency.
Repealed: New Rule entitled "Certification and Licensure Assessments" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Amended: F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.
Amended: F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Note: Correction of typographical errors in subparagraph (3)(b)1.(i), "The appropriate Special Education field assessment must then be completed before conversion to a Professional" corrected to "The appropriate Special

Education field assessment must then be completed before conversion to a Professional certificate;", as requested by the Agency. Effective Jan. 1, 2020.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.27. Certification Application, MyPSC and Test Eligibility Procedures.

(1) **Summary:** This rule outlines the requirements and procedures to apply for Georgia Professional Standards Commission (GaPSC) certification/licensure, registering for a MyPSC account, and securing eligibility to register for GACE assessments.

(2) **MyPSC Account.**

(a) Registration

1. Application submission for individuals applying for certification begins by registering for a MyPSC account at https://mypsc.gapsc.org/Register.aspx.

2. A Certification ID is assigned to all newly registered individuals and is used for certification identification purposes. Educators holding a valid or expired GA certificate / license will have an assigned number prior to registering for a MyPSC account. The number may be obtained by registering for a MyPSC Account or visiting www.gapsc.com/Certification/Lookup.aspx.

(b) Application

1. The application is available after logging into MyPSC and selecting the *Applications/ Documentation/Status* tab. Once in the *Applications/Documentation/Status* tab, click on the *Start* button to complete the online application. Multiple certification transactions may be requested with the submission of one application.

2. MyPSC Personal Affirmation Questions (PAQs) are required as part of a complete application. Current PAQs must be on file for applications submitted during the fiscal year beginning July 1 and ending June 30. There are certain transactions that only require PAQs rather than a complete online application. These transactions are outlined in Section (8)(a) 3 below on gapsc.com.

3. Online applications that are complete are essential for timely processing. It is the responsibility of the individual to ensure that a complete application is submitted. The application is considered complete when all requirements for certification or licensure have been completed, the online application has been submitted, and all required documentation and fees have been received.

4. Incomplete applications will be placed on hold for a period of up to forty-five (45) days, awaiting receipt of the remaining documents. A letter outlining missing documentation will be posted to the *Correspondence/Notifications* tab of MyPSC and an email reminder sent to the email on file. If all documentation is not received by the Certification Division during this time period, the application will close.

5. Once a case closes, an individual must submit a new online application, as well as any missing or updated documents. Documents previously submitted to the GaPSC will remain on file even if a case is closed.

(c) Supporting Documentation

1. Supporting documentation will vary according to the type of transaction and certificate or license being requested. Individuals are responsible for submitting appropriate materials and following the instructions made available in this rule and with the online application process. Supporting documentation received without an application will be placed in the individual's file, but will not open a case for processing.

2. Documentation may be submitted electronically to the GaPSC by the individual, or by a local unit of administration (LUA) or Educator Preparation Provider (EPP) as outlined in Section (3) below.

3. All documentation submitted to the GaPSC must include the Certification Identification Number. If the number is not included and the document does not reflect ample information to identify the individual, posting documentation to the file will be delayed. The number may be obtained by logging into MyPSC or visiting www.gapsc.com/Certification/Lookup.aspx.

4. All supporting documents must be complete and official. The GaPSC will accept official documentation submitted by applicants, LUAs, EPPs, college registrars' offices, Regional Educational Service Agencies (RESAs) or other official sources in the manner prescribed in Sections (7), (8), and (9) below.

5. Documentation has been received when viewable in the *View Submitted Documents* tab of MyPSC. If the documents submitted are not viewable, the GaPSC has not received the documentation and individuals should continue to monitor this tab for receipt.

(d) GAPSC Issued Certificates and Correspondence

1. Correspondence detailing missing documentation for incomplete applications is posted to the *Correspondence/Notifications* tab in MyPSC.

2. Correspondence may accompany issuance of a certificate/license outlining requirements. All correspondence is posted to the *Correspondence/Notifications* tab in MyPSC.

3. Official certificates and licenses may be viewed/printed from the *Certificate/License* tab in MyPSC. Certificates/Licenses will not be mailed.

4. Individuals must monitor their MyPSC account for receipt of submitted documents and to check the status of an application.

(e) GACE Eligibility

1. Individuals must request and be granted eligibility to test by the GaPSC before creating a GACE account and registering for a test, with the exception of the GACE Paraprofessional assessment.

   (i) Login to MyPSC at https://mypsc.gapsc.org/home.aspx.

   (ii) Click on the *Assessments* tab and follow the instructions to request eligibility.

   (iii) Once eligibility is transferred, you may proceed to the GACE website to create an account and register for a test.

2. Questions regarding GACE registration, test preparation, and assessment score reporting should be directed to GACE.

(3) **ExpressLane.**

(a) ExpressLane must be utilized by a local unit of administration (LUA) or a Georgia Educator Preparation Provider (EPP) when submitting documentation to the GaPSC. LUA and EPP personnel must first request and be approved for gapsc.org access. Once granted, ExpressLane is available to LUAs and EPPs as part of the gapsc.org account.

1. LUAs and EPPs must monitor the educator/candidate certification file in gapsc.org for receipt of submitted documents, issuance of correspondence, and to check the status of an application.

(4) **Traditional Program Management System (TPMS).**

(a) TPMS is a data collection system utilized by EPPs to verify program admission and completion for candidates enrolled in traditional (college/university) programs.

(5) **Non Traditional Reporting System (NTRS).**

(a) NTRS is a data collection system utilized by EPPs to verify program admission and completion for candidates enrolled in GaTAPP and alternative leadership programs.

(6) **Documentation and Forms.**

(a) Personal Affirmation Questions

(b) Online Application

(c) Verification of Lawful Presence

(d) Official Transcripts

(e) Foreign Credential Report

(f) Approved Program Completion

(g) Certificate or License

(h) Experience Verification

(i) Assessment Score Reports

(j) Employer Assurance

(k) Alternate Level Six Certification Option

(l) Upgrade Degree Approval

(m) Dramatic Writing Verification

(n) Professional Learning Verification

(o) Voluntary Certificate Field Deletion

(p) Verification of Degree Validation

(q) International Exchange Verification

(r) Temporary Certification ID Number

(a) Personal Affirmation Questions (PAQs) are a set of questions individuals applying for certification must answer for processing of certification transactions. False answers may be grounds for disciplinary action. A "Yes" response to any question requires an attached explanation with supporting documentation and will be investigated by the GaPSC Ethics Division. This documentation should not be

uploaded to the MyPSC account but sent directly to the Ethics Division. All individuals applying for certification or planning to apply for certification must complete PAQs through their MyPSC Account for the current fiscal year beginning July 1 and ending June 30.

(b) An online application is required to open certain certification transactions for processing by the GaPSC. It is completed through an individual's MyPSC Account. The online application is required in addition to PAQs as outlined in Sections (7) and (8) below.

(c) Verification of Lawful Presence is required by Georgia law, O.C.G.A. 50-36-1, and stipulates that "every agency or political subdivision shall verify the lawful presence in the United States of any applicant for public benefits." The documentation requires a notarized affidavit, and the supporting document that was used to verify status (Ex: Driver's license for US citizen). All US citizens must verify lawful presence once, and individuals who are not US citizens will verify lawful status prior to processing each certification transaction unless previous verification is under 180 days. This documentation may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane.

(d) Official transcripts are unaltered transcripts embossed with the stamp or signature of the college registrar, imprinted with a college or university seal, or imprinted with a special seal used by the institution for certification purposes. Transcripts must include course numbers, titles, grades and credit earned. When a degree is awarded, transcripts must also bear a degree statement and date that specifies the month, day and year the degree was awarded. The GaPSC will accept electronic transcripts from institutions of higher learning only if the transcripts are emailed directly to the GaPSC, a Georgia LUA, or an EPP from the institution or by one of the GaPSC-approved secure electronic transcript delivery services. GaPSC will reject any transcript faxed, emailed, mailed, or uploaded by an educator to their MyPSC account. Transcripts emailed directly to the candidate are not acceptable for certification purposes.

1. Official Georgia Professional Learning Unit (PLU) and Continuing Education Unit (CEU) transcripts must reflect the name of the individual awarded credit along with provider name, course title, completion date, and credit earned. PLU and CEU transcripts may be uploaded to MyPSC by an individual unless CEUs are through a college/university, which must be submitted as outlined above.

(e) A foreign credential report is required for individuals who have attended colleges or universities outside the United States. Individuals must provide the GaPSC with a detailed course-by-course credential report of college-level credit completed unless a subsequent advanced degree was earned from a US institution and the degree earned outside the country was not an educator preparation program

degree. The course-by-course evaluation must be prepared by a GaPSC-recognized agency, and include English translation of such information as course titles, grade, semester hours earned, and U.S. equivalency of degree(s). In addition, if the equivalent of a GaPSC-approved educator preparation program was completed, this must also be documented in the report. These agencies are private enterprises who charge a fee for their services. Regardless of the agency selected, should the report not be sufficiently detailed for processing purposes, further information will be requested. See GaPSC Rule 505-2-.29 EVALUATION OF CREDIT EARNED OUTSIDE OF THE U.S. This documentation may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane.

(f) Approved program completion is required to verify program completion for teaching, service and leadership fields unless an out-of-state professional certificate is submitted and accepted by the GaPSC based on reciprocity. The form must be completed by a certification official at a GaPSC-accepted college with a state-approved educator preparation program in the field requested. This form is also required when an individual completes a leadership degree and the GaPSC must determine if a leader level is applicable, even if the individual is not applying for leadership certification. See GaPSC Rule 505-2-.02 CLASSIFICATION for more information on the leader level. This form may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane.

1. The NTRS completion form will be electronically generated and posted to the candidate's certification file once a program provider verifies all requirements for program completion have been met.

2. The TPMS completion form will be electronically generated and posted to the candidate's certification file once a program provider verifies all requirements for program completion have been met.

(g) A professional certificate or license is required as supporting documentation for a transaction request from individuals applying by reciprocity, renewing a GA certificate based on out-of-state experience, for certain service fields, or Career and Technical Specialization fields, See GaPSC Rule 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS. The GaPSC will accept copies of official certificates. However, an unofficial printout from a personal online account is not acceptable unless the information is publically verifiable. The GaPSC maintains a record of all valid and expired Georgia educator certificates, so Georgia educator certificates should not be submitted to the GaPSC unless specifically requested. This documentation may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane.

(h) Experience verification is required to verify educational work experience for certification purposes. Experience for other purposes such as salary determination

is handled by the LUA. Experience in Georgia public schools is reported electronically and should not be verified on this form. Georgia accredited private schools without access to ExpressLane may use this form to verify experience. This form may be used to verify out-of-state educator experience for initial certification by reciprocity and renewal for educators working outside the state. Experience must indicate performance ratings to be accepted for certification purposes. Otherwise, performance documentation must accompany the form. This form may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane.

1. This form is not accepted to verify occupational work experience for Career & Technical Specializations, Healthcare Science, and the following Permit fields: Art, Dance, Drama, Music, and Superintendent. Experience to qualify for these fields must be submitted on official letterhead from previous employers to include a signature.

2. If the form is updated to indicate missing information, a new signature and date must be reflected on the form.

(i) Assessment score reports are required as supporting documentation for certain certification transactions. The GaPSC will accept copies of official out-of-state score reports. However, an unofficial printout from a personal online account is not acceptable. If an out-of-state applicant is unable to obtain an official score report copy, the GaPSC will accept verification by official correspondence from the certification/licensure office in the state for which the assessment was required. GACE scores must be received electronically by the GaPSC. GACE assessments with more than one test will not reflect on the file until both tests are passed. GACE score reports should not be submitted to the GaPSC by an individual unless specifically requested. Official non-GACE assessment score report copies may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane.

(j) Employer assurance is required to verify employment in a Georgia LUA, document transaction requests made by Georgia LUAs, and waive certification fees for certain transactions. Georgia LUAs must submit the form electronically to the GaPSC. Georgia private schools without access to ExpressLane may use this form to verify employment for upload to MyPSC by an individual. The ExpressLane cover page may serve as the Employer Assurance form when a transaction is requested in ExpressLane.

(k) Alternate level six certification option is required to verify completion of a minimum of thirty-six (36) semester hours of course work required for a level seven (7) doctoral degree and successful completion of the oral and/or written comprehensive examinations in order to determine if an individual qualifies for

the alternate level 6 certificate upgrade. This form may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane.

(l) Upgrade degree approval is required to determine the acceptability of an advanced degree program for a certificate level upgrade when the program of interest is not listed in the Certificate Upgrade Advisor. This form should be submitted prior to enrollment in a prospective advanced degree program and should not be submitted with an upgrade application request.

(m) Dramatic writing verification is required to document completion of the Georgia Film Academy (GFA) Dramatic Writing Film, Television, and Theatre I training course for the purpose of adding the Dramatic Writing Micro-Endorsement. This form is available from the GFA and may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane. See GaPSC Rule 505-2-.187 DRAMATIC WRITING MICRO-ENDORSEMENT.

(n) Professional learning verification is required to document completion of a Professional Learning Plan or Professional Learning Goals during or after the FY 2018 school year for educators no longer employed by a Georgia LUA at the time of certificate renewal. This form may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane.

(o) Voluntary certificate field deletion is required to request deletion of a certificate field held by an educator. This form may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane. See GaPSC Rule 505-2-.35 VOLUNTARY FIELD DELETION.

(p) Verification of degree validation is required to validate a bachelor's degree from non GaPSC-accepted institutions upon successful completion of nine (9) semester hours of graduate level coursework at a GaPSC-accepted accredited institution. This form may be uploaded to MyPSC by the applicant or submitted by the LUA or EPP though ExpressLane. An official transcript of the coursework used to validate the degree must also be submitted using procedures outlined in (6)(d) above. See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES.

(q) International exchange verification is required for educators seeking the International Exchange certificate to verify that all eligibility requirements have been met at the time of application. This form may be uploaded to MyPSC by the applicant or submitted by the LUA though ExpressLane. See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE.

(r) Temporary Certification ID Number is required for certification applicants without a social security number issued by Social Security Administration. A temporary number is generated by the GaPSC in order to create a certification file and for GACE testing only. Upon issuance of a social security number by the Social

Security Administration, the individual must upload a copy of the social security card to their MyPSC account and request to have the information updated. Individuals requiring a Temporary Certification ID Number must contact the GaPSC by email for the form and procedures.

(7) **Applying Independently.**

(a) Georgia Educators: The online application is required for individuals who hold or previously held Georgia certification and are applying for certification without the support of a LUA.

1. Georgia Educators may apply independently for the transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type.

(b) Out-of-State Educators: The online application may be submitted by individuals applying for initial certification by reciprocity or based on completion of out-of-state educator preparation programs. If an out-of-state educator becomes employed prior to submission of an application for certification, the LUA may submit documentation in support of the educator. Educators should always communicate with their employer to coordinate submission of documentation. Common certificate types and required documentation are available on the GaPSC website as indicated below.

1. Individuals applying by reciprocity may apply independently for the transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type.

2. Individuals applying based on completion of out-of-state educator preparation programs may apply independently for the transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type.

(8) **Applying with Employer (LUA) Support.**

(a) Applying with Employer (LUA) support is required for processing certain certification transactions for licenses like the Paraprofessional license, certificates like the Provisional and One-Year Induction certificate that are issued prior to an individual meeting requirements for full certification, or certificate renewals for those employed. Common licensure and certificate types and required documentation are available on the GaPSC website.

1. The initial *licensure* transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type require employment and request submitted by the LUA through ExpressLane.

2. The initial *certificate* transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type require employment and request submitted by the LUA through ExpressLane.

3. The transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type are available for Georgia Educators and only require PAQs and a request submitted by the LUA through ExpressLane.

4. The transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type are processed automatically by the GaPSC and no action is required on the part of the individual or LUA.

(9) **Educator Preparation Program Application.**

(a) Individuals enrolled in initial GaPSC-approved programs must be entered and completed in TPMS or NTRS by the program provider before applying for the transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type.

(b) Individuals completing GaPSC-accepted out-of-state/online teaching programs who are completing student teaching/practicums in GA schools must be entered and completed by the EPP in TPMS before applying for the transactions identified in the GaPSC Guidance Common Documents Required for Each Transaction Type.

(10) **Restrictions.**

(a) All documents submitted become the property of the GaPSC, and the GaPSC will not retrieve or return original documents or copies to the sender or to any other destination on behalf of the sender.

(b) Mailed, faxed, or emailed documentation will not be processed by the GaPSC.

(c) Employed educators are encouraged to check with their employing LUA before submitting documents directly to the GaPSC.

(d) "Yes" answers to PAQs require submission of the online application and appropriate documentation to the Ethics Division.

1. Educators with Property Rights will be processed once the online application and supporting documentation are received by the Ethics Division.

(e) Individuals may not withdraw an application with a "Yes" answer on PAQs or pending with the Ethics Division. All other withdrawals may be requested in writing at https://www.gapsc.com/Certification/EmailPSC.aspx

Cite as Ga. Comp. R. & Regs. R. 505-2-.27
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Contacting the Certification Section" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Core Academic Certificate" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Certification Application Procedures" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Repealed: New Rule entitled "Certification Application, MyPSC and Test Eligibility Procedures" adopted. F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.
Amended: F. June 22, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.28. Certification Fees.

(1) **Requirements.**

(a) An applicant for certification shall be required to pay a $20 fee for all certification transactions, with the following exceptions:

1. An applicant employed by a Georgia local unit of administration (LUA) shall be exempt from the $20 fee for the following transactions:

(i) Initial certification (first Georgia certificate);

(ii) Upgrading to a higher-level certificate (based on the awarding of a higher degree) when the applicant holds a Georgia certificate;

(iii) Adding a field to a certificate;

(iv) Renewal of any certificate;

(v) Conversion from any Non-Renewable certificate to a renewable certificate; and

(vi) Moving from one (1) certification tier to another.

2. An applicant for initial certification who graduated from a GaPSC-approved educator preparation program shall be exempt from the $20 fee; and

3. No fee is required for changing the legal name on a certificate.

(b) For any application transaction that requires a fee, the application or request shall be accompanied by a cashier's check or money order made payable to the State of Georgia in the correct amount. The fee may also be paid by credit card through an applicant's MyPSC account.

(c) To qualify for exemption of the certification fee based on employment, the LUA must verify employment following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

Cite as Ga. Comp. R. & Regs. R. 505-2-.28
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Correction of Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Clinical Practice Certificate" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Certification Fees" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.29. Evaluation Of Credit Earned Outside Of The U.S.

(1) Foreign Credential Reports. Applicants for certification who have attended colleges or universities outside the United States must provide the Georgia Professional Standards Commission (GaPSC) with a detailed course-by-course credential report of college-level credit completed. These "foreign credential reports" must be independent reviews prepared by GaPSC-recognized agencies, and include English translation of such information as course titles, grade, semester hours earned, U.S. equivalency of degree earned, course-by-course evaluations, etc. In addition, if the equivalent of a GaPSC-approved educator preparation program was completed, this must also be documented in the report. These agencies are private enterprises who charge a fee for their services. Regardless of the agency selected, should the report not be sufficiently detailed for our purpose further information will be requested. The GaPSC reserves the right to review and accept or reject any information contained in a report.

(2) Memoranda of Understanding. A Memorandum of Understanding (MOU) shall be accepted as the foreign credential evaluation for foreign evaluators as long as all eligibility requirements for the International Exchange Certificate specified in GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE have been met. Such MOU must be recommended by the State Superintendent of the Georgia Department of Education (GaDOE) and the Executive Secretary of the GaPSC and furthermore, such MOU must be approved by both the State Board and the GaPSC.

(3) U.S. Territories, Possessions, or Commonwealths. Applicants who have completed course work at colleges or universities located in U.S. territories, possessions or commonwealths must submit "foreign credential reports." However, if the territories, possessions or commonwealths have signed the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement, certification by Interstate Reciprocity may be applicable See GaPSC Rule 505-2-.21 CERTIFICATION BY INTERSTATE RECIPROCITY.

(4) Exceptions. If the courses/degrees earned outside of the U.S. are unrelated to the educator certification transaction being requested and subsequent degree(s) have been received from GaPSC-accepted accredited U.S. colleges or universities, submission of the "foreign credential report" is optional. However, applicants are encouraged to provide the report as it may affect later certification application decisions.

(5) Expense. Any expense incurred for obtaining a credential report from a credentialing agency is the responsibility of the applicant.

(6) Submission. The completed "foreign credential report" must be submitted to the GaPSC as outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(7) Acceptable Credential Review Agencies. There is no single regulatory agency that approves U.S. foreign credential review agencies. The GaPSC will only accept reports from agencies identified on the GaPSC web site at www.gapsc.com. You may click on the link to access contact information. As fees and procedures vary from agency to agency, it is suggested that you contact the organizations of your choice for additional information on the specific services and charges.

Cite as Ga. Comp. R. & Regs. R. 505-2-.29
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Certification Fees" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "One Year Supervised Practicum Certificate" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Evaluation of Credit Earned Outside of the U.S." adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.30. Referral to Educator Ethics Division.

(1) Purpose. The Georgia Professional Standards Commission (GaPSC) Educator Ethics Division is responsible for administering the Georgia Code of Ethics for Educators. This code defines the professional behavior of educators and serves as a guide to standards and ethical conduct generally accepted by the educational profession.

(2) Procedures.

(a) During the certificate application process, the Certification Division refers all legal and ethical questions or concerns to the Educator Ethics Division. When an application for initial certification is referred, all processing of that individual's application is discontinued until a final decision is made by the GaPSC. Notification of the case's referral is sent to the applicant at the time it is referred.

(b) Georgia educators holding valid or expired certificates or licenses have property rights and processing of their applications is not discontinued while a final decision is made by the GaPSC.

(3) Disciplinary Action. If a referral and the subsequent investigation lead to disciplinary action by the GaPSC, the following types of discipline may occur: revocation; denial; suspension; reprimand; warning; or monitoring. In addition, following due process procedures, the results of all disciplinary actions are submitted to the National Clearinghouse, a centralized database of disciplinary actions taken against educator certificate holders by all fifty (50) states and Washington, D.C. The Clearinghouse is operated by the National Associate of State Directors of Teacher Education and Certification (NASDTEC) and all states may access this database during their state certificate application process.

(4) Resources. Additional information on the GaPSC Educator Ethics Division, the Code of Ethics for Educators and the investigative process is posted on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.30
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Non-Renewable Non-Professional Certificate" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "Referral to Educator Ethics Division" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.31. GaPSC-Accepted Accreditation for Certification Purposes.

(1) **Purpose.** The Georgia Professional Standards Commission (GaPSC) recognizes only those colleges and universities that have attained accreditation from specific, GaPSC-accepted accreditation agencies as a minimum qualitative standard. Additional accreditation requirements apply to colleges and universities at which educators earn degrees in order to upgrade their certificates (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE). Accreditation may also be required of P-12 schools and early care centers in order for certified educator experience earned in those settings to be considered for certification purposes (See GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS).

(2) **Acceptable Postsecondary Accrediting Organizations.**

(a) The GaPSC accepts accrediting organizations that are recognized by either The Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDOE). These accrediting organizations, which include a wide range of national, regional, specialized and professional accrediting bodies, have completed an evaluation process to verify acceptable levels of quality and performance.

(b) Georgia educators seeking advanced degrees for a certificate level upgrade must complete degrees that meet additional requirements found in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE.

(c) Electronic links to the approved accrediting agencies are as follows:

1. Council for Higher Education Accreditation: www.chea.org:

   (i) National Organizations:

      (I) Faith-Related;

      (II) Career-Related; and

      (III) Programmatic;

   (ii) Regional Organizations; and

   (iii) Database of Accredited Institutions and Programs;

2. USDOE: www.ed.gov:

   (i) Regional and National Institutions;

3. NCATE/TEAC/CAEP: http://caepnet.org/; and

4. Carnegie Classifications:http://carnegieclassifications.iu.edu:

   (i) Research University/Very High; and

   (ii) Research University/High.

(3) **Acceptable P-12 Accrediting Organizations.**

(a) Acceptable P-12 educational settings for GaPSC-accepted educator experience are outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS. As outlined in that rule, accreditation is required in some circumstances. A list of acceptable P-12 accrediting organizations is maintained on the GaPSC website at www.gapsc.com. The GaPSC also accepts any P-12 accreditation recognized by

the agency that oversees P-12 education in the state or jurisdiction in which the accredited school is based.

(4) **Acceptable Early Care Accrediting Organizations.**

(a) Acceptable early care educational settings for GaPSC-accepted educator experience are outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS. As outlined in that rule, accreditation is required in some circumstances. A list of acceptable early care accrediting organizations is maintained on the GaPSC website at www.gapsc.com.The GaPSC also accepts any early care accreditation recognized by the agency that oversees early care in the state or jurisdiction in which the accredited early care center is based.

(5) **Accreditation Requirements.** In order to be accepted for certification purposes in Georgia, degrees and educator preparation programs must be completed at a GaPSC-accepted accredited institution that held acceptable accreditation at the time the individual was admitted to the program.

(a) Out-of-state approved programs (See GaPSC Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM) completed at the bachelor's degree level at an institution that is not GaPSC-approved as accredited will not be subject to the validation requirement.

(6) **Validation of Non-Accredited Degrees.** Validation of a bachelor's degree from non GaPSC-accepted institutions must be accomplished by completing course work at a GaPSC-accepted accredited graduate school. Also, a degree from a currently accepted accredited institution must be validated if it was earned at a time when that institution was not accredited.

(a) To validate a bachelor's degree from a college with accreditation not accepted by GaPSC, the applicant must have earned nine (9) semester hours of acceptable graduate credit at a GaPSC-accepted accredited graduate school. All course work for validation must be earned with a grade of "B" or better in each course. The course work must be earned in the field in which certification is sought or toward a planned master's or higher degree program.

(b) If a master's or higher-level degree was earned at an institution with accreditation not accepted by the GaPSC, the degree will not be accepted for certification purposes under any conditions. These degrees cannot be validated.

Cite as Ga. Comp. R. & Regs. R. 505-2-.31
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Correction of Certificates" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "GaPSC-Accepted Accreditation; Validation of Non-Accredited Degrees" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: New title "GaPSC-Accepted Accreditation for Certification Purposes." F. Sep. 24, 2015; eff. Oct. 15,

2015, as specified by the Agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.

Rule 505-2-.32. Validity Periods and Dating of Certificates.

(1) **Summary:** This rule outlines the requirements and procedures for determining the validity period, effective date and issue date of certificates and licensure.

(2) **Validity Periods.** Certificate fields are issued with specific validity periods depending upon the type and title (See GaPSC Rule 505-2-.02 CLASSIFICATION).

(a) The standard validity periods for the various types and titles of certificates are as follows:

1. Induction, Standard Professional, Performance-Based Professional, Advanced Professional and Lead Professional certificates are valid for five (5) years (See GaPSC Rules 505-2-.04 INDUCTION CERTIFICATE, 505-2-.05 PROFESSIONAL CERTIFICATE, 505-2-.06 ADVANCED PROFESSIONAL and 505-2-.07 LEAD PROFESSIONAL) with the following exceptions:

(i) A renewable professional certificate issued to an individual holding another unexpired, renewable professional certificate is only valid for the remaining validity period of the existing renewable professional certificate.

(ii) A One (1)-year or Three (3)-year Induction certificate may be issued to those meeting criteria outlined in Rule 505-2-.04 INDUCTION CERTIFICATE.

2. Life certificates are valid for the educator's lifetime, but are issued with validity periods for record-keeping purposes. During the certificate holder's lifetime, a Life certificate is automatically renewed at the end of the validity period (See GaPSC Rule 505-2-.12 LIFE CERTIFICATE).

3. Pre-Service certificates are valid for five (5) years unless otherwise outlined in GaPSC Rule 505-2-.03 PRE-SERVICE CERTIFICATE.

4. Provisional certificates are valid for three (3) years unless otherwise outlined in GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE.

5. Non-Renewable Professional certificates are valid for three (3) years unless otherwise outlined in rule noted in GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE.

6. International Exchange certificates are valid for three (3) years (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE).

7. Waiver certificates and Adjunct licenses are valid for one (1) year (See GaPSC Rules 505-2-.13 WAIVER CERTIFICATE and 505-2-.15 ADJUNCT LICENSE).

8. Educational Interpreter licenses, Non-Instructional Aide licenses, Paraprofessional licenses and Support Personnel licenses are valid for five (5) years (See GaPSC Rules 505-2-.16 EDUCATIONAL INTERPRETER LICENSE, 505-2-.17 NON-INSTRUCTIONAL AIDE LICENSE, 505-2-.18 PARAPROFESSIONAL LICENSE and 505-2-.19 SUPPORT PERSONNEL LICENSE):

   (i) Non-Renewable Educational Interpreter licenses and Non-Renewable Paraprofessional licenses are valid for one (1) year.

9. Permit certificates are valid for three (3) years or five (5) years as outlined in GaPSC Rule 505-2-.10 PERMIT CERTIFICATE.

10. Retired Educator certificates are valid for thirty (30) years.

11. Clearance certificates are valid for five (5) years unless issued to coincide with the end validity of the base certificate.

(b) The standard validity period of a certificate may be decreased by the number of years an individual held a Non-Renewable Professional or Waiver certificate for which requirements were not met.

(c) Fields that are added to a valid certificate are valid only until the expiration date of the base field, at which time all fields renewed will have the same validity period.

(3) **Effective Date.** The effective date of a certificate level or field is governed by employment, the category of certificate and the date the complete application package is received by the GaPSC. The effective date may also be based on the GaPSC fiscal year or academic school year, which is July 1 through June 30.

(a) The effective date of a certificate level or a renewable certificate or license is the more recent of the following:

1. The date on which requirements are completed.

2. July 1 of the fiscal year in which the complete application package is submitted.

(i) The effective date of a certificate field or level issued based on an approved certification appeal will be the date the Certification Appeals Committee approved the appeal.

(b) The effective date of a Non-Renewable, Provisional, Permit, International Exchange certificate, or any other certificate or license not included in part (2)(a) is determined as follows:

1. If the employment date is between July 1 and December 31 and the complete application package is received prior to the end of the fiscal year (June 30), the effective date is the beginning of the fiscal year (July 1) if all certification requirements are met prior to this date.

2. If the employment date is between January 1 and June 30 and the complete application package is received between January 1 and June 30, the effective date is January 1 if all certification requirements are met prior to this date.

3. The effective dates of Waiver certificates are determined on a case-by-case basis.

(c) Certificates will not normally be backdated prior to July 1 of the fiscal year in which the complete application package is received, regardless of the date requirements are met, with the following exception:

1. If the superintendent of an employing local unit of administration submits a written statement verifying that all salary adjustments will be paid using only local funds, the GaPSC may issue a certificate or level with an effective date prior to July 1 of the fiscal year in which the complete application package is received.

(d) Certification issued based on rule revision will not be issued prior to the effective date of the revised rule.

(4) **Expiration Dates.** The expiration date of all certificates, with the exception of Waiver certificates, is June 30 of the final year of validity. The final year of validity is determined by adding the number of years of validity to the calendar year of the effective date of the certificate. For example, a five (5)-year certificate with an effective date of December 10, 2014, would expire on June 30, 2019. A five (5)-year certificate with an effective date of January 1, 2015, would expire on June 30, 2020.

(a) The expiration dates of Waiver certificates are determined on a case-by-case basis.

Cite as Ga. Comp. R. & Regs. R. 505-2-.32
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Appeals" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Dec. 26, 2012; eff. Jan. 15, 2013.
Repealed: New Rule entitled "Validity Periods and Dating of Certificates" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.
Amended: F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.33. Certificate Upgrade.

(1) **Summary:** Educator certificate level upgrade requirements will lead educators to complete advanced degree programs closely aligned with their fields of certification, with institutions and programs meeting specified levels of accreditation, state approval, or quality assurances. A legacy_timeline is included to maintain the certificate level of currently certified educators and to protect the interests of certified educators currently enrolled in advanced degree programs. This rule applies only to the process of upgrading an existing certificate for a Georgia Educator. See GaPSC Rule 505-2-.01 GEORGIA EDUCATOR CERTIFICATION for the definition of Georgia Educator. For the purposes of issuing an initial Georgia certificate or permit the criteria specified in GaPSC Rule 505-2-.02 CLASSIFICATION applies.

(2) **Requirements.** Valid level four (4) or higher Georgia teaching, service or leadership certificates with the following titles may be upgraded: Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction. See GaPSC Rule 505-2-.02 CLASSIFICATION for information related to upgrades of certificate levels one (1) and two (2). A certificate level upgrade may be earned by successfully completing an eligible advanced degree program from an eligible institution of higher education. There are two types of eligible advanced degree programs: In-Field programs and New Field programs. Higher education institution eligibility requirements follow each option.

(a) In-Field Degree Programs: A certificate level upgrade may be earned through successful completion of an advanced degree program in a GaPSC certification field that is currently offered (See All Certification Fields Chart) and is held by the educator. Educators may earn upgrades through the completion of education degree programs (examples include but are not limited to M.Ed., Ed.S. and Ed.D.) or through the completion of content degree programs at the Master's degree level or higher (examples include but are not limited to M.A., M.S. and Ph.D.).

1. In-Field programs eligible for certificate level upgrades may be completed with Georgia institutions or with out-of-state institutions meeting the criteria described below:

   (i) Georgia institutions must meet at least one of the following criteria:

      (I) The institution's educator preparation provider (EPP) is approved by the GaPSC at the time the individual is admitted to the program.

      (II) The institution holds a Carnegie Classification of Research University-Very High Research Activity (RU/VH) or Research University-High Research Activity (RU/H) at the time the individual is admitted to the program. For more information on the Carnegie Classification system, click here.

   (ii) Out-of-state institutions must meet at least one of the following criteria:

      (I) The EPP is accredited by the National Council for Accreditation of Teacher Education (NCATE),or the Council for the Accreditation of Educator Preparation (CAEP) at the time the individual is admitted to the program.

      (II) The EPP has at least one program currently accredited by the Teacher Education Accreditation Council (TEAC) at the time the individual is admitted to the program.

      (III) The institution holds a Carnegie Classification of Research University-Very High Research Activity (RU/VH) or Research University-High Research Activity (RU/H) at the time the individual is admitted to the program.

2. An educator who completes an advanced degree in a field in which he or she is not certified, and which does not meet the requirements outlined below for New Field degree programs, may become eligible for an In-Field upgrade by qualifying to add the field to his or her certificate, as outlined in GaPSC Rule 505-2-.34 ADD A FIELD. If an educator in this situation applies to upgrade his or her certificate prior to adding the field in which the advanced degree was earned, the request will be put on hold pending addition of the field.

3. An upgrade that is earned by completion of an advanced degree that is in-field with any certificate field other than an Educational Leadership field will be applied to the general level of the certificate. An upgrade that is

earned by completion of an advanced degree that is in-field with an Educational Leadership certificate field will be applied to the leader level of the educator's certificate unless the certificate has not previously been assigned a leader level. If there is no previously assigned leader level, the upgrade will be applied to the general level. For more information on general and leader levels, see GaPSC Rule 505-2-.02 CLASSIFICATION.

(b) New Field Degree Programs: A certificate level upgrade may be earned through successful completion of a state-approved advanced degree program that leads to initial certification in a GaPSC certification field in which the educator had not previously completed a state-approved program. In order to qualify for a certificate level upgrade, educators must successfully complete the degree program, pass all appropriate Georgia content assessments, meet all certification requirements and add the new field to their certificate.

1. Program approval requirements:

   (i) Programs offered by Georgia institutions leading to a new field of certification must be approved by the GaPSC.

   (ii) Programs offered by out-of-state institutions and leading to a new field of certification must be approved by the home state agency equivalent to the GaPSC.

   (iii) Programs offered by out-of-state-institutions must also meet at least one of the criteria listed below:

      (I) The EPP of an out-of-state institution must hold accreditation by NCATE, TEAC or CAEP at the time the educator is admitted to the program.

      (II) The out-of-state institution must hold a Carnegie Classification of RU/VH or RU/H at the time the educator is admitted to the program.

      (III) If the educator is completing a program to add the field of School Counseling, the out-of-state institution must be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the time the educator is admitted to the program.

2. Georgia-certified educators who complete in-state or out-of-state programs leading to certification in a new field must pass the GACE content assessment or other GaPSC-approved content assessment for that field with the following exceptions:

(i) This requirement does not apply to fields in which there is no GaPSC-approved content assessment.

(ii) Georgia-certified educators who completed out-of-state programs leading to certification in a new field prior to October 15, 2011, may exempt the content assessment requirement if they were required to pass an acceptable out-of-state content assessment in order to become certified in that field in another state.

3. An upgrade that is earned by completion of a degree that leads to certification in any field other than Educational Leadership fields will be applied to the general level of the certificate. As outlined in O.C.G.A. 20-2-212, an upgrade that is earned by completion of a degree that leads to certification in an Educational Leadership field will result in the assignment of a leader level to the certificate, and will not change the general level, unless the leadership degree earned meets one of the following exemption criteria:

   (i) The leadership degree was awarded prior to July 1, 2010.

   (ii) The educator enrolled in the leadership preparation program on or before April 1, 2009, and was awarded one of the following leadership degrees by the dates indicated:

      (I) A master's level [level five (5)] leadership degree prior to July 1, 2012.

      (II) An education specialist level [level six (6)] leadership degree prior to July 1, 2013.

      (III) A doctoral level [level seven (7)] leadership degree prior to July 1, 2014.

(3) **Exceptions.**

(a) Pre-existing Georgia certificate levels: All certificate levels in place on December 15, 2010 will remain intact.

(b) A legacy period is provided to protect the interests of educators actively pursuing an advanced degree at or near the original effective date of this rule (December 15, 2010). In order to upgrade a certificate under previous upgrade requirements, educators must meet two conditions: they must have been enrolled in an advanced degree program at a GaPSC-accepted accredited institution (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION

PURPOSES) by July 15, 2011; and they must complete the same program - with the same degree objective and major and at the same institution - by the date specified in item 1, 2 or 3 below. Note: the term "enrolled" is defined as admitted to a program and actively participating in course work.

1. Master's degree programs started on or before July 15, 2011, must have been completed by December 15, 2014.

2. Specialist degree programs started on or before July 15, 2011, must have been completed by December 15, 2014.

3. Doctoral degree programs started on or before July 15, 2011, must have been completed by December 15, 2016.

(c) Educators enrolled in advanced degree programs in the certification fields of Teacher Leadership, Instructional Technology and Curriculum and Instruction at GaPSC-accepted accredited institutions (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES) may upgrade their certificate under previous upgrade requirements if they were enrolled in the program by January 15, 2013, and if they completed the same program - with the same degree objective and major and at the same institution - by the date specified in item 1 or 2 below. Note: "enrolled" is defined as admitted to a program and actively participating in course work.

1. Master's or specialist degree programs in the fields of Teacher Leadership, Instructional Technology and Curriculum and Instruction started on or before January 15, 2013, must have been completed by September 1, 2015.

2. Doctoral degree programs in the fields of Teacher Leadership, Instructional Technology and Curriculum and Instruction started on or before January 15, 2013, must be completed by September 1, 2017.

(d) An educator who earned initial Georgia certification through interstate reciprocity and was enrolled in an advanced degree program at the time the initial Georgia certificate was issued may upgrade his or her certificate without meeting all the requirements outlined in Section (2) above, subject to the following conditions:

1. The educator must complete the same advanced degree program - with the same degree objective and major and at the same institution - in which he or she was enrolled at the time the initial Georgia certificate was issued. Note: "enrolled" is defined as admitted to a program and actively participating in course work.

2. The degree must be completed within the following timeframes:

(i) A master's or educational specialist degree must be completed within three (3) years of the date on which the initial Georgia certificate was issued.

(ii) A doctoral degree must be completed within five (5) years of the date on which the initial Georgia certificate was issued.

3. The degree must be completed at an institution that held a GaPSC-accepted accreditation at the time the educator was admitted to the program (See GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES).

4. The provisions outlined in this section apply only to certificate level upgrades, not to the addition of a new field based on completion of a program. In order to add a field to an existing certificate, all Georgia educators must meet the requirements outlined in Rule 505-2-.34 ADD A FIELD and other rules specific to the field to be added.

(4) **Eligibility Requirements.** Educators holding a Georgia level four (4) or higher Non-Renewable Professional, Permit or Provisional certificate are not eligible to upgrade until conversion to the renewable Professional certificate (or for the Provisional certificate, conversion to a five (5) year Induction certificate). Initial issuance of the Non-Renewable Professional, Induction, Provisional, and Permit certificates will be as specified in GaPSC Rule 505-2-.02 CLASSIFICATION.

(a) Educators holding one of the following discontinued certificates that are valid on the effective date of this rule are not eligible to upgrade until conversion to the Professional certificate: Clinical Practice, Core-Academic, Intern, Non-Renewable Non-Professional, Induction Pathway 4, and One Year Supervised Practicum.

Cite as Ga. Comp. R. & Regs. R. 505-2-.33
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Privacy of Information" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Certificate Upgrade" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.34. Add a Field.

(1) **Summary:** This rule outlines the requirements and procedures for adding teaching, service and leadership fields to Professional and Induction certification.

(2) **Adding a Teaching Field.**

(a) To add any new teaching field to an existing level four (4) or higher Induction or professional teaching certificate, an individual may satisfy one of the following options:

1. Complete a state-approved certification program in the new field, receive verification of program completion from the program provider per GaPSC Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM, and complete all applicable Special Georgia Requirements per GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS;

2. Pass the appropriate GACE content assessment(s) in the new field at the induction level or higher and complete all applicable Special Georgia Requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS except for the fields of Special Education General Curriculum/Elementary Education P-5 and Elementary Education P-5. The fields of Special Education General Curriculum/Elementary Education and Elementary Education require completion of (2)(a)1. above. If no state-approved content assessment exists for the field, the individual must complete a state-approved program as outlined in section (2)(a)1. above; or

3. To add any Career and Technical Specializations or Healthcare Science field to an Induction or professional certificate, an individual must complete the occupational experience in the area of specialization. For certain fields, an individual must hold and maintain a valid industry license and satisfy applicable assessments as outlined in GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE or GaPSC Rule 505-2-90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) To add any new teaching field to an existing certificate in any service or leadership field, an individual must:

1. Complete a GaPSC-accepted state-approved certification program in the new field and receive verification of program completion from the program provider per GaPSC Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM and complete all applicable Special Georgia Requirements per GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS.

(3) **Adding a Service Field.**

(a) To add any Service field to any established professional or Induction certificate, an individual must:

1. Satisfy the requirements as outlined in the individual Service field rule.

(4) **Adding a Leadership Field.**

(a) To add any leadership field to an existing professional or Induction certificate, an individual must:

1. Complete a GaPSC-approved program in the new field and receive verification of program completion from the program provider as outlined in GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP and complete all applicable Special Georgia Requirements per GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS.

2. To add the Superintendent Certificate field to an existing professional certificate, an individual must meet the requirements outlined in GaPSC Rule 505-2-.154 SUPERINTENDENT CERTIFICATE.

(5) **Adding Endorsements.**

(a) To add an endorsement to an existing level four (4) or higher professional certificate, an individual must hold the appropriate teaching, service or leadership type as outlined in the individual endorsement rule and satisfy one of the following options:

1. Complete a GaPSC-accepted state-approved certification program in the endorsement field and receive verification of program completion from the program provider per GaPSC Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM; or

2. Hold a professional out-of-state certificate in the endorsement field.

(b) The ESOL Endorsement, Online Teaching Endorsement, and Dramatic Writing Micro-Endorsement may be added to a valid Permit certificate in specific fields, as outlined in GaPSC Rule 505-2-.10 PERMIT CERTIFICATE.

(c) To add an endorsement field to a valid Induction certificate, an individual must complete the requirements outlined in section (5)(a)1 or 2 above. An Individual will not be eligible for a professional certificate in endorsement fields until conversion of the base certificate to a professional certificate.

(6) **Adding a Field and Upgrading.**

(a) Georgia educators adding a new field by completion of a higher degree must meet additional requirements to qualify for a certificate level upgrade. In order to qualify for a certificate level upgrade, a Georgia educator must successfully

complete the degree program, pass all appropriate GACE content assessments at the appropriate level, meet all certification requirements, and add the new field to their certificate as outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE.

(7) **Restrictions.**

(a) For some certificate fields, state-approved programs are limited in number or restricted in geographic location, making it difficult to meet the hiring needs of local units of administration (LUAs). For these specific situations, as determined by the GaPSC on a case-by-case basis, the GaPSC shall maintain a process for establishing specific course work requirements to add the field based on a transcript review of prescribed courses.

(b) Endorsements cannot be added to the Induction Pathway 4 or Provisional certificate.

Cite as Ga. Comp. R. & Regs. R. 505-2-.34
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Referral Educator Ethics Division" adopted. F. Feb. 20, 1994; eff. Mar. 15, 1994, as specified by the Agency.
Repealed: New Rule entitled "Add a Field" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Amended: F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.35. Voluntary Field Deletion.

(1) Purpose. Georgia educators may hold a number of different certificate types in a variety of fields. Holding multiple fields enables the educator to be assigned in-field in a variety of subjects, thereby providing increased flexibility for both job opportunities and assignments. However, the holder of a valid Georgia certificate may request the voluntary deletion of any certificate based on the procedures outlined in this rule.

(2) Procedures.

(a) Annually, between October 1st and the last day of the following February, any certificate holder may apply for and be granted the voluntary deletion of any certificate field(s) which shall become effective on June 30th of the school year of application. The employing local unit of administration (LUA) will automatically receive an electronic copy of the new certificate(s). This time period allows certificate holders to voluntarily delete certificates and also provides a time period

for schools to plan for the assignment of their certified staff for the upcoming school year.

(b) Request for voluntary deletion of the broad field Science certificate may not be made for individual subjects (biology, chemistry, physics, earth and space science) incorporated into the base certificate. The request will result in the deletion of the entire broad field Science certificate.

(3) Certificate Level.

(a) Requests for voluntary deletion of any field that resulted in an upgrade as outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE will also result in the loss of the level associated with the field. The new level assigned will be determined by the rule(s) in effect at the time the previous level was awarded as defined by GaPSC Rules 505-2-.02 CLASSIFICATION and 505-2-.33 CERTIFICATE UPGRADE.

(4) Restoration of Deleted Fields. Any certificate field voluntarily deleted under the provisions of this rule will be restored only under the following conditions:

(a) The educator applies to restore a voluntarily deleted field by submitting the appropriate form provided on the GaPSC web site at www.gapsc.com;

(b) The educator has satisfied the appropriate GACE content assessment(s) with a passing score at the professional level achieved after the date on which the voluntary deletion was approved. Any passing scores on content assessments in the field being restored taken prior to the date of deletion will not be accepted for restoration and re-verification of content knowledge; and

(c) All other current Special Georgia Requirements have been completed at the time of application for restoring the field.

(5) Resources. Specific application procedures as outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES and document requirements may be found on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.35
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Regional Accreditation" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule of same title adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 5, 1998; eff. July 1, 1998, as specified by the Agency.
Amended: Rule retitled "PSC-Accepted Accreditation" adopted. F. May 10, 2001; eff. June 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Certificate Extension for Active Military Duty" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Voluntary Field Deletion" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by

the Agency.

Rule 505-2-.36. Renewal Requirements.

(1) **Summary.**

Georgia's renewable certificates are the Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional and Life certificates. Renewable licenses are Adjunct, Educational Interpreter, Non-Instructional Aide, Paraprofessional and Support Personnel. These certificates and licenses are valid for a five (5)-year period (except for the Life certificate), during which time the requirements outlined below must be met unless the most recent certificate or license issued is exempt from professional learning as outlined in section (8)(a) below.

(2) **Educators who work in schools, agencies, or other education organizations in Georgia.**

(a) Individuals employed by a Georgia LUA: certificate and license holders who are employed by a Georgia LUA in a position requiring certification at the time of renewal application must satisfy professional learning requirements as outlined below, with the exceptions noted in section 3 below. Employing LUAs shall document fulfillment of these requirements and verify their completion as part of the renewal application package:

1. A criminal record check, unless exempted in section (4) below.

2. Engaging in professional learning on a continuing basis by fully participating in the LUA's professional learning community as documented by the individual's supervisor and described in GaPSC Guidelines accompanying this rule.

3. The following individuals employed by a Georgia LUA in a position requiring certification may renew their certificates without meeting the professional learning requirements outlined in this section:

(i) Individuals who also hold valid National Board for Professional Teaching Standards (NBPTS) certification at the time of renewal in a field comparable to one held on their Georgia educator certificate.

(ii) Individuals certified in the service fields of Speech and Language Pathology, Audiology, School Psychology, School Counseling and School Social Work who meet optional requirements associated with GaPSC-accepted state or national credentials as outlined in the appropriate GaPSC field rules as long as this is approved by the supervisor as appropriate for professional learning.

(iii) Non-Instructional Aide, Support Personnel License, and Adjunct License holders shall complete professional learning as determined by the employing LUA.

(b) Faculty of Georgia colleges/universities, and individuals who are no longer employed by Georgia LUAs in positions that require certification but are employed in Georgia education agencies or organizations, may renew certificates as described in Section (2)(a)(2) above.

(c) Individuals employed at Georgia private schools may renew their certificates by completing the requirements outlined in Section (2)(a) above or by completing the requirements outlined in Section (3) below.

(3) **Educators who are not employed in schools, agencies, or other education organizations in Georgia.**

(a) Renewal requirements for certificates that are currently valid must have been completed during the validity period established on the certificate. Renewal requirements for expired certificates must have been completed within the five (5)-year period preceding the date of renewal application. Individuals may qualify for renewal through completion of one of the following:

1. For individuals who have been employed by a Georgia LUA in a position requiring certification for at least one (1) school year during the most recent validity period of their certificate, and within five (5) years of the date of renewal application, submit documentation of completion of the professional learning requirements outlined in Section (a) above during at least one (1) qualifying year of employment beginning with the 2017-18 school year.

2. Complete any combination of the following:

(i) Six (6) semester hours of college course work.

(I) College course work must be earned at an institution that meets the accreditation standards outlined in GaPSC Rule 505-2-.31 GaPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. Final course grades must be "B" or better. Developmental/Remedial studies courses and course work that is audited and/or exempted without credit shall not be accepted.

(ii) Ten (10) Georgia Professional Learning Units (PLUs).

(I) PLUs must be awarded by a State of Georgia education agency, a Regional Educational Services Agency (RESA), a Georgia LUA or a GaPSC-approved college or university. Only LUAs offering GAPSC-approved programs may offer PLUs for renewal purposes.

(iii) Ten (10) Continuing Education Units (CEUs).

(I) CEUs must be issued by a GaPSC-accepted accredited college or university or a provider authorized by the International Association for Continuing Education and Training (IACET). Ten (10) contact hours are the equivalent of one (1) CEU. These credits must be reflected on CEU transcripts or "certificates of completion" which include the name of the organization issuing the credits, the name of the educator receiving the credits, the title of the course, the date the course began and date of completion, and the number of CEUs being authorized.

(iv) One hundred (100) hours BFTS-approved trainings.

(I) BFTS-approved trainings may be found on the BFTS website at http://decal.ga.gov.

(v) Hold valid National Board for Professional Teaching Standards (NBPTS) certification at the time of renewal in a field comparable to one held on their Georgia educator certificate.

3. Have at least one (1) year of successful educator experience, as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, while working in another state on a valid certificate issued by that state, or while working outside of the United States on a valid Georgia certificate in a position in which it is utilized.

4. For individuals certified in the service fields of Speech and Language Pathology, Audiology, School Psychology, School Counseling and School Social Work, meet optional requirements associated with GaPSC-accepted state or national credentials as outlined in the appropriate GaPSC field rules.

5. Re-take and pass the content assessment approved by the GaPSC at the time of renewal for the field(s) being renewed. This is not an option to renew fields for which there is no GaPSC-approved content assessment at the time

of renewal. Only the field(s) for which the educator passes the appropriate assessment will be renewed.

(4) **Criminal Record Check.**

(a) The employing Georgia LUA is responsible for ensuring that the appropriate criminal record check is completed during the school year in which the certificate expires pursuant to O.C.G.A. 20-2-211.1 and GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE. The employer may apply for renewal after the criminal record check or FBI background check has been completed. Criminal record checks are subject to the following:

1. A criminal record check shall be required for renewal of all certificates held by educators employed in a Georgia LUA including state chartered special schools and commission charter schools. This requirement does not apply to employees of state agencies.

2. If the individual has not had an FBI background check (fingerprint) while employed in the present public school system, the FBI background check (fingerprint) is required for renewal. If the individual has satisfactorily completed an FBI background check (fingerprint) at the present public school system of employment, then a Georgia criminal history check will satisfy the renewal requirement. The Georgia criminal history check will satisfy the renewal requirement for private school, chartered special school, and commission charter school employees that do not require certification.

3. A satisfactory criminal record check shall be denoted by the issuance of a Clearance certificate upon the request of an employing Georgia LUA with the exception of private schools (see GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE).

(b) If an individual is not employed in a Georgia public school, private school, chartered special school, or commission charter school at the time of renewal, the individual is exempt from the background check requirement until such time as Georgia public or private school employment is resumed.

(5) **Renewal Cycle.**

(a) Georgia certificates usually have a beginning date of July 1 and an ending date of June 30. Valid certificates may be renewed from December 1 of the calendar year preceding the ending validity date to June 30 of the calendar year in which the certificate expires.

1. To renew an expired certificate, the individual must meet all applicable renewal requirements outlined above, including any remaining Special

Georgia Requirements, and submit an application packet with appropriate documentation to the GaPSC. Specific renewal application procedures for educators may be found on the GaPSC web site at www.gapsc.com.

2. At the request of an employing Georgia LUA, an individual who meets the applicable requirements outlined above but has not met applicable professional learning requirements may be issued a one (1)-year Non-Renewable Professional certificate to allow the individual time to complete all remaining renewal requirements.

3. Individuals who hold more than one certificate field and/or type will be eligible to renew all certificate fields/types by completion of the renewal requirements for the field of placement during the renewal period.

(6) **Renewal Application Process.**

(a) Renewal of certificates held by individuals employed by a Georgia LUA in a position requiring GaPSC certification must be submitted electronically by the employing LUA according to procedures established by the GaPSC. Information about the online procedures is available to authorized school system personnel on the GaPSC web site at www.gapsc.org.

(b) Individuals not employed by a Georgia LUA in a position requiring GaPSC certification may apply for renewal according to procedures outlined on www.gapsc.com.

(7) **Restrictions.**

(a) An individual who has received any combination of two (2) Unsatisfactory, Ineffective or Needs Development annual performance evaluations during the previous five (5)-year validity cycle that have not been satisfactorily remediated by the employing Georgia LUA shall not be entitled to any certificate except for a Waiver in any field (See GaPSC Rule 505-2-.43 ANNUAL PERFORMANCE EVALUATION). Waiver certificates must be requested by an employing Georgia LUA and are issued at the discretion of the GaPSC (See GaPSC Rule 505-2-.13 WAIVER CERTIFICATE).

(b) Performance-Based Professional certificate requirements:

1. To maintain the Performance-Based designation an individual must earn a minimum of three (3) Proficient or Exemplary annual performance ratings on the Teacher Assessment on Performance Standards (TAPS) component of the statewide evaluation system, Teacher Keys Effectiveness System (TKES), within five (5) years of the renewal date.

(i) Performance-Based Professional certificates will be renewed as Standard Professional certificates if the educator has earned fewer than three (3) Proficient or Exemplary TAPS performance ratings within five (5) years of the renewal date, and has no more than one (1) unremediated unsatisfactory, needs development, or ineffective performance rating(s).

(c) Advanced Professional and Lead Professional certificates may be renewed as Standard Professional certificates if the educator received one (1) annual performance rating below the Satisfactory or Proficient level during the most recent five (5) year validity period of the certificate.

(d) Standard Professional certificates shall be renewed as Standard Professional should an educator not meet experience and/or other requirements for Performance-Based, Advanced, or Lead certification.

(8) **Renewal Credit Exemption.**

(a) For individuals whose most recent renewable certification and/or licenses expired between June 30, 2011, and June 30, 2017, renewal credit is not required for reinstatement. This does not apply to any outstanding Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS).

(9) **Retired Georgia Educators.**

(a) Retired Georgia Educators, as verified by the Teachers Retirement System (TRS) or other retirement systems utilized by private Georgia LUAs, who do not wish to meet the renewal requirements may apply for a Retired Educator Certificate as outlined in GaPSC Rule 505-2-.44 RETIRED EDUACATOR CERTIFICATE.

Cite as Ga. Comp. R. & Regs. R. 505-2-.36
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Validation of Degree" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Validation of Degree; Acceptable Credit and Degrees" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 24, 1997; eff. July 14, 1997.
Repealed: New Rule entitled "Substitute Teachers" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Renewal Requirements" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 8, 2017; eff. July 1, 2017, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Amended: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-2-.37. [Repealed].

Cite as Ga. Comp. R. & Regs. R. 505-2-.37
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Acceptable Credit and Degrees" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Recency-of-Study Requirement" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Jun. 19, 1995; eff. July 9, 1995.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Experience Requirements for Certification Purposes" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Certificate Extension for Active Military Duty" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-2-.38. Certificate Correction.

(1) Educator Responsibility. It is the responsibility of the individual educator to maintain an accurate, valid Georgia certificate.

(2) Correction Procedures.

(a) When a new certificate or correspondence is received by the educator, it should be examined carefully. Any questions should be addressed either with the employing local unit of administration (LUA) or the Georgia Professional Standards Commission (GaPSC). If an error is detected, the educator has forty-five (45) days to contact the GaPSC by submission of a letter of explanation. Appropriate corrective action will be taken by the GaPSC.

(b) If the GaPSC discovers an error, it will take measures to make the necessary correction. A certificate issued in error to an ineligible applicant may be subject to recall (invalidation). Necessary corrections involving validity or certificate level dates will be retroactive to the date eligibility was established, but no earlier than the most recent July 1. Under certain conditions, as outlined in GaPSC Rule 505-2-.32 VALIDITY PERIODS AND DATING OF CERTIFICATES, the LUA superintendent or appropriate designee may request additional changes to the certificate level effective date.

Cite as Ga. Comp. R. & Regs. R. 505-2-.38
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Recency of Study" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Reinstatement of Certificates" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as

specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Jun. 19, 1995; eff. July 9, 1995.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Voluntary Deletion of a Certificate Field" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule of same title adopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule entitled "Certificate Correction" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.39. Certification Appeal.

(1) **Summary.** This rule creates a formalized system of tiered reviews that allows individuals to appeal certification decisions resulting from a staff analysis of application documentation. The decision at each tier is based solely on review of an individual's written appeal. There are two (2) tiers of appeal, which include:

(a) Tier 1. A review by the Certification Appeals Committee with a written decision by the Chair of the Certification Appeals Committee of the Georgia Professional Standards Commission (GaPSC).

(b) Tier 2. A review and written decision by the Executive Secretary of the Georgia Professional Standards Commission (GaPSC).

(2) **Appeal Procedures.**

(a) The individual must begin the appeal process at Tier 1 and a decision must be rendered before requesting a Tier 2 appeal. Individuals may not appeal the same issue after a final written tier 2 decision is determined.

(b) The appeal must be in writing, sent by U.S. Mail, FedEx, UPS or another mail carrier.

1. Appeals will not be received by phone, email, or delivered in person.

(c) The written appeal must be sent to the Georgia Professional Standards Commission, ATTN: Executive Secretary, and must contain the following information:

1. Name (as listed in the individual's MyPSC account), certification identification number, mailing address, email address, and telephone number.

2. The tier being requested (Tier 1 or Tier 2).

3. A concise statement describing the nature of the appeal and why it should be granted.

4. Supporting documentation that might constitute evidence that supports the appeal including transcripts, physician statements, etc.

(d) The failure of an individual to request an appeal within sixty (60) calendar days is considered as a waiver of the right to appeal. Individuals are responsible for tracking the delivery of their appeal to the GaPSC.

1. Tier I appeals must be received by the Executive Secretary of the GaPSC within sixty (60) calendar days of the date of the GaPSC notification letter or certificate issuance.

2. Tier 2 appeals must be received by the Executive Secretary of the GaPSC within sixty (60) calendar days of the date of the GaPSC notification letter of denial of the Tier 1 appeal.

3. Appeals must be received before the first day of the month in order to be reviewed during that month's meeting. If after initial review it is determined that additional information or documentation is needed, a subsequent review of the appeal will be completed during the next scheduled appeal meeting after the requested documentation is received.

(e) When a Tier 1 or Tier 2 appeal is received, staff will send the appellant written verification of receipt by email and the scheduled date for review.

(f) After a decision to grant or deny an appeal has been made, the appellant will receive correspondence posted to MyPSC detailing the decision.

(g) The effective date of the certificate update based on an approved appeal will be the date the Certification Appeals Committee met and determined to honor the appeal request or the date the Executive Secretary reviewed and made a determination for the Tier 2 appeal.

Cite as Ga. Comp. R. & Regs. R. 505-2-.39
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reinstatement of Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Certificate Extension for Active Military Duty" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "Technology/Career Education" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Amended: F. Sep. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Certification Appeal" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Amended: F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.40. In-Field Assignment.

(1) **Purpose.** The assignment of educators to positions for which they have been prepared and certified (in-field) is essential for providing the best possible educational programs for the children and youth of Georgia. It is the responsibility of the local unit of administration (LUA) to assure that personnel assigned to certificated positions hold appropriate Georgia certification and are assigned only within the field (subject area) and grade level associated with the certificate held for each assignment during the school day.

(2) **Certification/Curriculum Assignment Polices (CAPS).** All Georgia state-approved curriculum courses have been reviewed jointly by the Georgia Professional Standards Commission (GaPSC) and the Georgia Department of Education (GaDOE) to determine the certificates which are considered in-field for each approved course. This information is available through the Certification/Curriculum Assignment Policies (CAPS) found on the GaPSC web site at www.gapsc.com.

(3) **Endorsements.** Endorsements recognize additional expertise that supplements base certificates and enables the holder to be assigned in-field in these additional endorsement areas. Specific information on endorsements is found in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(4) **Areas Not Requiring Specific Certificates.** Several areas of assignment do not require a specific field in order to meet in-field requirements, although a certificate in some field is required. These fields include:

(a) Computer Science - An optional Computer Science Endorsement (6-12) is available to provide strengthened and enhanced competency levels for teaching computer science skills in grades 6-12. However, at the discretion of the employing Georgia LUA, an educator with a professional, valid teaching certificate in any field is in-field to teach computer science in grades P-12. Note: This use of the term computer science relates to general computer labs, etc., but does not include the technology education courses associated with Career, Technical and Agricultural Education outlined in GaPSC Rule 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) Hospital/Homebound - At the discretion of the employing LUA, an individual with a professional, valid teaching certificate in any field is in-field to teach hospital/homebound students in grades P-12. However, if a student is absent from school for twenty (20) consecutive days or more, a "highly qualified" teacher must be identified for the core academic subject(s) and must be available as the student's "teacher of record" for content instruction. The "highly qualified"

teacher(s) must supervise content instruction through the use of a collaborative model.

(c) In-School Suspension - Because in-school suspension is typically short term, the student's regularly assigned content teacher is considered the "teacher of record" and would be expected to supervise instruction through the use of a collaborative model. At the discretion of the employing Georgia LUA, a licensed Paraprofessional or an educator with a professional, valid certificate in any field is in-field to teach in-school suspension students in grades P-12.

(5) **Areas Not Requiring Any Certificate.** For areas in which the GaPSC does not issue or require a specific certificate, LUAs may employ individuals without certification. Individuals who serve in positions of leadership over support functions in the local unit of administration must be appropriately certified. If a certificate is held in any field, the individual can be listed on the Georgia Department of Education Certified Personnel Information (CPI) Report.

(6) **Pre-Kindergarten Programs.** Pre-kindergarten regular education programs are administered by Bright from the Start: Georgia Department of Early Care and Learning (See http://decal.ga.gov/Prek/Teachers.aspx).

(7) **Discontinued Certificate Fields.** Pre-existing certificate fields for permits and Career, Technical and Agricultural Education no longer issued by the GaPSC will continue to be valid and renewable. For certificate types discontinued on July 1, 2014, all requirements outlined at the time of issuance must be completed within the designated validity period. If all requirements are not completed by the expiration date, policies established by the current rules must be met. In-field educational services authorized by all certificates must meet guidelines established by current rules and the Certification/Curriculum Assignment Policies (CAPS) found on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.40
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Certificates Issued on Earned Degrees" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Experience Requirements for Certification Purposes" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: Jun. 21, 1996; eff. July 11, 1996.
Repealed: Rule Reserved F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Adjunct License" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Amended: Dec. 26, 2013; eff. Jan. 15, 2014.
Repealed: New Rule entitled "In-Field Assignment" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.

Rule 505-2-.41. Privacy of Information.

(1) Background. The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law regarding an individual's right to privacy; the Buckley/Pell amendment (Privacy Act) sets extensive guidelines for the release and subsequent use of information from post-secondary education records.

(2) Procedures.

(a) Education records, once released by an institution, are the property of the student and may be released only for a specific purpose (i.e., employment or certification). The organization receiving the transcripts is responsible for protecting the document owner's privacy. The Georgia Professional Standards Commission (GaPSC) will not, without the applicant's authorization, release any information not considered public record under federal and state law.

(b) Information will not be released to the spouse, parent, sibling or children of an individual without specific authorization. Confidential information, such as test scores and grades on transcripts, will not be released.

(c) The GaPSC, while maintaining microfilm and electronic copies of original transcripts, cannot copy or provide copies of transcripts to individuals or to other offices, agencies or institutions except in cases of criminal or GaPSC Ethics Division Investigation.

Cite as Ga. Comp. R. & Regs. R. 505-2-.41
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Teaching Field Prerequisites" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "Privacy of Information." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.42. Clearance Certificate.

(1) **Summary.** The Clearance certificate verifies that an individual employed in Georgia has successfully completed fingerprint and criminal background check requirements and has no convictions of any felony; any crime involving moral turpitude; any other criminal offense involving the manufacture, distribution, trafficking, sale or possession of a controlled substance or marijuana; or any sexual offense; and does not have a certificate or license that is currently revoked or suspended in Georgia or any other state. There are no academic requirements necessary to qualify for this certificate and it does not authorize the holder to be considered in-field for any position or allow experience earned while holding the certificate to be used toward certification. Employees of charter schools and charter systems must hold a Clearance certificate even if not required to hold any other certification. All holders of this certificate are subject to the Georgia Code of Ethics for Educators (See GaPSC Rule 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS).

(a) Georgia statute requires all individuals employed on or after January 1, 2011, by a local unit of administration (LUA) in a position that would require certification without utilization of charter waivers to hold a valid Clearance certificate.

1. The definition of 'educator' for this rule means teacher, school or school system administrator, or other education personnel who would, if not exempted pursuant to a charter, be required to hold an educator certificate, license or permit issued by the GaPSC and individuals who have applied for but have not yet received such certificate, license, or permit.

2. The definition of Georgia 'local unit of administration (LUA)' for this rule has the same meaning as in Code Section 20-2-242 and also includes state chartered special schools and commission charter schools.

(2) **Requirements.**

(a) Issuance:

1. Employed by a Georgia local unit of administration.

2. Have satisfactorily completed fingerprint and criminal background check requirements, and have no open, pending or potential investigations with the GaPSC Ethics Division.

3. Not hold a certificate or license that is currently revoked or suspended in Georgia or any other state.

4. Complete the GACE Educator Ethics Assessment if GaPSC certification is exempted pursuant to a charter.

5. Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(b) Renewal

1. Employed by a Georgia local unit of administration.

2. Verify completion of a Georgia (GCIC) criminal background check.

3. Verify completion of professional learning requirements as outlined by the employing local unit of administration.

4. Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(3) **Classification.**

(a) The Clearance Certificate is not a professional educator certificate and is not part of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

(4) **Implementation.**

(a) As of January 1, 2011, educators holding a professional educator certificate who are already employed by a local unit of administration are not required to obtain a Clearance certificate until their professional certificate is renewed. To renew the professional certificate and add the Clearance certificate, the employing local unit of administration must conduct the required Georgia (GCIC) criminal background check. After the employing local unit of administration receives the criminal background results and the educator completes application procedures, the employer must submit the information electronically to the GaPSC and the certificate may be renewed and the Clearance certificate issued. No additional fingerprinting will be required for renewal of the Clearance certificate.

(b) As of January 1, 2011, educators holding or eligible for positions, which would, if not exempted by charter, be required to hold certification, who are newly employed by a local unit of administration, are required to obtain a Clearance certificate meeting requirements in (2)(a) above.

(5) **Validity.**

(a) The Clearance certificate is valid for five (5) years.

1. A Clearance certificate issued to an educator holding another unexpired certificate is only valid for the remaining validity period of the existing certificate.

2. Should the Clearance certificate holder move to a different employing local unit of administration, it is not necessary to obtain a new Clearance certificate until expiration of the certificate. The new employing local unit of administration may still require fingerprinting for employment purposes.

(6) **Reporting Procedures.**

(a) Local units of administration must report the results of criminal background checks to the GaPSC through the appropriate procedures available to authorized personnel through www.gapsc.org.

(7) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals holding a Clearance certificate do not meet certification in-field requirements.

Cite as Ga. Comp. R. & Regs. R. 505-2-.42
Authority: O.C.G.A. §§ 20-2-200; 20-2-211.1.
History. Original Rule entitled "Experience for Salary and/or Certification Purposes," adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "Clearance Certificate." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.43. Annual Performance Evaluation.

(1) **Purpose.** Georgia Code 20-2-210 requires that all personnel employed by local units of administration (LUAs) shall have their performance reviewed annually. The purpose of this rule is to define the process for reporting "Unsatisfactory," "Ineffective" and "Needs Development" annual performance evaluations for certificated personnel; the process for reporting successful completion of remediation plans; and the effect of two (2) or more unremediated "Unsatisfactory," "Ineffective" or "Needs Development" annual performance evaluations in a five (5)-year period on certification eligibility, issuance and renewal.

(2) **Definitions.**

(a) Certificated personnel include all individuals holding any Renewable or Non-Renewable license or certificate issued by the Georgia Professional Standards Commission (GaPSC), including the Clearance certificate.

(b) Unsatisfactory performance ratings include any annual summative performance rating of "Unsatisfactory," "Ineffective," "Needs Development," or the equivalent.

(c) Satisfactory performance ratings include any annual summative performance rating of "Satisfactory," "Proficient," "Exemplary," or the equivalent.

(3) **Requirements.**

(a) Each LUA shall report all unsatisfactory ratings of all annual performance evaluations.

1. An educator who receives an unsatisfactory performance evaluation must be reported to the GaPSC by the employing LUA using the procedures established by the GaPSC and no later than June 30 of the academic year in which the annual performance evaluation was conducted.

2. The employing LUA is responsible for establishing a remediation plan for an educator who receives an unsatisfactory annual performance evaluation. An evaluation component shall be part of the remediation plan and shall be

used to assess performance during the time period since the evaluation. The remediation plan must also include a professional learning component.

(i) An LUA that employs an educator who has received an unremediated unsatisfactory annual performance rating during the current validity period of his or her certificate is responsible for supervising the completion of that educator's remediation plan, even if the unsatisfactory rating was issued by a different employing LUA [see section (6) below]. If the educator successfully completes the remediation plan, as determined by the educator's supervisor, the performance evaluation is considered remediated. Remediation based on successful completion of a plan shall be reported to the GaPSC by the employing LUA using the established procedures and no later than June 30 of the academic year in which the remediation took place.

(ii) It is the responsibility of the educator to complete the remediation plan to the satisfaction of his or her supervisor.

(iii) An educator may also remediate an unsatisfactory annual performance rating without completing a remediation plan by receiving a satisfactory evaluation on a subsequent annual performance evaluation, subject to the following conditions:

(I) The satisfactory performance rating must be earned while employed in a similar field to the one in which the unsatisfactory performance rating was earned. If the unsatisfactory rating was earned while working in a teaching field, a satisfactory rating earned while working in any teaching field within the same grade range (P-5, 4-8, or 6-12) is acceptable. If the unsatisfactory rating was earned while working in a leadership or service field, only a satisfactory rating earned while working in the same field is acceptable for remediation of the unsatisfactory rating;

(II) A single annual satisfactory performance rating may be used to remediate only one (1) unsatisfactory annual performance rating; and

(III) A remediation based on a subsequent satisfactory evaluation must be reported to the GaPSC by the employing LUA using the established procedures and no later than June 30 of the academic year in which the remediation took place.

(4) **Renewable Certificate Holders.** An educator holding a Renewable license or certificate who has received two (2) or more unremediated unsatisfactory performance evaluations in the preceding five (5)-year certificate validity period will not be eligible for renewal.

(a) At the request of an employing LUA, a Waiver license or certificate may be issued to an educator with two (2) unremediated unsatisfactory ratings in the preceding five (5)-year certificate validity period to allow for remediation of the performance deficiency. Upon successful remediation, the educator may apply for the Renewable license or certificate provided all other certification requirements are met. Upon issuance of the Renewable license or certificate, the validity period will be decreased by the length of time for which the Waiver license or certificate was held. An educator who has received three (3) or more unremediated unsatisfactory ratings in the preceding five (5)-year certificate validity period may not be issued any type of certificate, including a Waiver.

(b) A Renewable license or certificate holder with one (1) unremediated unsatisfactory evaluation shall not be eligible for renewal until the performance evaluation has been remediated; or a "Satisfactory," "Proficient" or "Exemplary" evaluation has been earned on the current year's annual performance evaluation; or the employer attests that a second unsatisfactory performance evaluation was not earned in the renewal year; or the performance evaluation period has ended for the renewal year, and the LUA has attested that all unsatisfactory performance evaluations have been reported to the GaPSC for the renewal year.

(5) **Non-Renewable Certificate Holders.** An educator holding a Non-Renewable license or certificate who has received two (2) or more unremediated unsatisfactory performance evaluations during the validity period of the certificate shall not be entitled to a Non-Renewable or Renewable license or certificate, with the following exception:

(a) At the request of an employing LUA, a Waiver license or certificate may be issued to an educator with two (2) or more unremediated unsatisfactory ratings during the validity period of the Non-Renewable license or certificate to allow for remediation of the performance deficiency. Upon successful remediation and provided all other certification requirements are met, the educator may apply for Renewable certification. Upon issuance of the Renewable license or certificate, the validity period will be decreased by the length of time for which the Waiver license or certificate was held.

(6) **Remediation by a New Employing LUA.** If an educator who has received one (1) or more unremediated unsatisfactory annual performance evaluations during the current validity period of his or her certificate is no longer employed by the reporting LUA, he or she may gain employment in another LUA willing to assist with the remediation process.

(a) An educator may authorize the release of his or her individual performance data for remediation purposes.

(b) At the request of an employing LUA, a Waiver license or certificate may be requested to allow for remediation of the performance deficiency.

(c) The educator is responsible for disclosing their remediation plan to the new employer in order to pursue remediation of the unsatisfactory rating. The new employer may choose to revise the remediation plan.

(7) **Privacy.** All local school systems and charter schools are required to report all unsatisfactory ratings of all annual performance evaluations to the Professional Standards Commission. The Commission is authorized to release such data provided it cannot be personally identified to any currently or formerly certificated individual.

(8) **Information Clearinghouse.** The GaPSC shall maintain a central clearinghouse of information on Georgia educators receiving annual "Unsatisfactory," "Ineffective" or "Needs Development" performance evaluations and/or annual performance remediation. Each LUA is required to report this information to the GaPSC on or before June 30 of the academic year in which the evaluation or remediation occurred. The LUA superintendent or authorized official is responsible for ensuring that this information is provided in an accurate and timely manner, and shall attest to the completeness of reporting on or before June 30 of each academic year. If the information is not provided in an accurate and timely manner as established in this rule, the GaPSC reserves the right to report the superintendent or designee responsible for reporting performance to the Ethics Division.

(9) **Correction of Reporting Errors.** Erroneously reported unsatisfactory annual performance evaluations and/or remediation will be removed upon request from the reporting LUA using the procedures established by the GaPSC.

Cite as Ga. Comp. R. & Regs. R. 505-2-.43
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Educational Interpreter License" adopted. F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Annual Performance Evaluation" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Amended F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.

Rule 505-2-.44. Retired Educator Certificate.

(1) **Purpose.** The Retired Educator certificate is a renewable certificate that allows retired Georgia educators to maintain certification for the purposes of substitute teaching or other educational activities for which GaPSC educator certification is not required but may be desirable.

(2) **Requirements.** The Retired Educator certificate may be issued to an educator who meets the following requirements:

(a) Has previously held a GaPSC renewable, professional educator certificate;

(b) Is a retired Georgia educator as verified by:

1. Teachers Retirement System of Georgia (TRS);

2. Comparable Georgia private school system; or

3. Comparable public or private college or university retirement system; and

(c) Does not hold any other valid Georgia educator certificate.

(3) **Validity.**

(a) An initial Retired Educator certificate is valid for thirty (30) years;

(b) A renewed Retired Educator certificate is valid for ten (10) years (See section (4) below); and

(c) A Retired Educator certificate is invalidated upon issuance of any other Georgia educator certificate.

(4) **Renewal.**

(a) An initial Retired Educator certificate may be renewed for subsequent ten (10)-year validity periods; and

(b) Renewal of a Retired Educator certificate requires submission of application documents outlined on www.gapsc.com and the application fee (See GaPSC Rule 505-2-.28 CERTIFICATION FEES), but does not require completion of professional learning or renewal credit.

(5) **In-Field Statement.**

(a) Retired Educator certificate holders shall be placed in the highest priority group on substitute teaching lists for Georgia local units of administration (LUAs), as outlined in GaPSC Rule 505-2-.20 SUBSTITUTE TEACHING.

(b) Retired Educator certificate holders may not serve in any position requiring GaPSC educator certification. Retired educators who are hired in positions requiring certification must meet requirements to renew their expired professional certificates.

Cite as Ga. Comp. R. & Regs. R. 505-2-.44
Authority: O.C.G.A. § 20-2-200.

History. Original Rule entitled "Georgia Educator Assessment" adopted. F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New rule entitled "Retired Educator Certificate." F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.

Rule 505-2-.45. Montessori Certificate.

(1) **Summary:** Montessori education has over 100 years of history and is practiced in more than 500 public schools across the United States. Both child-centered and highly structured, Montessori education has been shown to increase student achievement while reducing the impact of economic inequity. The Montessori certificate is part of a modified tiered teacher certification system that provides a statewide structure to recognize Montessori teachers, and ensure students in Montessori classrooms have access to fully-implemented Montessori education.

(2) **Definitions.**

(a) Montessori Accreditation Counsel for Teacher Education (MACTE) is the international standard setting and accrediting body for Montessori teacher education. The Montessori teacher education program, not the college, school, department, or other administrative unit of the institution, receives MACTE accreditation. MACTE is a member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized by the United States Department of Education (ED).

(b) Acceptable Montessori credentials:

1. Professional certificate issued by another state, country or jurisdiction that has signed the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

2. Montessori certificate or credential issued by a MACTE-accredited education program provider.

3. Verification letter from a MACTE-accredited program documenting credential level, teacher education program, and date of completion.

4. Letter of Equivalency is issued to an individual by a MACTE-accredited teacher education program and verified by MACTE, confirming after a review of the candidate's transcripts and records that the individual's Montessori teaching credential is equivalent to the credential offered by the MACTE-accredited program issuing the letter. A letter of equivalency may be submitted by a Montessori teacher whose credential was earned before the Montessori teacher education program was accredited.

(3) **Montessori Fields.**

(a) Infant Toddler (ages birth - 3)

(b) Preschool- K (ages 2 1/2 - 6)

(c) Elementary I Grades 1st- 3rd (ages 6 - 9)

(d) Elementary I- II Grades 1st - 6th (ages 6 - 12)

(e) Secondary I Grades 7th - 9th (ages 12 - 15)

1. Secondary I Language Arts & Social Studies
2. Secondary I Science & Mathematics

(f) Secondary I - II Grades 7th- 12th (ages 12 - 18)

1. Secondary II English
2. Secondary II Social Studies
3. Secondary II Science
4. Secondary II Mathematics

(4) **Provisional Requirements** (For Individuals Transitioning to a Career in Montessori Education).

(a) Issuance.

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution.
2. Pass the GACE content assessment.
3. Pass the Georgia Educator Ethics Assessment.
4. Meet Standards of Conduct.
5. Have the employing Georgia local unit of administration request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.
6. The Provisional certificate is valid for three (3) years with the following exceptions:

(i) Provisional certificates will be issued for one (1) year pending verification of enrollment into a MACTE-accredited Montessori teacher preparation program leading to certification in the Provisional certification field held by the individual. Once enrolled in a MACTE-accredited program, the certificate may be extended for two additional years if requested by the employing local unit of administration (LUA) and following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(I) Individuals who are not enrolled in a MACTE-accredited Montessori teacher preparation program after the initial one-year validity period may be issued a certificate for an additional year upon the request of the employing local unit of administration (LUA). In order to qualify for the remaining year of eligibility, an individual must be enrolled in an approved program. Once enrolled in a MACTE-accredited program, the certificate may be extended for a third year if requested by the employing local unit of administration and following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES. Should an individual not be enrolled by the third year, a waiver certificate must be requested by the employing local unit of administration (LUA).

(b) Conversion.

1. Complete a MACTE-accredited Montessori teacher preparation program in the field of issuance;

2. Meet the following Special Georgia Requirements:

   (i) Satisfy the Special Education requirement with a grade of B or better.

   (ii) Have passed the Georgia Educator Ethics Assessment.

   (iii) Meet Standards of Conduct.

3. Earn three years of successful experience while holding the Provisional certificate.

(i) If less than three years of experience is earned at the time all other conversion requirements are met, the individual may convert to the Five (5)-Year Induction certificate.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(5) **Induction Requirements.**

(a) Five (5)-Year Induction (For Individuals Lacking Experience to Qualify for Professional).

1. Issuance.

(i) Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution.

(ii) Complete a MACTE-accredited program and submit verification of the credential or letter of equivalency from the preparation program.

(iii) Pass or exempt the GACE content assessment.

(iv) Have passed the GACE Educator Ethics Assessment.

(v) Satisfy the Special Education requirement with a grade of B or better.

(I) Individuals applying by reciprocity may be issued the certificate and must complete the requirement in order to convert the certificate.

(vi) Have less than three (3) years of successful experience as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

(vii) Apply following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Earn three (3) years of successful experience while holding the Induction certificate, as outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(I) For individuals applying based on reciprocity, meet the following requirements:

A. Satisfy the Special Education requirement with a grade of B or better.

B. Meet Standards of Conduct.

(ii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Three (3)-Year Induction (Teaching Out-of-Field):

1. Issuance.

(i) Hold a valid Five (5)-Year traditional or Montessori Induction certificate in any teaching field at the bachelor's level or higher.

(ii) Meet Standards of Conduct.

(iii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES

2. Conversion.

(i) Complete a MACTE-accredited program and submit verification of the credential or letter of equivalency from the preparation program.

(ii) Pass the GACE content assessment.

(iii) Satisfy the Special Education requirement with a grade of B or better.

(iv) Meet Standards of Conduct.

(v) Apply following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) One (1)-Year Induction (Issued to Individuals Who Have Met All Requirements For the Five (5)-Year Induction Certificate but Have Not Passed the Content Exam).

1. Issuance.

(i) Issued to individuals meeting all requirements for the Five (5)-Year Induction certificate with the exception of the GACE content assessment.

(ii) Have passed the GACE Educator Ethics Assessment.

(iii) Must be requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion

(i) Pass or exempt the required GACE content assessment.

(ii) Apply following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(d) The Standard Professional certificate or Performance-Based Montessori certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(e) The Induction Montessori certificate is not issued for service fields (See GaPSC Rules 505-2-.140 -.149) or leadership fields (See GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP).

(6) **Professional Requirements** (For Individuals with Three or More Years of Educator Experience).

(a) Issuance.

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution.

2. Complete a MACTE-accredited program and submit verification of the credential or letter of equivalency from the preparation program.

3. Pass or exempt the required GACE content assessment.

4. Satisfy the Special Education requirement with a grade of B or better.

(i) Individuals applying by reciprocity may be issued the certificate and must complete the requirement in order to convert the certificate.

5. Have a minimum of three (3) years of successful experience as outlined in GaPSC Rule 505-2-25 EXPERIENCE REQUIREMENTS.

6. Meet Standards of Conduct.

7. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

1. Meet requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

2. Meet Standards of Conduct.

3. For individuals who received certification based on reciprocity must satisfy the Special Education requirement with a grade of B or better.

4. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) The Standard Professional certificate or Performance-Based Montessori certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(7) **Non-Renewable Requirements.**

(a) One (1)-Year Non-Renewable Professional Montessori Certificate may be issued at the request of a Georgia local unit of administration to an individual who holds an expired Georgia Professional Montessori certificate but has not met standard renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(b) One (1)-Year Non-Renewable Professional Montessori Certificate may be issued request of a Georgia local unit of administration to an individual who meets requirements for the Professional certificate but have not passed the content exam.

(c) Three (3)-year Non-Renewable Professional Issued to individuals who hold a valid professional (non-Montessori) certificate and are assigned to teach out-of-field.

1. Issuance.

   (i) Hold a valid Five (5)-Year Professional certificate.

   (ii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

   (i) Complete a MACTE-accredited program and submit verification of the credential or letter of equivalency from the preparation program.

   (ii) Attain a passing score on the GACE content assessment.

   (iii) Satisfy the Special Education requirement with a grade of B or better.

   (iv) Meet Standards of Conduct.

   (v) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(8) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add a Montessori teaching certificate to a Professional certificate, an individual must meet the following:

1. Hold a bachelor's degree or higher from a GaPSC accepted accredited institution.

2. Complete a MACTE-accredited program and submit verification of the credential or letter of equivalency from the preparation program.

3. Pass the GACE Educator Ethics Assessment.

4. Satisfy the Special Education requirement with a grade of B or better.

5. Meet Standards of Conduct.

6. Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(9) **Implementation.**

(a) Individuals currently employed in a public Montessori classroom must hold a valid Montessori certificate by July 1, 2021.

(b) A legacy period is provided to protect individuals currently employed in Georgia public Montessori classrooms prior to the initial effective date of the rule. In order to qualify for Montessori certification under this legacy provision, individuals must meet the following conditions prior to July 1, 2018:

1. Employed in a public Montessori classroom while holding an acceptable GaPSC certificate.

2. Earned one or more years of satisfactory Montessori teaching experience in a Georgia public school, as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

3. Completed a Montessori diploma program outlined by the employing school system and submit verification from the employing school system at the time of application.

(c) Legacy Montessori teachers will not be required to complete a MACTE-accredited program but must meet all other eligibility requirements.

(d) Qualifying individuals currently employed in a private Montessori classroom are eligible for the Montessori certificate. Experience earned to convert from an Induction Montessori to the Professional Montessori certificate must be earned from a school holding acceptable GaPSC-accreditation as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

(10) **Additional Certificate Titles Issued in the Field.**

(a) International Exchange Certificate (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE).

(b) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR).

(11) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(12) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). An individual holding the Montessori certificate is in-field to teach in the field and age

group of issuance in a Montessori classroom. Holding the Montessori certificate is not in-field to teach in a traditional (non-Montessori) classroom.

Cite as Ga. Comp. R. & Regs. R. 505-2-.45
Authority: Authority O.C.G.A. § 20-2-200.
History. Original Rule entitled "Montessori Certificate" adopted. F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.46. Military Support Certificate.

(1) **Summary:** The Military Support certificate identifies and supports transitioning military veterans and their spouses, allowing completion of certification requirements on a modified timeline. Once requirements are met, the appropriate certification will be issued to the individual.

(2) **Definitions.**

(a) The term veteran(s) is used to describe active, retired, and transitioning service members.

(b) A Military spouse is an individual married to an active or transitioning service member.

(3) **Induction Requirements** (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(a) Military Support Induction certificates are not issued. Military members and military spouses must meet the requirements for issuance of an Induction certificate as outlined in the Induction Certificate rule.

(4) **Provisional Certificate Requirements** (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE). Individuals submitting documentation of meeting the veteran and military family member definition or those enrolled in the Troops to Teachers program have a modified timeline for completion of requirements:

(a) Initial Issuance.

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution, unless Georgia does not require a bachelor's degree for the specific field. Minimum degree requirements are defined in the applicable teaching or service rule.

2. Pass the GACE Educator Ethics Assessment.

3. Individuals seeking certification in Career and Technical Specializations must meet eligibility criteria outlined in GaPSC Rule 505-2-.90 CAREER AND TECHNICAL SPECIALIZATIONS.

4. Individuals seeking certification in Healthcare Science must meet eligibility criteria outlined in GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(b) Year Two Issuance.

1. Attain a passing score on the GACE content assessment. If no GACE or other GaPSC-approved content assessment is available for the certification field requested, the individual is exempt from this requirement.

   (i) For Special Education certificates, the pre-requisite requirement is the special education academic content concentration(s), which must be verified through an academic degree major or the appropriate GACE content assessment(s). The appropriate Special Education GACE content assessment must then be passed before conversion to a Professional certificate.

2. Verify enrollment in a GaPSC-approved or GaPSC-accepted educator preparation program leading to certification in the Provisional field held by the educator.

(c) Year Three Issuance.

1. Continued enrollment in a GaPSC-approved or GaPSC-accepted educator preparation program leading to certification in the Provisional field held by the educator.

(d) Completion Requirements.

1. Verify completion of a GaPSC-approved or GaPSC-accepted, state-approved educator preparation program in the field.

2. Have passed the GACE Educator Ethics assessment.

3. Complete any outstanding industry testing/licensure requirements for Career and Technical Specializations or Healthcare Science as outlined in the appropriate rules.

(5) **Professional Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) The Standard Professional Military Support certificate is issued to individuals meeting the requirements outlined in (13)(b) below.

(6) **Non-Renewable Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE**).**

(a) The Non-Renewable Professional Military Support certificate is not issued. Military members and military spouses may be issued a Non-Renewable Professional certificate at the request of an employing LUA to individuals meeting the eligibility criteria outlined in GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE.

(7) **Implementation.**

(a) Teachers currently enrolled in the Troops to Teachers program and employed by a Georgia LUA must be issued a Military Support Induction certificate beginning October 15, 2018.

(8) **Certificate Upgrade.**

(a) Individuals holding Military Support certificates are eligible to upgrade their certificate with the exception of the Provisional certificate by meeting the requirements outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE. Individuals holding a Provisional certificate are not eligible to upgrade to a higher certificate level until conversion to the Induction or professional certificate and meeting requirements outlined in GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE. Initial issuance of the Induction certificate level will be determined as outlined in GaPSC Rule 505-2-.02 CLASSIFICATION.

(9) **Conversion.**

(a) Individuals holding the Military Support certificate may apply to convert the certificate to the professional certificate upon meeting all certification requirements.

(10) **Validity.**

(a) The Military Support Provisional certificate is issued with one (1)-year validity periods for completion of requirements.

(b) The Military Support Professional certificate is valid for five (5) years.

(11) **Renewal.**

(a) The Military Support certificate is non-renewable.

(12) **Assessments.**

(a) The assessments required for the Military Support certification fields are outlined in GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS**.**

(13) **Call to Active Duty.**

(a) Any Georgia educator who holds a Military Support, Provisional, Induction, Non-Renewable Professional, Permit, or Waiver and is called to active duty while that certificate is valid shall have that previous certificate re-issued with new, full validity dates under the following conditions:

1. The educator was employed by a local unit of administration (LUA) when called to active duty.

2. The educator is employed by a Georgia LUA within the same year or the year following active military duty.

3. The certificate is requested by a Georgia LUA.

(b) Any Georgia educator who holds a renewable professional certificate and is called to active military duty while that certificate is valid shall have that previous certificate renewed for the full five (5)-year validity, even if renewal requirements have not otherwise been met, under the following conditions:

1. The educator was employed by a Georgia LUA when called to active duty.

2. The educator or an employing Georgia LUA applies for the renewal. The application packet must include a copy of the military orders showing start and end dates of the active duty period.

3. If the certificate expired during the period of active duty, the new validity date shall be the first day of the month following the end of active duty, provided receipt of the renewal application and the end of active duty are within the same fiscal year (July 1 - June 30). If the renewal application is received after the end of the fiscal year in which active military duty ended, the renewed certificate will have a beginning validity date of July 1 of the fiscal year in which the application was received. If the certificate did not expire during the period of active duty, the new validity date shall be July 1 following the expiration date.

(14) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) An individual holding the Military Support certificate is in-field to serve in positions as indicated by the certificate or license type and teach specified Georgia curriculum courses aligned to the field of certification. Each state-approved curriculum course, with specified certificate fields that are designated

as in-field, may be found under Certification/Curriculum Assignment Policies (CAPs) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.46
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Military Support Certificate" adopted. F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.47. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.47

Rule 505-2-.48. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.48
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Titles" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Rule 505-2-.49. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.49
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Temporary Provisional Teaching Certificate (TBT)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Rule 505-2-.50. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.50
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Provisional Teaching Certificate: Special Education," adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Agriculture Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.51. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.51
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Provisional Teaching Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Art Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.52. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.52
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Probational/Accelerated In-Field Teaching Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Behavior Disorders" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Behavioral Science" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.53. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.53
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Geography" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled 'Interrelated Special Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.54. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.54
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Teaching Certificates" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Business Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended. F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Birth through Kindergarten" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.55. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.55
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Performance-Based Teaching Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Chemistry" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Education" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: New title "Elementary Education (P-5)." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.56. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.56
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Professional Renewable Teaching Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Chinese" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education General Curriculum/Early Childhood Education" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: New title "Special Education General Curriculum/Elementary Education (P-5)." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.57. Teaching Fields.

(1) **Summary**: This rule lists the certification teaching fields offered in the state of Georgia to qualified individuals and outlines how to locate requirements and procedures to qualify for certification.

(2) **Areas of Specialization.** The following teaching fields are offered:

(a) Early Grades Education (B-5).

1. Birth Through Kindergarten (B-K)
2. Elementary Education (Grades P-5)

(b) Middle Grades Education (Grades 4-8).

1. Middle Grades Language Arts
2. Middles Grades Math
3. Middle Grades Reading
4. Middle Grades Science
5. Middle Grades Social Science

(c) Secondary Education (Grades 6-12).

1. Behavioral Science
2. Biology
3. Chemistry
4. Earth/Space Science
5. Economics
6. English
7. Geography
8. History
9. Mathematics
10. Physics
11. Political Science
12. Science
13. Speech

(d) Career, Technical and Agriculture Education.

1. Agriculture (Grades 6-12)
2. Business (Grades 6-12)
3. Career and Technical Specializations (Grades 6-12)
4. Computer Science (Grades P-12)
5. Engineering and Technology (Grades P-12)
6. Family and Consumer Sciences (Grades 6-12)
7. Healthcare Science (Grades 6-12)
8. Marketing (Grades 6-12)

(e) Foreign Languages (Grades P-12).

1. American Sign Language
2. Arabic
3. Chinese (Mandarin)
4. Farsi
5. French
6. German
7. Greek (Classical)
8. Hebrew
9. Hindi
10. Italian
11. Japanese
12. Korean
13. Latin
14. Portuguese
15. Russian

16. Spanish
17. Swahili
18. Turkish
19. Urdu

(f) Montessori Fields.

1. Infant Toddler (Birth - 3)
2. PK2 - K (Ages 2 ½ - 6)
3. Elementary I Grades 1st - 3rd (Ages 6-9)
4. Elementary I-II Grades 1st - 6th (Ages 6-12)
5. Secondary I Grades 7th - 9th (Ages 12-15)
   (i) Secondary I Language Arts & Social Studies
   (ii) Secondary I Science & Mathematics
6. Secondary I-II Grades 7th - 12th (Ages 12-18)
   (i) Secondary II English
   (ii) Secondary II Mathematics
   (iii) Secondary II Science
   (iv) Secondary II Social Science

(g) P-12 Fields.

1. Art
2. Dance
3. Drama
4. English to Speakers of Other Languages
5. Gifted
6. Health

7. Health and Physical Education

8. Music

9. Reading

(h) Special Education.

1. Academic Content Concentrations (Cognitive Levels P-5, 4-8, and 6-12)

2. Behavior Disorders (Grades P-12)

3. Deaf Education (Grades P-12)

4. Physical and Health Disabilities (Grades P-12)

5. Special Education Adapted Curriculum (Grades P-12)

6. Special Education General Curriculum (Grades P-12)

7. Special Education General Curriculum/Elementary Education (Grades P-5)

8. Learning Disabilities (Grades P-12)

9. Special Education Preschool (Ages 3-5)

10. Visual Impairment (Grades P-12)

(3) **Teaching Endorsements** (See GaPSC Rules 505-2-159 to 505-2-.191).

(a) The following **t**eaching field endorsements are offered and may be used for placement in the field of instruction:

1. Agriculture Education (Grades P-5)

2. Birth through Five (B-5)

3. Career Technical Instruction (Grades 6-12)

4. Career Exploration (Grades 6-12)

5. Computer Science (Grades P-12)

6. Coordinated Career Academic Education (Grades 6-12)

7. Culinary Arts (Grades 6-12)

8. Dramatic Writing Micro-Endorsement (In-Field)
9. Dual Immersion Elementary Education (Grades P-5)
10. English to Speakers of Other Languages (In-Field)
11. Gifted In-Field (In-Field)
12. Reading (In-Field)
13. Safety and Driver Education (Grades 6-12)
14. Special Education Deaf Education (Grades P-12)
15. Special Education Physical and Health Disabilities (P-12)
16. Special Education Preschool (Ages 3-5)
17. Special Education Visual Impairment (Grades P-12)
18. Teacher Support and Coaching (In-Field)
19. Work-Based Learning (Grades 6-12)

(b) The following **t**eaching field endorsements are offered for enhanced competency and not required for placement in the field:

1. Dyslexia
2. Coaching
3. Intervention Specialist
4. K-5 Mathematics
5. K-5 Science
6. Multi-Tiered System of Supports Facilitator
7. Online Teaching
8. Personalized Learning
9. Positive Behavior Intervention and Supports
10. Special Education Autism

11. Special Education Transition Specialist

12. STEM Education

13. Teacher Leader

14. Urban Education

(4) **Provisional Certificate (See GaPSC 505-2-.08 PROVISIONAL CERTIFICATE).**

(a) For Career and Technical Specialization fields see GaPSC 505-2-. 90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) For the field of Healthcare Science see GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(c) For Montessori fields see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(5) **Induction Certificate** (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(a) For Career and Technical Specialization fields see GaPSC Rule 505-2-. 90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) For the field of Healthcare Science see GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(c) For Montessori fields see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(6) **Professional Certificate** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) For Career and Technical Specialization fields see GaPSC Rule 505-2-. 90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) For the field of Healthcare Science see GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(c) For Montessori fields see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(7) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) For Career and Technical Specialization fields see GaPSC Rule 505-2-. 90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) For the field of Healthcare Science see GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(c) For Montessori fields see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(8) **To Add a Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) For Career and Technical Specialization fields see GaPSC Rule 505-2-. 90 CAREER AND TECHNICAL SPECIALIZATIONS.

(b) For the field of Healthcare Science see GaPSC Rule 505-2-.87 HEALTHCARE SCIENCE.

(c) For Montessori fields see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(9) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(10) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(11) **Additional Certificate Titles Issued for Teaching Fields.**

(a) Adjunct License see GaPSC Rule 505-2-.15 ADJUNCT LICENSE.

(b) International Exchange Certificate see GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE.

(c) Life Certificate see GaPSC Rule 505-2-.12 LIFE CERTIFICATE.

(d) Military Support Certificate see GaPSC Rule 505-2-.46 MILITARY SUPPORT CERTIFICATE.

(e) Montessori Certificate see GaPSC Rule 505-2-.45 MONTESSORI CERTIFICATE.

(f) Permit see GaPSC Rule 505-2-.10 PERMIT CERTIFICATE.

(g) Pre-Service Teaching Certificate see GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE.

(h) Retired Educator Certificate see GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE.

(i) Waiver Certificate see GaPSC Rule 505-2-.13 WAIVER CERTIFICATE.

(12) **Exceptions.**

(a) In some cases, obsolete fields may continue to be renewed if previously held by an educator.

(13) **In-Field Statement.** Individuals certified in teaching fields are in-field to teach specified Georgia curriculum courses in the grade levels identified by the teaching field. You may view individual in-field statements **here**. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPs) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.57
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Life Professional Teaching Certificate" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Dance" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Teaching Fields." F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.58. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.58
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Levels" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Drama" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.59. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.59
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Fields" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Early Childhood Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.60. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.60
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Certificate Fields" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Earth/Space Science" adopted F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Language Arts" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.61. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.61
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Art Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Economics" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Math" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.62. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.62
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Behavior Disorders" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Elementary Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Repealed: Rule Reserved F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: New Rule entitled "English" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Reading" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.63. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.63
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Biology" adopted F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "English" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "English to Speakers of Other Languages" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New Rule entitled "Middle Grades Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.64. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.64
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Business" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "French" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Family and Consumer Sciences Education" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Social Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.65. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.65
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Career Education Specialist" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Geography" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "French" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.66. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.66
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Chemistry" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "German" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Geography" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.67. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.67
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Chinese" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Greek" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "German" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.68. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.68
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dance" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health Education" adopted F. Dec. 16, 1992; eff. July 1, 1993, as prescribed by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Greek" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Behavioral Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.69. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.69
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Drama" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health Occupation" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Health Education" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Biology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.70. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.70
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Early Childhood Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health and Physical Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Healthcare Science Technology Education (HSTE)" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 12, 2009; eff. July 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Chemistry" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.71. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.71
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Earth/Space Science" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Hearing Impaired" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule entitled "Health and Physical Education" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Earth/Space Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.72. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.72
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Economics" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Hebrew" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Hearing Impaired" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Economics" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.73. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.73
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "English" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "History" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Hebrew" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "English" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.74. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.74
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "French" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Home Economics" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Amended: Rule retitled "Family and Consumer Sciences Education." F. Jun. 24, 1997; eff. July 14, 1997.

Repealed: New Rule entitled "
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Geography" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.75. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.75
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Geography" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Interrelated Special Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Amended: F. July 13, 2001, eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Note: Correction of typographical error in Rule History, "**Adopted:** New Rule entitled "F. Jun. 11,2014; eff. July 1, 2014, as specified by the Agency." corrected to "
Adopted: New Rule entitled "History." F. Jun. 11,2014; eff. July 1, 2014, as specified by the Agency." Effective July 1, 2020.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.76. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.76
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "German" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Interrelated Special Education/Early Childhood" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Mathematics" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.77. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.77
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Greek" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Italian" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Physics" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.78. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.78
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Japanese" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Political Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.79. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.79
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health Occupations" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Latin" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Science" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.80. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.80
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health and Physical Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Learning Disabilities" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Speech" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.81. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.81
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Hearing Impaired" adopted F. Dec. 18, 1991; eff. Jan. 7, 1992;
Repealed: New Rule entitled "Marketing Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.82. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.82
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Hebrew" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Mathematics" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.83. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.83
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "History" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Mental Retardation" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.

Rule 505-2-.84. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.84
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Home Economics" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Middle Grades" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: Rule retitled "Middle Grades (4- 8)" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Agriculture" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.85. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.85
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Technology Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Music" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Business" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.86. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.86
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Interrelated Special Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Orthopedically Impaired" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Family and Consumer Sciences" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.87. Healthcare Science.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of a teaching certificate in Healthcare Science P-12, which allows individuals certified in this field to provide students the opportunity to explore careers in healthcare.

(2) **Provisional Requirements** (For Individuals Transitioning to a Career in Education).

(a) Issuance.

1. Hold an associate's degree or higher from a GaPSC accepted accredited institution in a healthcare-related field.

2. Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

3. Have a minimum of two (2) years of occupational work experience in the healthcare field.

4. Pass the GACE Educator Ethics Assessment.

5. Meet Standards of Conduct.

6. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) The Provisional certificate will be issued for one (1)-year pending verification of enrollment in a GaPSC-accepted educator preparation program leading to certification in the certification field held by the individual. Once enrolled in a GaPSC-approved or GaPSC-accepted program, the certificate will be extended for two additional years (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(c) Conversion.

1. Complete a GaPSC-accepted program in the field of issuance.

2. Meet the following Special Georgia Requirements:

(i) Satisfy the Special Education requirement with a grade of B or better.

(ii) Have passed the GACE Educator Ethics Assessment.

(iii) Meet Standards of Conduct.

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(d) The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(3) **Induction Requirements.**

(a) Five (5)-Year Induction (For Individuals Lacking Teaching Experience to Qualify for Professional Certification).

1. Issuance.

(i) Hold an associate's degree or higher from a GaPSC accepted accredited institution in a healthcare-related field.

(ii) Verify completion of a GaPSC-accepted program in the field, hold a valid or expired professional certificate in the field from another

state, or verify completion of a GaPSC-accepted program in the field from another country.

(iii) Have passed the GACE Educator Ethics Assessment.

(iv) Have less than three (3) years of successful experience while holding a professional certificate.

(v) Meet Standards of Conduct.

(vi) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Earn three years of successful experience while holding a professional certificate;

(ii) For individuals applying based on reciprocity or completion of a GaPSC-accepted program from another state or country, meet the following requirement.

(I) Satisfy the Special Education requirement with a grade of B or better.

(iii) Meet Standards of Conduct.

(iv) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE

(b) Three (3)-Year Induction (Teaching Out-of-Field).

1. Issuance.

(i) Hold a valid five (5) year Induction certificate in any teaching field.

(ii) Have a minimum of two (2) years of occupational work experience in the healthcare field.

(iii) Meet Standards of Conduct.

(iv) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

(ii) Meet Standards of Conduct.

(iii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(c) The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(4) **Professional Requirements** (For individuals with Three or More Years of Educator Experience).

(a) Issuance.

1. Hold an associate's degree or higher in a healthcare-related field.

2. Verify completion of a GaPSC-accepted program in the field, hold a valid or expired professional certificate in the field from another state; or verify completion of a GaPSC-accepted program in the field from another country.

3. Have passed the GACE Educator Ethics Assessment.

4. Have a minimum of three (3) years of successful experience while holding a professional certificate.

5. Meet Standards of Conduct.

6. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

1. Meet requirements outlined in the GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

2. Meet Standards of Conduct.

3. Individuals applying based on reciprocity or completion of a program out-of-state or out-of-country must satisfy the Special Education requirement with a grade of B or better as part of renewal requirements.

(c) The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(5) **Non-Renewable Professional Requirements.**

(a) One (1)-year Non-Renewable Professional (Issued to Individuals Who Have Not Completed Renewal Requirements).

1. Issuance.

(i) Hold an expired professional Georgia certificate in the field.

(ii) Meet Standards of Conduct.

(iii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Verify completion of requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(ii) Meet Standards of Conduct.

(iii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(b) Three (3)-year Non-Renewable Professional. (Teaching Out-of-Field)

1. Issuance.

   (i) Hold a valid Five (5)-Year professional certificate.

   (ii) Have a minimum of two (2) years of occupational work experience in the healthcare field.

   (iii) Meet Standards of Conduct.

   (iv) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

   (i) Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

   (ii) Meet Standards of Conduct.

   (iii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(6) **Permit** (See GaPSC Rule 505-2-.10 PERMIT).

(7) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Healthcare Science to a Professional teaching certificate, an individual must meet the following:

1. Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

2. Have a minimum of two (2) years of occupational work experience in the healthcare field.

3. Meet Standards of Conduct.

4. Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) To add Healthcare Science to a Service or Leadership certificate when a (5)-year Induction or Professional teaching field has not been established, an individual must:

1. Hold an associate's degree or higher from a GaPSC accepted accredited institution in a healthcare-related field.

2. Complete a GaPSC-accepted program in the field of issuance.

3. Hold a valid healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body, which may be found here.

4. Have a minimum of two (2) years of occupational work experience in the healthcare field.

5. Complete the Georgia Educator Ethics Assessment.

6. Satisfy the Special Education requirement with a grade of B or better.

7. Meet Standards of Conduct.

8. Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(8) **Additional Certificate Titles Issued in the Field.**

(a) International Exchange Certificate (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE).

(b) Retired Educator. (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR).

(9) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(10) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(11) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). Educators certified in Healthcare Science are in-field to teach specified Georgia curriculum courses in grades P-12. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.87
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Interrelated Special Education/Early Childhood" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Physics" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Healthcare Science Technology Education" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: Title changed to "Healthcare Science." F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.88. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.88
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Italian" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Political Science" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Marketing" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.89. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.89
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Japanese" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Reading Specialist" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 9, 1998; eff. Jan. 1, 1999, as specified by the Agency.
Repealed: New Rule entitled "Reading" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Technology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: Title changed to "Engineering and Technology." F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.90. Career and Technical Specializations.

(1) **Summary:** Career and Technical Specializations are one part of the larger area of education curriculum known as Career, Technical and Agricultural Education (CTAE). Career and Technical Specializations certification is based on a combination of occupational experience, industry licensing and assessments, and formal study. Upon the receipt of a Provisional certificate, the individual must affiliate with and complete a GaPSC-approved program offered as New Teacher Institute (NTI) or Georgia Teacher Academy for Preparation and Pedagogy (GATAPP) program in order to convert to the Induction or Professional certificate.

(2) **Areas of Specialization.** The following Career and Technical Specializations are offered:

a. Architectural Drawing and Design

b. Audio/Video Technology & Film

c. Automotive Service Technology

d. Aviation

e. Barbering

f. Collision Repair

g. Computer Animation

h. Construction

i. Cosmetology

j. Culinary Arts

k. Distribution & Logistics

l. Electronics Technology

m. Esthetics

n. Government and Public Administration

o. Granite Technology

p. Graphic Communications & Design

q. Health Information Technology

r. Information Technology

s. Law, Public Safety, Corrections and Security

t. Manufacturing and Engineering Sciences

u. Marine Service Technology

v. Nails

w. Precision Machine Technology

x. Sheet Metal

y. Welding Technology

(3) **Provisional Requirements** (For Individuals Transitioning to a Career in Education).

(a) Issuance.

1. Pass the GACE Educator Ethics Assessment.

2. Have at least two (2) years of occupational work experience in the area of specialization.

   (i) The fields of Aviation-Flight Operations, Computer Animation and Electronics Technology have options that do not require occupational work experience. Please refer to the chart of licensure options HERE**.**

3. Satisfy minimum degree requirements and industry testing and/or licensure, which may be found HERE.

   (i) With the exception of the specializations in (I) below, individuals meeting all other requirements except industry testing and/or licensure may be issued a Provisional certificate. For those who do not meet the licensure requirement, it must be satisfied prior to conversion of the Provisional Certificate.

      (I) The following fields require industry licensure for issuance of the initial Provisional Certificate: Barbering, Esthetics, Cosmetology, and Nails.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) The Provisional certificate will be issued for one (1) year pending verification of enrollment in a GaPSC-accepted educator preparation program leading to certification in the area of specialization held by the educator. Once enrolled in a

GaPSC-accepted program, the certificate will be extended for two additional years (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(c) Conversion.

1. Complete a GaPSC-accepted program in the area of specialization of issuance.

2. Meet the following Special Georgia Requirements:

   (i) Satisfy the Special Education requirement with a grade of B or better.

   (ii) Have passed the GACE Educator Ethics Assessment.

3. Hold an associate's degree or higher.

   (i) If all requirements in (3)(c) above have been completed with the exception of the associate's degree, the local unit of administration may request a second Provisional certificate.

4. Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(d) The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(4) **Induction Requirements** (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(a) Five (5)-year Induction (For Individuals Lacking Teaching Experience to Qualify for Professional Certification).

1. Issuance.

   (i) Hold the appropriate degree level from a GaPSC accepted accredited institution in the area of specialization, which may be found HERE.

   (ii) Verify completion of a GaPSC-accepted program in the area of specialization, hold a valid or expired professional certificate in the field from another state; or verify completion of a GaPSC-accepted program in the field from another country.

   (iii) Have passed the GACE Educator Ethics Assessment.

   (iv) Have less than three (3) years of successful teaching experience while holding a professional certificate.

(v) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Earn three years of successful experience.

(ii) For individuals applying based on reciprocity or completion of a GaPSC-accepted program from another state or country, satisfy the following requirement:

(I) Satisfy the Special Education requirement with a grade of B or better.

(iii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(b) Three (3)-Year Induction (Teaching Out-of-Field).

1. Issuance.

(i) Hold a valid Five (5)-Year Induction certificate in any teaching field.

(ii) Hold the appropriate degree level from a GaPSC-accepted accredited institution in the area of specialization, which may be found HERE.

(iii) Have at least (2) years of occupational work experience in the field.

(iv) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

(i) Satisfy an industry testing and/or hold licensure in the field, which may be found HERE;

(ii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(5) **Professional Requirements.**

(a) Issuance.

1. Hold the appropriate degree level from a GaPSC-accepted accredited institution in the area of specialization, which may be found HERE.

2. Verify completion of a GaPSC-accepted program in the area of specialization, hold a valid or expired professional certificate in the field from another state; or verify completion of a GaPSC-accepted program in the field from another country.

(i) Have a minimum of three (3) years of successful experience while holding a Professional certificate.

3. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

1. Verify completion of requirements outlined in the renewal rule (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

2. Individuals applying based on reciprocity or completion of a program out-of-state or out-of-country must satisfy the Special Education requirement with a grade of B or better as part of renewal requirements.

(c) The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(6) **Non-Renewable Professional Requirements.**

(a) One-year Non-Renewable Professional (Issued to individuals who have not completed renewal requirements).

1. Issuance.

   (i) Hold an expired professional Georgia certificate in the field.

   (ii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

   (i) Verify completion requirements outlined in the renewal rule. (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS)

   (ii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(b) Three (3)-year Non-Renewable Professional.

1. Issuance.

   (i) Hold a valid Five (5)-Year Professional certificate.

   (ii) Meet the minimum education level required for the area of specialization, which may be found HERE.

   (iii) Have at least (2) years of occupational work experience in the area of specialization or the GaPSC-determined equivalent.

   (iv) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

2. Conversion.

   (i) Satisfy an industry testing and/or hold licensure in the field, which may be found HERE.

(ii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

3. The Standard Professional certificate or Performance-Based certificate will be issued based on meeting experience requirements outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(7) **Permit** (See GaPSC Rule 505-2-.10 PERMIT).

(8) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add a Career and Technical Specialization to a renewable professional teaching certificate, the applicant must meet the minimum education level required for the area of specialization (which may be found HERE), hold the industry testing and licensure required for the area of specialization outlined in section (3)(a) above, and have at least two (2) years of occupational work experience in the area of specialization or the GaPSC-determined equivalent.

(9) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(10) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(11) **In-Field Statement.** Individuals certified in Career and Technical Specializations are in-field to teach specified Georgia curriculum courses in grades 6-12. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPs) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.90
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Latin" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Russian" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Trade and Industrial Education" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: Title changed to "Career and Technical Specializations." F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.

Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.91. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.91
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Learning Disabilities" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Science" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New rule entitled "Computer Science." F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.92. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.92
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Marketing Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Social Science" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.

Rule 505-2-.93. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.93
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Mathematics" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Spanish" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.94. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.94
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Mental Retardation" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Speech" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Speech Education" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Art" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.95. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.95
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Middle Grades" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Technology Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Dance" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.96. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.96
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Multihandicapped" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Trade and Industrial Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended: F. May 22, 2009; eff. June 15, 2009, as specified by the Agency.
Amended: F. Sep. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Drama" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.97. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.97
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Music" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Visually Impaired" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Vocational Fields" adopted. F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Vocational Education" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New Rule entitled "English to Speakers of Other Languages" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.98. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.98
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Physically/Orthopedically Handicapped" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "Gifted P-12." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.99. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.99
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Physics" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Vocational Education Fields" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Amended: F. Jun. 24, 1997; eff. July 14, 1997.
Repealed: New Rule entitled "Vocational Fields" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Health." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.100. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.100
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Political Science" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Teaching Endorsements" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule reserved
Repealed: F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Health and Physical Education" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.101. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.101
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reading Specialist" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Career Exploration (PECE)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Career Exploration Endorsement (PECE)" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Music." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.102. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.102
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Russian" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Coordinator of Vocational Academic Education (CVAE)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Coordinator of Vocational Academic Education Endorsement (CVAE)" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Reading Specialist." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.103. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.103
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Safety, Driver and Traffic Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Diversified Cooperative Training (DCT)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Diversified Cooperative Training Endorsement (DCT) adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Academic Content Concentrations" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.104. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.104
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Science" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "English to Speakers of Other Languages (P-12)" adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Mathematics Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Adapted Curriculum (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.105. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.105
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Social Science" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Gifted In-Field" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the agency.
Repealed: New Rule entitled "Early Childhood Science Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Behavior Disorders (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.106. Academic Content Concentrations.

(1) **Purpose.** To serve as a teacher of record in one of five (5) academic content concentrations, Special Education teachers must have the appropriate academic content concentrations designated on their Special Education Certificate. These content concentrations are:

(a) Special Education Language Arts;

(b) Special Education Mathematics;

(c) Special Education Reading;

(d) Special Education Science; and

(e) Special Education Social Science.

(2) **Cognitive Levels.** Each of the academic content concentrations shall be further designated at a specific cognitive level. The cognitive level appropriate for the educator's certificate is based on information contained in the student's Individualized Education Program (IEP). The cognitive levels are:

(a) P-5;

(b) 4-8; and

(c) 6-12.

(3) **Academic Content Concentrations.** Special Education academic content concentrations with designated cognitive levels shall be listed on the Georgia educator certificate one time only, but shall apply to all appropriate Special Education fields that are also designated on the certificate.

(4) **Approved Program Recommendation.** GaPSC-approved program completers in designated Special Education fields will be recommended for the certificate with at least one academic content concentration at a designated cognitive level of 4-8.

(5) **To Add Content Concentrations.**

(a) To add an academic content concentration and cognitive level to an existing Special Education certificate, educators may do one of the following:

1. Be recommended for the concentration by an GaPSC-approved program provider; or

2. Pass the appropriate content assessment(s) in the content concentration. The appropriate assessments and corresponding cognitive levels are identified on the GaPSC web site at www.gapsc.com.

(b) For educators who satisfied appropriate content assessment(s) prior to the implementation of this rule, passing scores (regardless of the date the test was taken) will be applied to Special Education academic content concentrations with an effective date on which the content assessment(s) were satisfied or the beginning of the fiscal year, whichever is more recent. For assessment(s) completed after the rule is in effect, the content concentration effective date will be the date on which the assessment requirements were satisfied.

(6) **In-Field Statement.** Special Education teachers serving in a consultative role must have the appropriate base Special Education certificate issued as Consultative. To be in-field as

a teacher of record for an academic content field, the educator's certificate must include the appropriate Special Education field and the appropriate Special Education academic content concentration issued at the appropriate cognitive level. The cognitive level appropriate for the educator's certificate is based on information contained in the student's Individualized Education Program (IEP).

Cite as Ga. Comp. R. & Regs. R. 505-2-.106
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Spanish" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Preschool Handicapped" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: Rule retitled "Preschool Special Education". F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Deaf Education (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Academic Content Concentrations" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Mar. 26, 2019; eff. Apr. 15, 2019, as specified by the Agency.

Rule 505-2-.107. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.107
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Related Vocational Instructions (RVI)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Gifted In-Field Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education General Curriculum (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Special Education Adapted Curriculum" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.108. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.108
Authority: O.C.G.A. § 20-2-200.

History. Original Rule entitled "Trade and Industrial Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Safety and Driver Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Intervention Specialist Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education General Curriculum/Early Childhood Education (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Repealed: New Rule entitled "Early Childhood Special Education General Curriculum (P-5)" adopted. F. Aug. 3, 2006, eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Special Education General Curriculum/Early Childhood Education (P-5)" adopted. F. Sept. 10, 2009; eff. Oct. 1, 2009, as specified by the Agency.
Repealed: New Rule entitled "Behavior Disorders" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.109. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.109
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Visually Impaired" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Reading Endorsement" adopted. F. Dec. 9, 1998; eff. Jan. 1, 1999, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Learning Disabilities (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Deaf Education" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.110. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.110
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Vocational Fields" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Middle Grades Endorsement" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule entitled "Preschool Special Education Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education Physical and Health Disabilities (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.

Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Special Education General Curriculum" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.111. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.111
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teaching Endorsements" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Early Childhood Mathematics Endorsement" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule entitled "Reading In- Field Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Preschool (Ages 3-5)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Learning Disabilities" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.112. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.112
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Career Exploration (PECE)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Early Childhood Science Endorsement" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule entitled "Related Vocational Instruction Endorsement (RVI)" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Special Education Visual Impairment (P-12)" adopted. F. July 21, 2005; eff. August 15, 2005.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Physical and Health Disabilities" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.113. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.113
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Coordinator of Cooperative Education (CVAE)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement" adopted. F. Dec. 3,

2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule entitled "Safety and Driver Education Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Birth to Five Certificate" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Special Education Preschool (Ages 3-5)." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.114. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.114
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Intervention Specialist Endorsement" adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: Rule Reserved F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Visual Impairment" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.115. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.115
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Diversified Cooperative Training (DCT)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Audiology" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.

Rule 505-2-.116. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.116
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "English to Speakers of Other Languages (ESOL)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Media Specialist" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Birth to Five Certificate" adopted. F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Birth Through Five Certificate" adopted. F. June 18, 2007; eff. July 15, 2007, as

specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitle "Birth Through Kindergarten Certificate" adopted. F. Dec. 20, 2011; eff. Jan. 15, 2012.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.117. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.117
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Gifted In-Field" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Counseling" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Gifted Certificate (P - 12)" adopted. F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.118. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.118
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Related Vocational Education (RVI)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Nutrition Director" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. June 24, 1997; eff. July 14, 1997.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "American Sign Language." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.119. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.119
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Safety and Driver Education" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Psychology" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Arabic." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.120. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.120
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher of the Visually Impaired" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Social Work" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Chinese (Mandarin)." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.121. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.121
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Preschool Handicapped" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Speech and Language Pathology" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. June 24, 1997; eff. July 14, 1997.
Amended: F. Apr. 11, 2003; eff. May 1, 2003.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Farsi." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.122. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.122
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Adding a Field" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "French." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.123. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.123
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "In-Field Statement" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Amended: F. Feb. 7, 1992; eff. July 1, 1992, as specified by the Agency.
Repealed: New Rule entitled "Service Endorsements" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "German" adopted. F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.124. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.124
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Support Specialist (TSS)" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Apr. 29, 1994; eff. July 1, 1994, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule entitled "Teacher Support Specialist Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Adopted: New Rule entitled "Greek (Classical)" adopted. F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.125. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.125
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Language, American Sign Language" adopted. F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Hebrew" adopted. F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.126. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.126
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Language, Arabic" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Hindi" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.127. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.127
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Language, Chinese (Mandarin)" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Italian" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.128. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.128
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Language, French" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Japanese" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.129. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.129
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Provisional Service Certificates (BS)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, German" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Korean" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.130. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.130
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Probational/Accelerated In-Field Service Certificate (PAS)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Administration and Supervision" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: Rule retitled "Educational Leadership". F. June 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.

Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Greek (Classical)" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Latin" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.131. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.131
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Emergency Service Certificate (ES)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule Reserved F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Hebrew" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Portuguese" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.132. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.132
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Service Certificate (NS)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Leadership Endorsements" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Italian" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Russian" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.133. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.133
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Performance Based Service Certificate (PBS)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Director of Media Centers" adopted F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Director of Media Centers Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.

Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Japanese" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Spanish" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.134. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.134
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Professional Renewable Service Certificate (S)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Director of Pupil Personnel Services" adopted F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Director of Pupil Personnel Services Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Korean" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Swahili" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.135. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.135
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Life Professional Service Certificate (DS)" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Director of Special Education" adopted F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Director of Special Education Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Latin" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Turkish" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.136. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.136
Authority: O.C.G.A. § 20-2-200.

History. Original Rule entitled "Certification Levels" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Director of Vocational Education" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Amended: F. Jun. 24, 1997; eff. July 14, 1997.
Repealed: New Rule entitled "Director of Technology/Career Education Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Portuguese" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Urdu" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.137. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.137
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Audiology" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Instructional Supervision" adopted F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jun. 21, 1996; eff. July 11, 1996.
Repealed: New Rule entitled "Instructional Supervision Endorsement" adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule Reserved F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Russian" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.138. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.138
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Media Specialist" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Spanish" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.139. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.139
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Counseling" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: New Rule entitled "Foreign Language, Swahili" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.140. Audiology.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Audiology P-12, which allows individuals certified in this field to identify and treat hearing, balance, tinnitus, and other auditory disorders in students to promote student achievement.

(2) **Professional Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An individual is eligible for a Standard Professional certificate in the field of Audiology based on meeting one of the following requirements:

(i) Completion of an American Speech, Language and Hearing Association (ASHA)-approved master's degree or higher from a GaPSC-accepted accredited institution in Audiology;

(ii) Completion of a state-approved certification preparation program in Audiology at the master's degree level - level five (5) - or higher;

(iii) Submission of a valid State of Georgia Audiologist license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43; or

(iv) Submission of a valid Certificate of Clinical Competence in Audiology from the American Speech, Language and Hearing Association (ASHA).

2. Meet Standards of Conduct; and

3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Audiology may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard

Professional certificate in Audiology who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See CERTIFICATION RULE 505-2-.44 RETIRED EDUCATOR).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Audiology to an existing certificate in any field, an individual must complete the requirements for an initial Audiology certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew a Professional Audiology certificate, an individual must meet one of the following options:

1. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS;

2. Submission of a valid State of Georgia Audiology license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43; or

3. Submission of a valid Certificate of Clinical Competence in Audiology from the American Speech, Language and Hearing Association (ASHA).

(8) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in Audiology are in-field to serve as an Audiologist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.140
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Nutrition Director" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Farsi" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Audiology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency

Rule 505-2-.141. Curriculum and Instruction.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Curriculum and Instruction P-12, which allows individuals certified in this field to have enhanced knowledge and competency in curriculum, teaching, learning, and teacher education.

(2) **Professional Requirements.**

(a) Issuance.

1. An individual is eligible for an Induction or Professional certificate in the field of Curriculum and Instruction based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field;

(ii) Complete a state-approved certification preparation program in Curriculum and Instruction at the master's degree level - level five (5) - or higher;

(iii) Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Curriculum and Instruction; and

(I) Pass the GACE content knowledge assessment; and

(II) Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Curriculum and Instruction may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Curriculum and Instruction who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Curriculum and Instruction to an existing certificate in any field, an individual must complete the requirements for an initial Curriculum and Instruction certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(8) **Restrictions.**

(a) The field of Curriculum and Instruction may not be added or used to upgrade a Provisional certificate or previously issued Induction Pathway 4 certificates or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). An individual holding the Curriculum and Instruction certificate has strengthened and enhanced competency levels to perform the following duties:

(a) Design, implement, and evaluate curriculum that promotes student learning.

(b) Plan, implement, and evaluate instruction to facilitate student learning.

(c) Demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.

(d) Demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

(e) Promote student learning and contribute to the teaching profession by applying research.

(f) Use multiple sources of assessment for maximizing student learning.

(g) Model high standards of professional practice.

Cite as Ga. Comp. R. & Regs. R. 505-2-.141
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Psychology" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Hindi" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Curriculum and Instruction" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency

Rule 505-2-.142. Instructional Technology.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Instructional Technology P-12, which allows individuals certified in this field to provide instruction, training, and resources to students, teachers and administrators in order to facilitate the use of technology in the classroom to promote student achievement.

(2) **Professional Requirements.**

(a) Issuance.

1. An individual is eligible for an Induction or Professional certificate in the field of Instructional Technology based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field;

(ii) Complete a state-approved certification preparation program in Instructional Technology at the master's degree level - level five (5) - or higher;

(iii) Meet Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Instructional Technology; and

(I) Pass the GACE content knowledge assessment; and

(II) Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Instructional Technology may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Instructional Technology who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Instructional Technology to an existing certificate in any field, an individual must complete the requirements for an initial Instructional Technology certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(8) **Restrictions.**

(a) The field of Instructional Technology may not be added or used to upgrade a Provisional Certificate or previously issued Induction Pathway 4 Certificate or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). An individual holding the Instructional Technology certificate has strengthened and enhanced competency levels to include:

(a) Visionary Leadership: The individual demonstrates the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

(b) Teaching, Learning, & Assessment: The individual demonstrates the knowledge, skills, and dispositions to effectively integrate technology into his/her own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

(c) Digital Learning Environments: The individual demonstrates the knowledge, skills, and dispositions to create, support and manage effective digital learning environments.

(d) Digital Citizenship & Responsibility: The individual demonstrates the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

(e) Professional Learning & Program Evaluation: The individual demonstrates the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

(f) Candidate Professional Growth & Development: The individual demonstrates the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

Cite as Ga. Comp. R. & Regs. R. 505-2-.142
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Social Work" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Urdu" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Instructional Technology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-2-.143. Media Specialist.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Media Specialist P-12, which allows individuals certified in this field to collaborate, plan, and design with school personnel in areas such as information literacy and assessment, while also providing supplemental curriculum material to bridge the digital divide.

(2) **Professional Certificate Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An individual is eligible for a Standard Professional certificate in the field of Media Specialist based on meeting the following requirements:

(i) Completion of a state-approved certification preparation program in Media Specialist at the master's degree level - level five (5) - or higher.

(ii) Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Media Specialist.

(I) Pass the GACE content knowledge assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

(III) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) **Provisional Certificate Requirements** (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(a) Issuance.

1. Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution.

2. Pass the GACE content assessment.

3. Meet Georgia's standards of conduct.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) The Provisional certificate will be issued for one (1) year pending verification of enrollment in GaPSC-accepted educator preparation program leading to certification in the field of Media Specialist. Once enrolled in a GaPSC-accepted program, the certificate will be extended for two additional years (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(c) Conversion.

1. Complete a GaPSC-accepted program in the field of Media Specialist.

2. Meet the following Special Georgia Requirements:

(i) Satisfy the Special Education requirement with a grade of B or better.

(ii) Meet Standards of Conduct.

(iii) Have the certificate requested by the employing Georgia local unit of administration (LUA) following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(4) **Non-Renewable Professional Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) Non-Renewable Professional certificate in the field of Media Specialist may be issued at the request of an employing Georgia local unit of administration (LUA) in the following scenarios:

1. One (1)-year Non-Renewable Professional certificate in the field of Media Specialist may be issued to an individual who holds an expired Georgia

Clear Renewable or Professional Media Specialist certificate but has not met renewal requirements outlined in section (8) below.

2. Three (3)-year Non-Renewable Professional certificate in the field of Media Specialist may be issued to an individual who currently holds a renewable professional certificate in any field at a level four (4) or higher for completion of the options outlined in (2)(a).

(5) **Additional Certificate Title Issued in the Field**.

(a) Retired Educator Certificate (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR).

(6) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Media Specialist to an existing Professional certificate in any field, an individual must complete the requirements outlined in (2)(a) for an initial Media Specialist certificate to include all applicable Special Georgia Requirements.

(7) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(8) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in Media Specialist are in-field to serve as a Media Specialist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.143
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech and Language Pathology" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Foreign Language, Turkish" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Media Specialist" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.144. School Counseling.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in School Counseling P-12, which allows individuals certified in this field to assist students in the areas of academic achievement, career and social/emotional

development, ensuring that a comprehensive counseling program is in place to promote student achievement.

(2) **Professional Certificate Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE; current Georgia Educators see section (6)(a) below to add the field).

(a) Issuance.

1. Prior to becoming a Georgia educator, an individual is eligible for a Standard Professional certificate in the field of School Counseling based on meeting the following requirements:

(i) Meet one of the following options:

(I) Completion of a state-approved certification preparation program in School Counseling at the master's degree level - level five (5) - or higher.

(II) Completion of a master's degree or higher in a counseling area and submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors.

(III) Completion of a master's degree or higher in a counseling area and submission of a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(ii) Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of School Counseling.

(I) Pass the GACE content knowledge assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

(III) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) **Provisional Certificate Requirements** (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE; current Georgia Educators see section (4)(a) below for Non-Renewable Certification).

(a) Issuance.

1. Hold a master's degree or higher from a GaPSC-accepted accredited institution in any counseling area; or a Master of Social Work degree; or a valid State of Georgia Clinical Social Work license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

2. Pass the GACE content knowledge assessment.

3. Meet Standards of Conduct.

4. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) The Provisional certificate will be issued for one (1)-year pending verification of enrollment in a GaPSC-accepted educator preparation program leading to certification in the field held by the individual. Once enrolled in a GaPSC-accepted program, the certificate will be extended for two additional years (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).

(c) Conversion.

1. Meet one of the following options:

   (i) Completion of a state-approved certification preparation program in School Counseling at the master's degree level - level five (5) - or higher.

   (ii) Completion of a master's degree or higher in a counseling area and submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors.

   (iii) Completion of a master's degree or higher in a counseling area and submission of a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

2. Meet the following Special Georgia Requirements:

   (i) Satisfy the Special Education requirement with a grade of B or better.

   (ii) Meet Standards of Conduct.

3. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(4) **Non-Renewable Professional Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) Non-Renewable Professional certificates in the field of School Counseling may be issued at the request of an employing Georgia local unit of administration (LUA) in the following scenarios:

1. Three (3)-year Non-Renewable Professional certificate in the field of School Counseling may be issued to an individual who holds a renewable professional certificate in any field at the bachelor's degree level - level four (4) - or higher, and has completed a master's or higher degree in any counseling area.

2. A One (1)-year Non-Renewable Professional certificate in the field of School Counseling may be issued to an individual who holds an expired Georgia Clear Renewable or Standard Professional School Counseling Certificate but has not met renewal requirements outlined in section (8)(a) below.

(5) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(6) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add School Counseling to an existing Professional certificate in any field an individual must complete the following:

1. GaPSC-approved certification program or a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program in School Counseling. Georgia Educators who complete out-of-state programs not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will not be eligible for Georgia certification in School Counseling unless enrolled in the program prior to April 15, 2017.

2. Pass the GACE content knowledge assessment.

3. Satisfy the Special Education requirement with a grade of B or better.

4. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(7) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(8) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew a Professional School Counseling certificate, an individual must meet one of the following options:

1. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

2. Submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors.

3. Submission of a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in School Counseling are in-field to serve as a School Counselor in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.144
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Service Endorsements" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "School Counseling." F. June 11, 2014; eff. July 1, 2014, as specified by the Agency
Amended: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.145. School Nutrition Director.

(1) **Initial Certificate Requirements.**

(a) Professional Certificate (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

1. An individual is eligible for a Standard Professional certificate in the field of School Nutrition Director based on meeting Georgia's standards of conduct (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) and completion the following:

   (i) Completion of a GaPSC-accepted certification preparation program in School Nutrition Director at the master's degree level - level five (5) - or higher.

(b) Provisional Certificate (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE):

1. A Provisional certificate in the field of School Nutrition Director may be issued at the request of the employing Georgia local unit of administration (LUA) to an individual who does not hold any educator certificate and holds a bachelor's degree or higher from a GaPSC-accepted accredited institution.

2. The Provisional certificate will be issued for one (1)-year pending verification of enrollment in a GaPSC-accepted educator preparation program leading to certification in the field held by the individual. Once enrolled in a GaPSC-accepted program, the certificate will be extended for two additional years (See RULE 505-2-.08 PROVISIONAL CERTIFICATE).

(c) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE):

1. Non-Renewable Professional certificates in the field of School Nutrition Director are issued at the request of an employing Georgia local unit of administration (LUA) in the following situations:

   (i) The individual holds an expired Georgia Standard Professional or Clear Renewable School Nutrition Director Certificate at the master's degree level or higher but has not met renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

   (ii) The individual holds any level four (4) or higher renewable professional certificate and is assigned out-of-field.

(2) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator Certificate (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR).

(3) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(4) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(5) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(6) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in School Nutrition Director are in-field to serve as a School Nutrition Director in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.145
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Nutrition Director" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.146. School Psychology.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of a service certificate in School Psychology, which allows individuals certified in this field to support students and teachers by applying expertise in mental health, learning, and behavior, to promote student success academically, socially, behaviorally, and emotionally.

(2) **Professional Certificate Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An individual is eligible for a Professional certificate in the field of School Psychology based on meeting one of the following requirements:

(i) Completion of a state-approved certification preparation program in School Psychology at the specialist degree level - level six (6) - or higher;

(ii) Completion of a National Association of School Psychologists (NASP)-approved School Psychology program; or

(iii) Submission of a valid National Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board.

2. Meet Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of School Psychology:

   (i) Pass the GACE content knowledge assessment; and

   (ii) Standards of Conduct.

3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A Non-Renewable Professional certificate in the field of School Psychology may be issued at the request of an employing Georgia local unit of administration (LUA) in the following scenarios:

1. A Three (3)-year Non-Renewable Professional certificate in the field of School Psychology may be issued to an individual who has satisfied all applicable Special Georgia Requirements and has completed all coursework for a state-approved or NASP-approved program at the specialist or doctoral level, with the exception of any internship, thesis, or dissertation requirements;

2. A Three (3)-year Non-Renewable Professional certificate in the field of School Psychology may be issued to an individual who has satisfied all applicable Special Georgia Requirements and has completed a state-approved School Psychologist program at the master's degree level [level five (5)]; and

3. A One (1)-year Non-Renewable Professional certificate in the field of School Psychology may be issued to an individual who holds an expired Georgia Clear Renewable or Professional School Psychology Certificate but has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add School Psychology to an existing Professional certificate in any field, an individual must complete the requirements outlined in (2)(a) for an initial School Psychology Certificate to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew a Professional School Psychology certificate, an individual must meet one of the following options:

1. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS;

2. Submission of a valid National Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board; or

3. Submission of a valid State of Georgia Psychologist license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(b) If an individual is not employed by a Georgia LUA at the time of renewal, completion of ten (10) Professional Learning Units awarded by the Georgia Association of School Psychologists (GASP) will satisfy renewal requirements. The PLUs must have been earned during the validity period of the certificate or, if the certificate is expired, within five (5) years of application for renewal.

(8) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in School Psychology are in-field to serve as a School Psychologist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.146
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Support Specialist (TSS)" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "School Psychology." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.147. School Social Work.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in School Social Work P-12, which allows individuals certified in this field to

assist with mental health and behavioral concerns, provide positive behavioral, academic, and classroom support in consultation with teachers, parents, and administrators to promote student achievement.

(2) **Professional Certificate Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An individual is eligible for a Standard Professional certificate in the field of School Social Work based on meeting one of the following requirements:

(i) Completion of a Master of Social Work (M.S.W.) degree from a GaPSC-accepted accredited institution, and pass or exempt the GACE Program Admission assessment.

(ii) Completion of a state-approved certification preparation program in School Social Work at the master's degree level - level five (5) - or higher.

(iii) Submission of a valid State of Georgia Master Social Worker's or Clinical Social Worker's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

2. Meet Standards of Conduct.

3. Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES

(3) **Non-Renewable Professional Requirements (**See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A Non-Renewable Professional certificate in the field of School Social Work may be issued at the request of an employing Georgia local unit of administration (LUA) in the following scenarios:

1. A Three (3)-year Non-Renewable Professional certificate in the field of School Social Work may be issued to an individual who currently holds a renewable professional certificate in any field at a level four (4) or higher for completion of the options outlined in (2)(a).

2. A One (1)-year Non-Renewable Professional certificate in the field of School Social Work may be issued to an individual who holds an expired Georgia Clear Renewable or Professional School Social Work but has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add School Social Work to an existing certificate in any field, an applicant must complete a Master of Social Work (M.S.W.) degree from a GaPSC-accepted accredited institution.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew a Professional School Social Work Certificate, an individual must meet the following options:

1. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

2. Submission of a valid State of Georgia Master Social Worker's or Clinical Social Worker's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(8) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in School Social Work are in-field to serve as School Social Workers in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.147
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Social Work" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.148. Speech and Language Pathology.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Speech and Language Pathology P-12, which allows individuals certified in this field to work in a local unit of administration (LUA) to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in students to promote student achievement.

(2) **Professional Certificate** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An individual is eligible for a Standard Professional certificate in the field of Speech and Language Pathology based on meeting one of the following requirements:

(i) Completion of a state-approved certification preparation program in Speech and Language Pathology at the master's degree level - level five (5) - or higher.

(ii) Completion of a master's degree level or higher program approved by the American Speech, Language and Hearing Association (ASHA).

(iii) Submission of a valid ASHA Certificate of Clinical Competence in Speech and Language Pathology.

(iv) Submission of a valid State of Georgia Speech and Language Pathologist license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

2. Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Speech and Language Pathology.

(i) Pass the Praxis content knowledge assessment.

(ii) Meet Standards of Conduct.

3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Speech and Language Pathology may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual who holds an expired Georgia Clear Renewable or Standard Professional Speech and Language Pathology Certificate but has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Speech and Language Pathology to an existing certificate in any field, an individual must complete the requirements for an initial Speech and Language Pathology certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew a Professional Speech and Language Pathology Certificate, an individual must meet one of the following requirements:

1. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

2. Submission of a valid ASHA Certificate of Clinical Competence in Speech and Language Pathology.

3. Submission of a valid State of Georgia license in Speech and Language Pathology issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(8) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) Individuals certified in Speech and Language Pathology are in-field to serve as a Speech and Language Pathologist in grades P-12 and to provide related educational support or direct intervention for all students in grades P-12 whose Individual Education Program (IEP) indicates instructional needs in the area of Speech and Language Pathology.

Cite as Ga. Comp. R. & Regs. R. 505-2-.148
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech and Language Pathology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-2-.149. Teacher Leadership.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Teacher Leadership P-12, which allows individuals certified in this field to retain classroom responsibilities while also assisting peers to improve classroom practice resulting in higher levels of student learning.

(2) **Professional Certificate** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An Individual is eligible for an Induction or Professional certificate in the field of Teacher Leadership based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field;

(ii) Complete a state-approved certification program in Teacher Leadership at the master's degree level - level five (5) - or higher;

(iii) Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Teacher Leadership:

(I) Pass the GACE content knowledge assessment; and

(II) Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Teacher Leadership may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Teacher Leadership who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Teacher Leadership to an existing certificate in any field, an individual must complete the requirements for an initial Teacher Leadership certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(8) **Restrictions.**

(a) The field of Teacher Leadership may not be added or used to upgrade a Provisional certificate or previously issued Induction Pathway 4 certificates or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**.** An individual holding the Teacher Leadership Certificate has strengthened and enhanced competency levels to perform the following duties:

(a) Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;

(b) Work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;

(c) Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards;

(d) Model best practices in pedagogy and serve as a mentor and coach for other educators;

(e) Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making;

(f) Access and conduct research, and apply research findings to improve teaching and learning; and

(g) Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Cite as Ga. Comp. R. & Regs. R. 505-2-.149
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Leadership" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.150. Literacy Specialist.

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Literacy Specialist, which allows individuals certified in this field to support, and work collaboratively to implement effective literacy strategies and quality literacy programs in grades P-12.

(2) **Professional Certificate Requirements** (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An Individual is eligible for an Induction or Professional certificate in the field of Literacy Specialist based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any teaching, service, or leadership field.

(ii) Complete a state-approved certification program in Literacy Specialist at the master's degree level - level five (5) - or higher.

(iii) Have a minimum of three (3) years of successful classroom teaching experience, as defined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

(iv) Meet the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Literacy Specialist:

(I) Pass the GACE content knowledge assessment.

(II) Meet Standards of Conduct.

(v) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Requirements** (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Literacy Specialist may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear

Renewable or Standard Professional certificate in Literacy Specialist who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(a) To add Literacy Specialist to an existing certificate in any field, an individual must complete the requirements for an initial Literacy Specialist certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(8) **Restrictions.**

(a) The field of Literacy Specialist may not be added or used to upgrade a Provisional certificate, or previously issued Induction Pathway 4 certificate or the equivalent.

(b) Valid certificates previously issued in the field of Reading Specialist will automatically convert to the new field of Reading P-12. Individuals holding a valid Reading Specialist certificate based on completion of a GaPSC-approved or -accepted program and meeting all Special Georgia Requirements may apply for Literacy Specialist certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(9) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**.** An individual holding the Literacy Specialist certificate is in-field to provide instructional support to classroom teachers and paraprofessionals in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.150
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teaching Endorsements" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended:F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended:F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended:F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended:F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Amended:F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Literacy Specialist." F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.151. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.151
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Birth to Five Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Birth Through Five Endorsement" adopted. F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.152. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.152
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Provisional Leadership Certificate (BL)" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Career Exploration Endorsement (PECE)" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.153. Educational Leadership Certificate.

(1) **Summary:** Educational Leadership is part of Georgia's tiered certification system and provides a statewide structure to ensure that leaders meet minimum certification requirements and satisfy state leadership effectiveness requirements as defined in the state evaluation system. Georgia issues two (2) tiers of Educational Leadership certificates: Tier I and Tier II, and two (2) titles: Standard and Performance-Based. This rule outlines the requirements for certification at each tier and for each title.

(2) **Professional Requirements.**

(a) Standard Professional Educational Leadership - Tier I (Georgia Educator / GaPSC-approved program).

1. Georgia educators completing GaPSC-approved Tier I certification programs must meet the following requirements for a Standard Professional Educational Leadership - Tier I certificate.

(i) Complete a GaPSC-approved Tier I educator preparation certification-only or master's degree level program.

(I) If a certification-only program is completed the educator must hold a level five (5) or higher certificate prior to enrollment.

(ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass the GACE Content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

(III) Pass the GACE Ethics for Educational Leadership assessment.

(IV) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(b) Standard Professional Educational Leadership - Tier I (Reciprocity).

1. Prior to becoming a Georgia educator, individuals applying for initial certification must meet the following requirements for a Standard Professional Educational Leadership - Tier I certificate:

(i) Complete a state-approved Educational Leadership certification program at the master's degree level or higher from a GaPSC-accepted accredited institution.

(ii) Hold renewable, professional certification in another state or country in a field that is comparable to the GaPSC field of Educational Leadership - Tier I or verify completion of a state-approved Educational Leadership certification program by submission of the Approved Program Completion form.

(iii) Have less than three (3) years of successful out-of-state experience in an educational leadership position;

(iv) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE Content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

A. Certificate may be issued prior to completion of this requirement; however, the course must be satisfied as

part of requirements to renew or convert the certificate.

(III) Pass the GACE Ethics for Educational Leadership assessment.

(IV) Meet Standards of Conduct.

(v) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. A Performance-Based certificate is not issued in the field of Educational Leadership - Tier I.

(c) Performance-Based Professional Educational Leadership - Tier II (Georgia Educator / GaPSC-approved program).

1. Educators completing GaPSC-approved Performance-Based Tier II certification programs must meet the following requirements for a Performance-Based Educational Leadership - Tier II certificate.

(i) Hold an Educational Leadership - Tier I certificate or Educational Leadership - Tier II Standard Professional certificate.

(ii) Complete a GaPSC-approved Educational Leadership - Tier II educator preparation certification-only, specialist or doctoral degree level program.

(I) If a certification-only program is completed the educator must hold a minimum of an Educational Specialist degree prior to enrollment.

(iii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass the GACE Content assessment.

(II) Pass the Performance Assessment for School Leaders (PASL) if completing a Performance-Based program on or after 7/1/17.

A. This assessment is not required for individuals completing Building or System -Level Performance-Based Programs.

(III) Satisfy the Special Education requirement with a grade of B or better.

(IV) Pass the GACE Ethics for Educational Leadership assessment.

(V) Meet Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(d) Standard Professional Educational Leadership -Tier II (Reciprocity).

1. Prior to becoming a Georgia educator, individuals applying for initial certification must meet the following requirements for a Standard Professional Educational Leadership - Tier II certificate:

(i) Meet one of the following requirements:

(I) Complete a state-approved Educational Leadership certification program at the master's degree level or higher from a GaPSC-accepted accredited institution and have three (3) years of successful out-of-state experience in an educational leadership position while holding a professional leadership certificate.

(II) Complete a state-approved educational leadership certification program at the specialist or doctoral degree level from a GaPSC-accepted accredited institution and verify completion of the certification program by submission of the Approved Program Completion form or a professional out-of-state certificate.

(ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE Content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

A. Certificate may be issued prior to completion of this requirement; however, the course must be satisfied as part of requirements to renew or convert the certificate.

(III) Pass the GACE Ethics for Educational Leadership assessment.

(IV) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(e) Standard Professional Educational Leadership -Tier II (Legacy).

1. Georgia educators certified prior to September 30, 2009 who completed a state-approved certification program in Educational Leadership at the master's degree level or higher prior to this date, but has never held renewable, professional GaPSC certification in any Educational Leadership field, must meet the following requirements for a Standard Professional Educational Leadership Tier II certificate:

(i) Verify completion of a state-approved Educational Leadership certification program at the master's degree level or higher from a GaPSC-accepted accredited institution by submission of a professional out-of-state certificate or the Approved Program Completion form.

(ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass or exempt the GACE Content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

(III) Pass the GACE Ethics for Educational Leadership assessment.

(IV) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Requirements.**

(a) One (1)-Year Non-Renewable Professional Educational Leadership - Tier I or Educational Leadership - Tier II (Issued to individuals who have not completed renewal requirements).

1. Issuance.

(i) Hold an expired professional Georgia certificate in the field.

(ii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. Conversion.

(i) Verify completion of requirements outlined in the renewal rule. (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(ii) Apply for conversion following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(b) One (1)-Year Non-Renewable Professional Educational Leadership - Tier I or Educational Leadership - Tier II (Issued to individuals who meet initial Georgia certification requirements based on reciprocity, but must satisfy the GACE content assessment).

1. Issuance.

(i) Hold a professional out-of-state certificate in the field of Educational Leadership.

(ii) Pass the GACE Ethics for Educational Leadership assessment.

(iii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. Conversion.

(i) Pass or exempt the GACE Content assessment.

(ii) Apply for conversion following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(c) Three (3)-Year Non-Renewable Professional Educational Leadership - Tier I (Issued to individuals who have not completed a GaPSC-approved program and assigned out-of-field in a leadership position).

1. Issuance.

(i) Hold a minimum of a bachelor's degree from a GaPSC-accepted accredited institution.

(ii) Pass the GACE Ethics for Educational Leadership assessment.

(iii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. Conversion.

(i) Complete a GaPSC-approved Educational Leadership - Tier I educator preparation program at the master's degree level.

(I) If a certification-only program is completed, the educator must hold a minimum of a master's degree from a GaPSC-accepted accredited institution prior to enrollment.

(ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

(I) Pass the GACE Content assessment.

(II) Satisfy the Special Education requirement with a grade of B or better.

(III) Pass the GACE Ethics for Educational Leadership assessment.

(IV) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(d) Three (3)-Year Non-Renewable Professional Educational Leadership - Tier II (Issued to individuals who have not completed a GaPSC-approved program and are assigned out-of-field in a leadership position).

1. Issuance.

   (i) Hold a minimum of a master's degree from a GaPSC-accepted accredited institution or hold a Standard Professional certificate in Educational Leadership - Tier I.

   (ii) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

2. Conversion.

   (i) Complete a GaPSC-approved Tier II educator preparation at the Specialist or Doctoral degree level.

      (I) If a certification-only program is completed the educator must hold a minimum of an Educational Specialist degree from a GaPSC-accepted accredited institution prior to enrollment.

   (ii) Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:

      (I) Pass the GACE Content assessment.

      (II) Pass the Performance Assessment for School Leaders (PASL) if completing a Performance-Based program on or after 7/1/17.

         A. This assessment is not required for individuals completing Building or System - Level Performance-Based programs.

      (III) Satisfy the Special Education requirement with a grade of B or better.

      (IV) Pass the GACE Ethics for Educational Leadership assessment.

      (V) Meet Standards of Conduct.

   (iii) Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(e) An educator working in a Tier II position who does not hold Tier I certification will be issued a Non-Renewable Professional certificate in each tier. If the Tier I certificate is converted to a Standard Professional certificate, the Non-Renewable Performance-Based Professional certificate in Educational Leadership - Tier II may be extended for an additional three (3) years to meet Tier II certification requirements.

(4) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule 505-2-.44 RETIRED EDUCATOR).

(5) **To Add the Field (See GaPSC Rule 505-2-.34 ADD A FIELD).**

(a) To add a renewable, professional certificate in Educational Leadership (Tier I or Tier II) to a valid or expired Georgia certificate in any field, an educator must complete a GaPSC-approved certification program in Educational Leadership to include all applicable Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS). Georgia educators who complete out-of-state programs not approved by the GaPSC will not be eligible for Georgia certification in Educational Leadership.

(6) **To Upgrade the Level (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE):**

(a) In accordance with O.C.G.A. 20-2-212, an educator may be assigned a leader level at the time of initial certification in an Educational Leadership field. This leader level applies only to any Educational Leadership fields held, and is used for placement on the State Salary Schedule only when the educator is employed in a position requiring Educational Leadership certification (See Section (6) of GaPSC Rule 505-2-.02 CLASSIFICATION).

(b) An upgrade that is earned by completion of an advanced degree that is in-field with an Educational Leadership certificate field will be applied to the leader level of the educator's certificate unless the certificate has not previously been assigned a leader level. If there is no previously assigned leader level, the upgrade will be applied to the general level (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(c) Educators completing a GaPSC-approved Educational Leadership - Tier II program at the doctoral level will not qualify for leadership certification or an upgrade to level six (6) based on achieving All But Dissertation (ABD) status during the doctoral program. A New-Field upgrade requires completion of the GaPSC-approved program in Educational Leadership. An educator enrolled in a doctoral program will not qualify for leadership certification or a New-Field upgrade until completion of the Educational Leadership - Tier II doctoral program and meeting all requirements to add the field.

(7) **Renewal Requirements** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(8) **Exceptions.**

(a) Educational Leadership (Field 704): Prior to January 15, 2016, this field was issued to some out-of-state educators earning initial Georgia certification through interstate reciprocity, and to Georgia educators who completed a state-approved certification program in Educational Leadership at the master's degree level or higher prior to September 30, 2009. Educators holding this field were able to serve in any Educational Leadership position. Certificates in this field were converted to the Standard Professional Educational Leadership -Tier II on January 15, 2016.

(b) Educational Leadership Building-Level (Field 706): Prior to January 15, 2016, this field was issued to individuals who completed a GaPSC-approved performance-based certification program in the field. Educators holding this field were able to serve in Educational Leadership positions at the school building level, such as Principal. Certificates in this field were converted to the Standard Professional Educational Leadership -Tier II on January 15, 2016.

(c) Educational Leadership System-Level (Field 707): Prior to January 15, 2016, this field was issued to individuals who completed a GaPSC-approved performance-based certification program in the field. Educators holding this field were able to serve in Educational Leadership positions at the school system level. Superintendents were required to hold Educational Leadership certification in both System-Level and Building-Level. Certificates in this field were converted to the Standard Professional Educational Leadership -Tier II on January 15, 2016.

(d) Pre-Service Leadership (Field 705): Prior to December 15, 2010, this non-renewable field was issued to individuals who held a master's degree or higher and passed the GACE Educational Leadership assessment. Holding this field indicated an educator's eligibility for a Non-Renewable Educational Leadership certificate upon employment in an Educational Leadership position, but did not allow the holder to serve in any type of Educational Leadership position. Certificates in this field were not eligible for conversion to any other type of Educational Leadership certificate.

(e) A Georgia educator who earned an initial Georgia teaching and/or service certificate through interstate reciprocity prior to January 15, 2016, and was denied Georgia Educational Leadership certification at that time, may reapply under the reciprocity requirements outlined in this rule, subject to the following conditions:

1. Only the degrees, experience, out-of-state certifications, and out-of-state test scores held at the time the initial Georgia certificate was issued may be evaluated under reciprocity requirements.

2. If a general certificate level was assigned based on a degree that was not accepted for Educational Leadership certification at the time of initial application, the general level will remain intact.

(f) Upon meeting requirements for Educational Leadership - Tier II certification as outlined in (2)(c) above, the Educational Leadership - Tier I certificate previously held with be invalidated.

(9) **Restrictions.**

(a) Georgia educators who complete out-of-state programs that are not GaPSC-approved will not be eligible for Georgia certification in Educational Leadership or an upgrade to the certificate level based on the degree in educational leadership unless the degree meets In-Field Upgrade requirements as outlined in the Upgrade Rule (505-2-.33 CERTIFICATE UPGRADE).

(b) The One (1)-Year Non-Renewable certificate is not available to individuals who held/hold a Non-Renewable certificate in Educational Leadership to complete a GaPSC-approved program and did not meet requirements for Professional certification.

(10) **Alternative Preparation for Educational Leadership Program** (See Rule 505-3-.76 ALTERNATIVE PREPARATION FOR EDUCATIONAL LEADERSHIP PROGRAM).

(a) Educators enrolled in the Alternative Preparation for Educational Leadership Program must meet degree and admission requirements outlined in the Educator Preparation Program Rule, be employed by a local unit of administration, and have the certificate requested following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(b) Educators completing the Alternative Preparation for Educational Leadership Program must meet minimum degree requirements outlined in Rule 505-3-.76 Alternative Preparation for Educational Leadership Program and requirements for issuance of the Educational Leadership Tier I certificate outlined in (2)(a)1 and Educational Leadership Tier II certificate outlined in 2(a)c.

(11) **Superintendent** (See GaPSC Rule 505-2-.154 SUPERINTENDENT).

(a) A Superintendent certificate is required for an individual who is selected to serve as a Superintendent and meets the requirements outlined in GaPSC Rule 505-2-.154 SUPERINTENDENT.

(12) **In-Field Statement.**

(a) Educational Leadership - Tier I is the entry-level Standard Professional Educational Leadership certification. Educators certified in this field may work in school-level leadership positions below the principal and district-level leadership positions that do not supervise principals.

(b) Educational Leadership - Tier II (Standard or Performance-Based) is the advanced-level Educational Leadership certification. Educators certified in this field may work in any leadership position, including school-level principal, superintendent, or another type of position that supervises principals.

Cite as Ga. Comp. R. & Regs. R. 505-2-.153
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Probational/Accelerated In-Field Leadership Certificate" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Coordinator of Vocational Academic Education Endorsement (CVAE)" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Coordinated Career Academic Education Endorsement (CCAE)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Educational Leadership" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: New Rule entitled "Educational Leadership Certificate" adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.
Note: Correction of non-substantive typographical error in History, '**Repealed:** New Rule of same title adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.' corrected to '**Repealed:** New Rule entitled "Educational Leadership Certificate" adopted. F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the Agency.' Effective Oct. 15, 2016.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.154. Superintendent Certificate.

(1) **Purpose.**

(a) The Superintendent Certificate is designated for leaders who serve as a Superintendent in a Georgia local unit of administration (LUA). The requirements described herein provide the expectations for acquiring and maintaining the Superintendent Certificate. All active Georgia Superintendents must hold a valid Superintendent certificate issued by the Georgia Professional Standards Commission (GaPSC). This certificate will aid in the identification of leaders currently serving in a Superintendent position, while also enforcing state standards for these leaders.

(2) **Certificate Requirements.**

(a) To be eligible for the professional Superintendent Certificate, the applicant must hold a renewable professional Standard or Performance-Based certificate in Educational Leadership - Tier II and be employed as a Superintendent by a Georgia LUA. (See GaPSC Rule 505-2-.153 EDUCATIONAL LEADERSHIP CERTIFICATE).

1. Individuals holding a valid Superintendent Permit will not be issued a separate Superintendent Certificate. (See GaPSC Rule 505-2-.10 PERMIT).

(b) A Non-Renewable Superintendent certificate may be issued at the request of a Georgia LUA to an individual employed as a Superintendent while holding a Non-Renewable Educational Leadership Tier II certificate.

1. To convert the Non-Renewable Superintendent certificate to a professional certificate, the educator must complete all requirements for professional Standard or Performance-Based certification in Educational Leadership - Tier II to include all applicable Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS).

(3) **Certificates Not Issued.** The following certificates are not issued in the field of Superintendent:

(a) Induction Certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE);

(b) International Exchange Certificate (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE);

(c) Adjunct License (See GaPSC Rule 505-2-.15 ADJUNCT LICENSE);

(d) Pre-service certificate (See GaPSC Rule 505-2-.03505 -2-.03 PRE-SERVICE TEACHING CERTIFICATE);

(e) Advanced Professional certificate (See GaPSC Rule 505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE); and

(f) Lead Professional certificate (See GaPSC Rule 505-2-.07 LEAD PROFESSIONAL CERTIFICATE).

(4) **To Add the Field.** (See GaPSC Rule 505-2-.34 ADD A FIELD).

(5) **To Upgrade the Level.** (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(6) **Renewal Requirements.** (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS).

(a) To renew and Superintendent Certificate, an applicant must meet the following requirements

1. Be employed in the position of Superintendent;
2. Have the employing Georgia LUA request the renewal; and
3. Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(7) **In-Field Statement.** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). Individuals certified as a Superintendent are in-field to serve as a Superintendent in grades P-12 in a Georgia local unit of administration. This certificate shall not be issued to individuals with alternate titles, such as Associate Superintendent, Deputy Superintendent, Interim Superintendent, etc.

Cite as Ga. Comp. R. & Regs. R. 505-2-.154
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Nonrenewable Professional Leadership Certificate (NL)" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Diversified Cooperative Training Endorsement (DCT)" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Work-Based Learning Endorsement" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Superintendent Certificate." F. Oct. 4, 2017; eff. Oct. 15, 2017, as specified by the Agency.

Rule 505-2-.155. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.155
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Professional Renewable Leadership Certificate (L)" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Early Childhood Mathematics Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "K-5 Mathematics Endorsement" adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.156. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.156
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Life Professional Leadership Certificate (DL)" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: New Rule entitled "Early Childhood Science Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "K-5 Science Endorsement" adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.157. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.157
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Certificate Levels" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.158. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.158
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Administration and Supervision" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Gifted In-Field Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.159. Birth through Five Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Birth through Five Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in Elementary Education and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Birth through Five Endorsement, the applicant must hold a level four (4) or higher Induction certificate in Elementary Education and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Birth through Five Endorsement has strengthened and enhanced competency levels for teaching children from birth through five (5) years of age.

Cite as Ga. Comp. R. & Regs. R. 505-2-.159
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Special Education" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Adopted: New Rule entitled "Birth through Five Endorsement." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.160. Career Exploration (PECE) Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Career Exploration (PECE) Endorsement, the applicant must hold a level four (4) or higher renewable professional teaching certificate and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Career Exploration (PECE) Endorsement, the applicant must hold a level four (4) or higher Induction teaching certificate and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Career Exploration Endorsement is in-field to teach career exploration and to coordinate PECE programs in grades 6-12.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.160
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Vocational Education" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Intervention Specialist Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Career Exploration (PECE) Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.161. Career Technical Instruction (CTI) Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Career Technical Instruction (CTI) Endorsement, an individual must hold a level four (4) or higher renewable

professional certificate in any Special Education field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Induction Career Technical Instruction (CTI) Endorsement, an individual must hold a level four (4) or higher Induction certificate in any Special Education field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**.** An individual with the Career Technical Instruction Endorsement is in-field to coordinate and teach Career, Technical, and Agricultural Education (CTAE) instruction to students identified as having special educational needs in grades 6-12.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.161
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Leadership Endorsements" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Middle Grades Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Adopted: New Rule entitled "Career Technical Instruction (CTI) Endorsement." F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.162. Coaching Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Coaching Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **Certificates Not Issued.** The GaPSC does not issue the following certificate for this field:

(a) Supplemental Induction certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(3) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the optional Coaching Endorsement has strengthened and enhanced

competency levels to use performance assessment data to provide specific feedback to individuals that will assist them in meeting criteria for performance in various educational positions such as, but not limited to: a supervisor/coach of individuals completing student teaching requirements or a non-traditional teacher preparation program; a mentor/coach of interns/beginning teachers; an instructional/academic coach of classroom teachers; a classroom teacher providing professional learning for peers; or a coach of candidates seeking educational leadership positions. The endorsement will apply only to the grade levels of the base certificate.

Cite as Ga. Comp. R. & Regs. R. 505-2-.162
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Director of Media Centers" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Online Teaching Endorsement" adopted. F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Coaching Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.

Rule 505-2-.163. Computer Science Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional or Five-Year Induction Computer Science Endorsement, the individual must hold a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the a Three-Year Non-Renewable or Three-Year Induction Computer Science Endorsement the individual must complete requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Computer Science endorsement is in-field to teach computer science curriculum in grades P-12. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.163
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Pupil Personnel Services" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Reading In-Field Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Reading Endorsement" adopted. F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.

Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Computer Science Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-2-.164. Coordinated Career Academic Education (CCAE) Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional or Five-Year Induction Coordinated Career Academic Education (CCAE) Endorsement, the individual must hold a level four (4) or higher renewable professional or Five-Year Induction teaching certificate and complete other requirements as outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the a Three-Year Non-Renewable or Three-Year Induction Coordinated Career Academic Education (CCAE) Endorsement, the individual must complete requirements as outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Coordinated Career Academic Endorsement is in-field to coordinate Career, Technical, and Agricultural Education programs in grades 6-12. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.164
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Special Education" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Related Vocational Instruction Endorsement (RVI)" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Career Technical Instruction Endorsement (CTI)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Coordinated Career Academic Education (CCAE) Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-2-.165. Culinary Arts Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Culinary Arts Endorsement, the applicant must:

1. Hold a level four (4) or higher renewable professional certificate in the teaching field of Family and Consumer Sciences; and

2. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Culinary Arts Endorsement, the applicant must:

1. Hold a level four (4) or higher Induction certificate in the teaching field of Family and Consumer Sciences; and

2. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Culinary Arts Endorsement is in-field to teach culinary arts curriculum to students in grades 6-12. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.165
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Vocational Education" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Safety and Driver Education Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Culinary Arts Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.166. English to Speakers of Other Languages (ESOL) Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional English to Speakers of Other Languages (ESOL) Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field or a permit certificate in a foreign language field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction English to Speakers of Other Languages (ESOL) Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the ESOL Endorsement is in-field to teach English/ESOL courses when combined with the English 6-12 certificate, or ESOL courses when combined with any teaching certificate appropriate to the grade level. Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.166
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Instructional Supervision" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Computer Science Endorsement (6 - 12)" adopted. F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Computer Science Endorsement (P - 12)" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.167. Gifted In-Field Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Gifted Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Gifted Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See Rule 505-2-.40).** An individual with the Gifted Endorsement is in-field to provide direct instruction to gifted students only in the grade levels and field(s) of the base certificate(s). Direct instruction may be provided in resource classes, advanced content classes and/or cluster group classes.

(a) Individuals with the Gifted Endorsement are also in-field to serve as a resource teacher for indirect gifted education services in any content area for grades P-12.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.167
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Culinary Arts Endorsement" adopted. F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Gifted In-Field Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.168. Intervention Specialist Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the Intervention Specialist Endorsement, the applicant must:

1. Hold a level four (4) or higher renewable professional or Induction certificate in one of the following fields: Elementary Education; Special Education General Curriculum/Elementary Education; Middle Grades Language Arts; Middle Grades Math; or Special Education General Curriculum with a language arts and/or mathematics concentration.

2. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Intervention Specialist Endorsement is in-field to teach students in early intervention programs who are at risk of not reaching or maintaining academic grade level in the base certificate(s) field(s). Individuals certified in Middle Grades Language Arts or Middle Grades Math will also be in-field to teach students in early intervention programs in the same content area in grades P-3.

Cite as Ga. Comp. R. & Regs. R. 505-2-.168
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Intervention Specialist Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Oct. 3, 2022; eff. Oct. 15, 2022, as specified by the Agency.

Rule 505-2-.169. K-5 Mathematics Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional K-5 Mathematics Endorsement, the applicant must:

1. Have a minimum of one (1) year of teaching experience;

2. Hold a level four (4) or higher renewable professional certificate in one or more of the following fields:

   (i) Elementary Education; Middle Grades Math; or Special Education General Curriculum/ Elementary Education; or

   (ii) Any of the following fields combined with a core academic content concentration in mathematics: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and

3. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction K-5 Mathematics Endorsement, the applicant must:

1. Have a minimum of one (1) year of teaching experience;

2. Hold a level four (4) or higher Induction certificate in one or more of the following fields:

   (i) Elementary Education; Middle Grades Math; or Special Education General Curriculum/ Elementary Education; or

   (ii) Any of the following fields combined with a core academic content concentration in mathematics: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and

3. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **Salary Stipend.** Certified educators holding the K-5 Mathematics Endorsement and teaching at least one mathematics course in grades K through 5 will be eligible to earn salary incentives when funded by the General Assembly.

(a) The previously existing Early Childhood Mathematics Endorsement, valid for grades P-5, shall continue to be listed on the certificate of educators who have been issued it prior to June 30, 2010. However, that P-5 endorsement does not qualify for a salary stipend, as required by HB 280. Educators holding the Early Childhood Mathematics Endorsement may add the new K-5 Mathematics Endorsement upon recommendation by a GaPSC-approved K-5 Mathematics Endorsement program provider.

(3) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with theK-5 Mathematics Endorsement has strengthened and enhanced competency levels in mathematics content and instruction for K-5 mathematics. The endorsement will apply only to the grade levels of the base teaching certificate within the K-5 range.

Cite as Ga. Comp. R. & Regs. R. 505-2-.169
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "K-5 Mathematics Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.170. K-5 Science Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional K-5 Science Endorsement, the applicant must:

1. Have a minimum of one (1) year of teaching experience;

2. Hold a level four (4) or higher renewable professional certificate in one or more of the following fields:

(i) Elementary Education; Middle Grades Science; or Special Education General Curriculum/ Elementary Education; or

(ii) Any of the following fields combined with a core academic content concentration in science: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and

3. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction K-5 Science Endorsement, the applicant must:

1. Have a minimum of one (1) year of teaching experience;

2. Hold a level four (4) or higher Induction certificate in one or more of the following fields:

   (i) Elementary Education; Middle Grades Science; or Special Education General Curriculum/ Elementary Education; or

   (ii) Any of the following fields combined with a core academic content concentration in science: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and

3. Complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **Salary Stipend.** Certified educators holding the K-5 Science Endorsement and teaching at least one science course in grades K through 5 will be eligible to earn salary incentives when funded by the General Assembly.

(a) The previously existing Early Childhood Science Endorsement, valid for grades P-5, shall continue to be listed on the certificate of educators who have been issued it prior to June 30, 2010. However, that P-5 endorsement does not qualify for a salary stipend, as required by HB 280. Educators holding the Early Childhood Science Endorsement may add the new K-5 Science endorsement upon recommendation by a GaPSC-approved K-5 Science Endorsement program provider.

(3) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the K-5 Science Endorsement has strengthened and enhanced competency levels in science content and instruction for K-5 science. The endorsement will apply only to the grade levels of the base teaching certificate within the K-5 range.

Cite as Ga. Comp. R. & Regs. R. 505-2-.170
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Deaf Education Endorsement" adopted. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Repealed: New Rule entitled "K-5 Science Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.171. Middle Grades Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Middle Grades Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any secondary (6-12) teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Middle Grades Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any secondary (6-12) teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Middle Grades Endorsement is in-field to teach the content subjects of the base certificate field(s) in grades 4-8.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.171
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Education Physical and Health Disabilities Endorsement" adopted. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.172. Online Teaching Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the Online Teaching Endorsement, the applicant must hold a level four (4) or higher Five-Year Induction certificate, Professional certificate, or Permit, and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Online Teaching Endorsement has strengthened and enhanced

competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

Cite as Ga. Comp. R. & Regs. R. 505-2-.172
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Preschool (Ages 3- 5) Endorsement" adopted. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Online Teaching Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-2-.173. Reading Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Reading Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(i) A Three (3)-Year Non-Renewable professional may be issued upon the request of a Georgia local unit of administration (LUA) to an individual holding a professional certificate and assigned to teach reading while completing a GaPSC-approved Reading Endorsement program.

(b) To be eligible for the Five-Year Induction Reading Endorsement, the applicant must hold a level four (4) or higher Five-Year Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(i) A Three (3)-Year Induction may be issued upon the request of a Georgia local unit of administration (LUA) to an individual holding the Five-Year Induction and assigned to teach reading while completing a GaPSC-approved Reading Endorsement program.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Reading Endorsement is in-field to teach reading in grades P-12.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.173
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Transition Specialist Endorsement" adopted. F. Oct. 22, 2004;

eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Reading Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.

Rule 505-2-.174. Safety and Driver Education Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Safety and Driver Education Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS. Additional eligibility is available by providing documentation of a valid Georgia Driver Training Instructor's License issued by the Georgia Department of Driver Services (DDS).

(b) To be eligible for the Supplemental Induction Safety and Driver Education Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS. Additional eligibility is available by providing documentation of a valid Georgia Driver Training Instructor's License issued by the Georgia Department of Driver Services (DDS).

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**. An individual with the Safety and Driver Education Endorsement is in-field to teach safety and driver education in grades 6-12.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.174
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Special Education Visual Impairment Endorsement" adopted. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.
Repealed: F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Adopted: New Rule entitled "Safety and Driver Education Endorsement" adopted. F. Jun. 13, 2014; eff. July 3, 2014.

Rule 505-2-.175. Special Education Deaf Education Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Special Education Deaf Education Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field or in the service field of Speech and Language Pathology and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Special Education Deaf Education Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching field or in the service field of Speech and Language Pathology and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Special Education Deaf Education Endorsement is in-field to provide educational services for students with hearing impairments in grades P-12. Educators are also in-field to provide educational services for special education preschool (ages 3-5). The previous statement is subject to the following conditions:

1. The educator may work collaboratively with a content area teacher of record in all content subjects. To serve as a teacher of record, the educator may teach only the content subjects of his/her base certificate field(s) and the Special Education academic content concentrations with designated cognitive levels identified on their certificate.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.175
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Education Deaf Education Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.176. Special Education Physical and Health Disabilities Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Special Education Physical and Health Disabilities Endorsement the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Special Education Physical and Health Disabilities Endorsement the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Special Education Physical and Health Disabilities Endorsement is in-field to provide educational services for students with physical or health related disabilities in grades P-12. Educators are also in-field to provide educational services for special education preschool (ages 3-5). The previous statement is subject to the following conditions:

1. The educator may work collaboratively with a content area teacher of record in all content subjects. To serve as a teacher of record, the educator may teach only the content subjects of his/her base certificate field(s) and the Special Education academic content concentrations with designated cognitive levels identified on their certificate.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.176
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Education Physical and Health Disabilities Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.177. Special Education Preschool Ages 3-5 Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Special Education Preschool Ages 3-5 Endorsement the applicant must hold a level four (4) or higher renewable professional certificate in Birth Through Kindergarten, Elementary Education, or a Special Education field. The applicant must also complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Three (3)-Year Induction Special Education Preschool Ages 3-5 Endorsement the applicant must hold a level four (4) or higher Five (5)-Year Induction certificate in Birth Through Kindergarten, Elementary Education, or a Special Education field. The applicant must also complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Special Education Preschool Ages 3-5 endorsement is in-field to work with students ages 3-5 (below K) with disabilities other than visually and hearing impaired, under the following conditions: The educator may work collaboratively with a content area teacher of record in all content subjects. To serve as a teacher of record, the educator may teach only the content subjects of his/her base certificate field(s). If a preschool child is visually or hearing impaired, resource/consultative services must be provided by appropriately certified personnel associated with the sensory impairment.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.177
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Preschool Ages 3-5 Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-2-.178. Special Education Transition Specialist Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Special Education Transition Specialist Endorsement the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Special Education Transition Specialist Endorsement the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Special Education Transition Specialist Endorsement has strengthened and enhanced competency levels to serve as a transition specialist in grades 9-12, providing assistance in establishing post-school goals and objectives and facilitating the transition to work and community environments.

Cite as Ga. Comp. R. & Regs. R. 505-2-.178
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Education Transition Specialist Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.179. Special Education Visual Impairment Endorsement.

Eligibility Requirements.

(a) To be eligible for the professional Special Education Visual Impairment Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any Special Education P-12 Consultative field or the joint field of Special Education General Curriculum/Early Childhood Education and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Special Education Visual Impairment Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any Special Education P-12 Consultative field or the joint field of Special Education General Curriculum/Early Childhood Education and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).

(a) An individual with the Special Education Visual Impairment Endorsement is in-field to work with students with visual impairments in grades P-12. Educators are also in-field to provide educational services for special education preschool (ages 3-5). The previous statement is subject to the following conditions:

(i) The educator may work collaboratively with a content area teacher of record in all content subjects. To serve as a teacher of record, the educator may teach only the content subjects of the base certificate field(s) and the Special Education academic content concentration with designated cognitive levels identified on the certificate.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.179
Authority: Authority; O.C.G.A. 20-2-200.
History. Original Rule entitled "Special Education Visual Impairment Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.

Rule 505-2-.180. Multi-Tiered System of Supports (MTSS) Facilitator Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional or Five-Year Induction Multi-Tiered System of Supports Facilitator Endorsement, the applicant must hold a level four (4) or higher renewable professional or Five-Year Induction certificate in any field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Multi-Tiered System of Supports Facilitator Endorsement has strengthened and enhanced competency levels for performing assigned duties in the Multi-Tiered System of Supports Facilitator position.

Cite as Ga. Comp. R. & Regs. R. 505-2-.180
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Student Support Team Coordinator Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Repealed: New Rule entitled "Multi-Tiered System of Supports (MTSS) Facilitator Endorsement" adopted. F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-2-.181. Teacher Leader Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the Professional Teacher Leader Endorsement, an individual must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Induction Teacher Leader Endorsement, an individual must hold a level four (4) or higher Induction certificate in any teaching or service field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement** (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT). An individual holding the optional Teacher Leader Endorsement has strengthened and enhanced competencies to:

(a) Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;

(b) Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;

(c) Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction and assessment to standards;

(d) Model best practices in pedagogy and serve as a mentor and coach for other educators;

(e) Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning;

(f) Access and conduct research, and apply research findings to improve teaching and learning; and

(g) Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.

Cite as Ga. Comp. R. & Regs. R. 505-2-.181
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Leader Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-2-.182. Teacher Support and Coaching Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Teacher Support and Coaching Endorsement, the applicant must: hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **Certificates Not Issued.** The GaPSC does not issue the following certificate for this field:

(a) Supplemental Induction certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(3) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**. An individual holding the Teacher Support and Coaching Endorsement is in-field to supervise college students completing student teaching requirements, to mentor interns/beginning teachers, to guide practicums, and to support other professional learning experiences in a field-based setting.

Cite as Ga. Comp. R. & Regs. R. 505-2-.182
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Support Specialist Endorsement" adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.
Amended: Title changed to "Teacher Support and Coaching Endorsement." F. June 13, 2014; eff. July 3, 2014.
Amended: F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

Rule 505-2-.183. Work-Based Learning Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Work-Based Learning Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Work-Based Learning Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Work-Based Learning Endorsement is in-field to coordinate those programs in grades 6-12.

(a) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.183
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Work-Based Learning Endorsement" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

Rule 505-2-.184. Dual Immersion Elementary Education Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the renewable professional Dual Immersion Elementary Education endorsement, the applicant must meet the following requirements:

1. Hold a valid level four (4) or higher renewable professional certificate in a foreign language field;

2. Pass the GACE content assessment for Elementary Education at the Professional level; and

3. Complete a GaPSC-approved Dual Immersion Elementary Education endorsement program.

(b) To be eligible for the Supplemental Induction Dual Immersion Elementary Education endorsement, the applicant must meet the following requirements:

1. Be employed as a target language Elementary Education teacher in a dual immersion school;

2. Hold a valid level four (4) or higher Induction Pathway 1, 2, or 3 certificate in the dual immersion school's target language;

3. Pass the GACE content assessment for Elementary Education at the Induction level or higher; and

4. Be enrolled in a GaPSC-approved Dual Immersion Elementary Education endorsement program, with the following exception:

(i) Until such time as the GaPSC determines that a sufficient number of Dual Immersion Elementary Education endorsement programs have been approved by the GaPSC and are open for admission, the Supplemental Induction endorsement in this field may be issued to applicants who meet all other requirements but are not enrolled in an endorsement program.

(c) To be eligible for the Non-Renewable Professional Dual Immersion Elementary Education endorsement, the applicant must meet the following requirements:

1. Be employed as a target language Elementary Education teacher in a dual immersion school;

2. Hold a valid level four (4) or higher renewable professional certificate in the dual immersion school's target language; and

3. Pass the GACE content assessment for Elementary Education at the Professional level.

(2) **Validity.**

(a) The validity period of a renewable professional or Supplemental Induction Dual Immersion Elementary Education endorsement is the same as the base certificate it endorses (See GaPSC Rule **505-2-.14 ENDORSEMENTS**).

(b) The validity period of a Non-Renewable Professional Dual Immersion Elementary Education endorsement is two (2) years (See GaPSC-Rule **505-2-.14 ENDORSEMENTS**).

1. Until such time as the GaPSC determines that a sufficient number of Dual Immersion Elementary Education endorsement programs have been approved by the GaPSC and are open for admission, the following exceptions will be made to the requirements outlined in GaPSC-Rule **505-2-.14 ENDORSEMENTS**:

(i) A single two (2)-year extension of this Non-Renewable Professional endorsement may be issued to an educator who meets all requirements outlined in section (1)(c);

(ii) A single two (2)-year Non-Renewable Professional endorsement in this field may be issued to an educator who meets all requirements outlined in section (1)(c) above but has previously held a Supplemental Induction endorsement in this field for two (2) years;

(iii) A single one (1)-year Non-Renewable Professional endorsement in this field may be issued to an educator who meets all requirements outlined in section (1)(c) above but has previously held a Supplemental Induction endorsement in this field for three (3) years;

(iv) The total number of years for which an educator holds a Supplemental Induction or Non-Renewable Professional endorsement in this field may not exceed four (4).

(3) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)**. An individual holding the Dual Immersion Elementary Education endorsement is in-field to teach Elementary Education courses (grades P-5) only in a dual immersion setting in which content is delivered in a foreign language in which the educator holds certification. Holding this endorsement does not allow an educator to be in-field to teach any Elementary Education courses outside of a dual immersion setting.

Cite as Ga. Comp. R. & Regs. R. 505-2-.184
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dual Immersion Early Childhood Education Endorsement" adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: New title "Dual Immersion Elementary Education Endorsement." F. June 26, 2019; eff. July 1, 2019,as specified by the Agency.

Rule 505-2-.185. Autism Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Autism Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching or service field and complete other requirements outlined in GaPSC Rule 505-2-.14ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction Autism Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14ENDORSEMENTS.

(2) In-Field Statement (See GaPSC Rule 505-2-.40IN-FIELD ASSIGNMENT).

(a) An individual with the Autism Endorsement has strengthened and enhanced competency levels for working with students with autism. This endorsement does not replace the certification requirement of holding the appropriate special education base-field certificate for working with students with autism.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.185
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Special Education Autism Endorsement" adopted. F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Amended: New title "Autism Endorsement." F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.
Amended: F. June 5, 2018; eff. July 1, 2018, as specified by the Agency.

Rule 505-2-.186. Stem Education Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional STEM Education Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Supplemental Induction STEM Education Endorsement, the applicant must hold a level four (4) or higher Induction certificate in any teaching or service field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the STEM Education Endorsement has strengthened and enhanced competency levels in STEM content and instruction in the field and at the grade level of their base certification.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.186
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Stem Education Endorsement" adopted. F. Mar. 27, 2017; eff. Apr. 15, 2017, as specified by the Agency.

Rule 505-2-.187. Dramatic Writing Micro-Endorsement.

(1) **Eligibility Requirements.**

(a) Professional Certificate (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).

1. Hold a level four (4) or higher renewable professional certificate in Drama P-12, English 6-12 or Audio/Video Technology & Film 6-12.

2. Satisfy of one of the following options:

(i) Complete course work from a GaPSC-accepted accredited institution that covers writing pedagogy/methodology, playwriting, and screen/TV writing.

(ii) Complete the Georgia Film Academy Dramatic Writing Film, Television, and Theatre I training.

(iii) Complete the Dramatic Writing I Educator Course offered by the Georgia Department of Education.

3. Meet Standards of Conduct.

4. Request the certificate following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

1. A Three (3)-Year Non-Renewable Professional Dramatic Writing Micro-Endorsement may be issued at the request of a Georgia local unit of

administration (LUA) to an individual holding a valid level four (4) or higher professional certificate in Drama P-12, English 6-12 or Audio/Video Technology & Film 6-12 in order to meet requirements outlined in section (1)(a) above.

(c) Induction Certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

1. A Three (3)-Year Induction Dramatic Writing Micro-Endorsement may be issued at the request of a Georgia local unit of administration (LUA) to an individual holding a valid level four (4) or higher Five (5)-Year Induction certificate in Drama P-12, English 6-12 or Audio/Video Technology & Film 6-12 in order to meet requirements outlined in section (1)(a) above.

(d) Permit (See GaPSC Rule 505-2-.10 PERMIT CERTIFICATE).

1. Hold a valid Permit certificate in Drama P-12 or Audio/Video Technology & Film 6-12.

2. Satisfy of one of the following options:

   (i) Complete course work from a GaPSC-accepted accredited institution that covers writing pedagogy/methodology, playwriting, and screen/TV writing.

   (ii) Complete the Georgia Film Academy Dramatic Writing Film, Television, and Theatre I training.

   (iii) Complete the Dramatic Writing I Educator Course offered by the Georgia Department of Education.

3. Meet Standards of Conduct.

4. Have the Permit requested by the employing Georgia local unit of administration (LUA) following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(e) Adjunct License (See GaPSC Rule 505-2-.15 ADJUNCT LICENSE).

1. Hold a valid Adjunct license in Drama P-12, English 6-12 or Audio/Video Technology & Film 6-12.

2. Satisfy of one of the following options:

   (i) Complete course work from a GaPSC-accepted accredited institution that covers writing pedagogy/methodology, playwriting, and screen/TV writing.

(ii) Complete the Georgia Film Academy Dramatic Writing Film, Television, and Theatre I training.

(iii) Complete the Dramatic Writing I Educator Course offered by the Georgia Department of Education.

3. Meet Standards of Conduct.

4. Have the Adjunct License requested by the employing Georgia local unit of administration (LUA) following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Dramatic Writing Micro-Endorsement is in-field to teach dramatic writing courses when combined with the Drama P-12, English 6-12, or Audio/Video Technology & Film 6-12 teaching certificate.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.187
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dramatic Writing Micro-Endorsement" adopted. F. Oct. 3, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Repealed: New Rule with same titled adopted. F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-2-.188. Personalized Learning Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Personalized Learning Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(c) To be eligible for the Supplemental Induction Personalized Learning Endorsement, the applicant must hold a level four (4) or higher Induction Pathway

1, 2, or 3 certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Personalized Learning Endorsement has strengthened and enhanced competency to model personalized learning in the field and at the grade level of their base certification.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.188
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Personalized Learning Endorsement" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.189. Positive Behavior Intervention and Supports (PBIS) Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Positive Behavior Intervention and Supports Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(c) To be eligible for the Supplemental Induction Positive Behavior Intervention and Supports Endorsement, the applicant must hold a level four (4) or higher Induction Pathway 1, 2, or 3 certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Positive Behavior Intervention and Supports Endorsement has strengthened and enhanced competency to model PBIS in the field and at the grade level of their base certification.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.189
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Positive Behavior Intervention and Supports (PBIS) Endorsement" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.190. Urban Education Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Urban Education Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(c) To be eligible for the Supplemental Induction Urban Education Endorsement, the applicant must hold a level four (4) or higher Induction Pathway 1, 2, or 3 certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Urban Education Endorsement has strengthened and enhanced competency to teach in an urban setting in the field and at the grade level of their base certification.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.190
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Urban Education Endorsement" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.191. Agriculture Education Endorsement(P-5).

(1) **Eligibility Requirements.**

(a) Professional Certificate (See 505-2-.05 PROFESSIONAL CERTIFICATE).

(i) To be eligible for the professional P-5 Agriculture Education Endorsement, an individual must hold a level four (4) or higher renewable professional certificate in Agriculture 6-12 and complete a GaPSC-approved P-5 Agriculture Education Endorsement program; and

(ii) Request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(i) Non-Renewable Professional certificates in the field of P-5 Agriculture Education Endorsement are issued to individuals who meet the following:

1. Hold a valid level four (4) or higher professional certificate in Agriculture Education 6-12; and

2. Have the employing Georgia LUA request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(c) Induction Certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).

(i) Induction Pathway 1, 2, and 3 certificates in the field of P-5 Agriculture Education are issued to individuals who meet the following:

1. Complete a bachelor's degree or higher GaPSC-approved program in Agriculture Education 6-12 with an embedded P-5 Agriculture Education Endorsement;

2. Meet any additional Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS; and

3. Have the employing Georgia LUA request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(ii) Supplemental Induction certificates in the field of P-5 Agriculture Education are issued to individuals who meet the following:

1. Hold a valid level four (4) or higher Induction Pathway 1, 2, or 3 certificate in Agriculture Education 6-12; and

2. Have the employing Georgia LUA request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(d) Permit (See GaPSC Rule 505-2-.10 PERMIT CERTIFICATE).

(i) Permit certificates in the field of P-5 Agriculture Education are issued to individuals who meet the following:

1. Hold a valid Permit certificate in Agriculture Education 6-12;

2. Complete a GaPSC-approved P-5 Agriculture Education Endorsement program; and

3. Have the employing Georgia LUA request the certificate according to procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(e) Adjunct (See GaPSC Rule 505-2-.15 ADJUNCT LICENSE).

(i) Adjunct licenses are not issued in the field of P-5 Agriculture Education.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the P-5 Agriculture Education Endorsement is in-field to teach Agriculture Education courses in grades P-5.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.191
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Agriculture Education Endorsement(P-5)" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-2-.192. Dyslexia Endorsement.

(1) **Eligibility Requirements.**

(a) To be eligible for the professional Dyslexia Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching,

service or leadership field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(b) To be eligible for the Five-Year Induction Dyslexia Endorsement, the applicant must hold a level four (4) or higher Five-Year Induction certificate in any teaching field and complete other requirements outlined in GaPSC Rule 505-2-.14 ENDORSEMENTS.

(2) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).**

(a) An individual with the Dyslexia Endorsement has strengthened and enhanced competency for recognizing the characteristics of dyslexia and the ability to support students with dyslexia in the field and at the grade levels of their base certificate fields.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.192
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dyslexia Endorsement" adopted. F. Sep. 24, 2020; eff. Oct. 15, 2020, as specified by the Agency.

Rule 505-2-.193. Computer Science Micro-Endorsement.

(1) **Purpose.**

(a) The Computer Science Micro-Endorsement certificate is designated for teachers who are actively enrolled in and completing a GaPSC-approved Computer Science (P-12) Program or Computer Science Endorsement program that desire to begin teaching computer science introductory courses prior to completion of the program.

(2) **Professional and Induction Requirements.**

(a) Issuance.

(i) Hold a level four (4) or higher renewable Professional or Five (5) -Year Induction teaching certificate.

(ii) Verify enrollment in a GaPSC-approved Computer Science P-12 or Computer Science Endorsement program.

(iii) Verify successful completion of coursework from a GaPSC-approved Computer Science P-12 or Computer Science Endorsement provider addressing the following from standards outlined in GaPSC Rules 505-3-.41 COMPUTER SCIENCE PROGRAM or 505-3-.86 COMPUTER SCIENCE ENDORSEMENT PROGRAM:

(I) Computer science principles, digital / information literacy, computational thinking, and cybersecurity.

(iv) Meet Standards of Conduct.

(v) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

(i) Meet requirements outlined in the GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS.

(ii) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) **Three-Year Non-Renewable and Three-Year Induction Requirements.**

(a) Issuance.

(i) Hold a level four (4) or higher renewable Professional or Five (5) -Year Induction teaching certificate.

(ii) Verify enrollment in a GaPSC-approved Computer Science P-12 or Computer Science Endorsement program.

(iii) Meet Standards of Conduct.

(iv) Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Conversion.

(i) Verify successful completion of coursework from a GaPSC-approved Computer Science P-12 or Computer Science Endorsement provider addressing the following from standards outlined in GaPSC Rules 505-3-.41 COMPUTER SCIENCE PROGRAM or 505-3-.86 COMPUTER SCIENCE ENDORSEMENT PROGRAM:

(I) Computer science principles, digital / information literacy, computational thinking, and cybersecurity.

(ii) Meet Standards of Conduct.

(iii) Apply for certification following procedures outlined in GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(5) **In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT).** An individual with the Computer Science Micro-Endorsement is in-field to teach identified courses in Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.193
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Computer Science Micro-Endorsement" adopted. F. June 22, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-2-.194. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.194

Rule 505-2-.195. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.195

Rule 505-2-.196. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.196

Rule 505-2-.197. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.197

Rule 505-2-.198. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.198

Rule 505-2-.199. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.199

Rule 505-2-.200. Audiology.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable certificate in the field of Audiology based on completion of one of the following options:

(i) Completion of an American Speech, Language and Hearing Association (AHSA) approved master's degree or higher from a GaPSC-accepted accredited institution in Audiology;

(ii) Completion of a state-approved certification preparation program in Audiology at the master's degree level (level 5) or higher;

(iii) Submission of a valid State of Georgia Audiologist license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43; or

(iv) Submission of a valid Certificate of Clinical Competence in Audiology from the American Speech, Language and Hearing Association (ASHA).

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of Audiology:

(i) Recency of Study; and

(ii) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional certificates in the field of Audiology are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

(i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree or higher in Audiology and is missing Special Georgia Requirements; and

(ii) The applicant holds an expired Georgia Clear Renewable Audiology certificate or a professional out-of-state certificate in Audiology (valid or expired) at the master's degree level or higher to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange Certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29);

(g) Adjunct License (See Rule 505-2-.40); and

(h) Non-Renewable Non-Professional (See Rule 505-2-.30).

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add Audiology to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial Audiology certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24):**

(a) To renew a Clear Renewable Audiology certificate, an applicant must meet one of the following options:

1. Completion of Standard Renewal Requirements;

2. Submission of a valid State of Georgia Audiology license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43; or

3. Submission of a valid Certificate of Clinical Competence in Audiology from the American Speech, Language and Hearing Association (ASHA).

(5) **In-Field Statement (See Rule505-2-.26).**

(a) Educators certified in Audiology are in-field to serve as an Audiologist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.200
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Audiology" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.201. Media Specialist.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable Certificate in the field of Media Specialist based on completion of a state-approved certification preparation program in Media Specialist at the master's degree level (level 5) or higher; and

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of Media Specialist:

(i) Content Knowledge Assessment;

(ii) Recency of Study;

(iii) Special Education - coursework in the identification and education of children who have special educational needs; and

(iv) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional Certificates in the field of Media Specialist are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

(i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree level or higher in Media Specialist and is missing Special Georgia Requirements;

(ii) The applicant has satisfied all other Clear Renewable Certificate requirements except that the highest degree held is a state-approved Media Specialist certification preparation program at the bachelor's degree level (level 4);

(iii) The applicant holds an expired Georgia Media Specialist certificate or a professional out-of-state certificate in Media Specialist (valid or expired) to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements; and

(iv) The applicant currently holds a Clear Renewable Certificate in any field at a level 4 or higher, and can provide verification of acceptance into a state-approved certification preparation Media Specialist certification preparation program at the master's degree level (level 5) or higher.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(c) Non-Renewable Non-Professional Certificate (See Rule 505-2-.30):

1. If the applicant does not hold any educator certificate, a Non-Renewable Non-Professional Certificate in this field may be issued at the request of a school system based on employment and submission of the Application for Certification and following:

(i) Official transcripts reflecting a bachelor's degree or higher from a GaPSC-accepted accredited institution;

(ii) Documentation verifying satisfactory completion of the Basic Skills Requirement;

(iii) Satisfactory completion of the Georgia state-approved content assessment; and

(iv) Verification of acceptance into a state-approved Media Specialist certification preparation program at the master's degree level or higher.

2. Educators holding a Non-Renewable Non-Professional certificate must meet all requirements outlined in (1)(a) and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Non-Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange Certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29); and

(g) Adjunct License (See Rule 505-2-.40)

(3) **To Add the Field (See Rule505-2-.25).**

a. To add Media Specialist to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in 1(a) for an initial Media Specialist (P-12) certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24).**

a. To renew a Clear Renewable Media Specialist certificate, an applicant must complete Standard Renewal Requirements.

(5) **In-Field Statement (See Rule505-2-.26).**

a. Educators certified in Media Specialist are in-field to serve as a Media Specialist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.201
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Media Specialist" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.202. School Counseling.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable certificate in the field of School Counseling based on completion of one of the following options:

(i) Completion of a state-approved certification preparation program in School Counseling at the master's degree level (level 5) or higher;

(ii) Completion of a master's degree or higher in a counseling area and submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors; or

(iii) Completion of a master's degree or higher in a counseling area and submission of a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2 .20) applicable to the field of School Counseling:

(i) Content Knowledge Assessment;

(ii) Recency of Study;

(iii) Special Education - coursework in the identification and education of children who have special educational needs; and

(iv) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional certificates in the field of School Counseling are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

(i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree level or higher in School Counseling and is missing Special Georgia Requirements;

(ii) The applicant has satisfied all other requirements EXCEPT that the highest degree held is a bachelor's degree (level 4) state-approved certification preparation program in School Counseling, for completion of the options outlined in (1)(a);

(iii) The applicant holds an expired Georgia Clear Renewable certificate or professional out-of-state certificate in School Counseling (valid or expired) at the bachelor's degree level, for completion of the options outlined in (1)(a);

(iv) The applicant holds a Clear Renewable certificate in any field at the bachelor's degree level (level 4) or higher, has completed a master's or higher degree in any counseling area, and can submit verification of acceptance into a state-approved certification preparation program in School Counseling; or

(v) The applicant holds an expired Georgia Clear Renewable School Counseling certificate or a professional out-of-state certificate in School Counseling (valid or expired) at the master's degree level or higher to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(c) Non-Renewable Non-Professional Certificate (See Rule 505-2-.30):

1. If the applicant does not hold any educator certificate, a Non-Renewable Non-Professional certificate in this field may be issued at the request of a school system based on employment and submission of the Application for Certification and following:

(i) Official transcripts reflecting completion of a master's degree or higher from a GaPSC-accepted accredited institution in any counseling area, or Master of Social Work degree, or submission of a valid State of Georgia Clinical Social Work license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43;

(ii) Satisfactory completion of the Georgia state-approved content assessment (See Rule 505-2-.06); and

(iii) Verification of acceptance into a state-approved certification preparation program in School Counseling at the master's degree level or higher.

2. Educators holding a Non-Renewable Non-Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Non-Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29); and

(g) Adjunct License (See Rule 505-2-.40).

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add School Counseling to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial School Counseling certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24).**

(a) To renew a Clear Renewable School Counseling certificate, an applicant must meet one of the following options:

1. Completion of Standard Renewal Requirements;

2. Submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors; or

3. Submission of a valid State of Georgia Professional Counselors license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

(5) **In-Field Statement (See Rule505-2-.26).**

(a) Educators certified in School Counseling are in-field to serve as a School Counselor in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.202
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Counseling" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. Dec. 14, 2007; eff. Jan. 15, 2008, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.203. School Nutrition Director.

(1) **Initial Certificate Requirements**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable certificate in the field of School Nutrition Director based on completion of one of the following options and Special Georgia Requirements:

(i) Completion of a state-approved certification preparation program in School Nutrition Director at the master's degree level or higher;

(ii) Completion of a master's degree program or higher from a GaPSC-accepted accredited institution in a related field (i.e. dietetics, nutrition, foods, food service management, hotel/restaurant management, culinary, food science, family and consumer science, education, public health, health, biological sciences, chemistry, and business) and, if no program is available, a GaPSC evaluation of prescribed School Nutrition Director certification coursework to include the courses below:

(I) Six (6) semester hours of course work in food and/or nutrition taken above the sophomore level;

(II) Nine (9) semester hours in the areas of psychology or sociology of the school-age child or adult, personnel management and methods of principles of education, with no more than six (6) hours in any one area. Evidence of having met membership requirements of the American Dietetic

Association will substitute for these nine (9) semester hours; and

(III) Fifteen (15) semester hours of acceptable graduate work including nine (9) semester hours in food service administration/management or other approved management substitutes, and six (6) semester hours in food, nutrition, or nutrition education.

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of School Nutrition Director:

   (i) Recency of Study; and

   (ii) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional certificates in the field of School Nutrition Director are issued at the request of a school system based on employment and following General Procedures for Certification Application:

   (i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree level or higher in School Nutrition Director and is missing Special Georgia Requirements;

   (ii) The applicant holds an expired Georgia Clear Renewable School Nutrition Director certificate or a professional out-of-state certificate in School Nutrition Director (valid or expired) at the master's degree level or higher, to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements;

   (iii) The applicant holds any bachelor's degree (level 4) or higher Clear Renewable teaching certificate and verifies acceptance into a state-approved certification preparation program in School Nutrition Director at the master's degree level or higher; or

   (iv) The applicant holds a Clear Renewable teaching certificate at the bachelor's degree level or higher and verifies acceptance into a master's degree program in a related field (i.e. dietetics, nutrition, foods, food service management, hotel/restaurant management, culinary, food science, family and consumer science, education,

public health, health, biological sciences, chemistry, and business) and obtains a GaPSC prescribed program evaluation.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(c) Non-Renewable Non-Professional Certificate Requirements (See Rule 505-2-.30):

1. If the applicant does not hold any educator certificate, a Non-Renewable Non-Professional certificate in this field may be issued at the request of a school system based on employment and submission of the Application for Certification and the following:

(i) Official transcripts reflecting a bachelor's degree or higher from a GaPSC-accepted accredited institution;

(ii) Documentation verifying satisfactory completion of the Basic Skills Requirement;

(iii) Verification of acceptance into a state-approved School Nutrition Director certification preparation program or, if no program is available, a GaPSC evaluation of prescribed School Nutrition Director certification coursework;

(iv) Official transcripts reflecting completion of or enrollment in a master's degree program with an academic major in institutional foods or institutional management; or

(v) Official transcripts reflecting completion of or enrollment in a master's degree program in a related-field (i.e. dietetics, nutrition, foods, food service management, hotel/restaurant management, culinary, food science, family and consumer science, education, public health, health or biological sciences, chemistry, and business).

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29); and

(g) Adjunct License (See Rule 505-2-.40)

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add School Nutrition Director to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial School Nutrition Director certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24).**

(a) To renew a Clear Renewable School Nutrition Director certificate, an applicant must complete Standard Renewal Requirements.

(5) **In-Field Statement (See Rule505-2-.26).**

(a) Educators certified as School Nutrition Director are in-field to serve as a School Nutrition Director in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.203
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Nutrition Director" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 12, 2009; eff. July 15, 2009, as specified by the Agency.
Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.204. School Psychology.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable certificate in the field of School Psychology based on completion of one of the following options and Special Georgia Requirements:

(i) Completion of a state-approved certification preparation program in School Psychology at the specialist's degree level (level 6) or higher;

(ii) Completion of a National Association of School Psychologists (NASP) approved School Psychology program; or

(iii) Submission of a valid National Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board.

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of School Psychology:

   (i) Content Knowledge Assessment;

   (ii) Recency of Study; and

   (iii) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional certificates in the field of School Psychology are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

   (i) The applicant has met all requirements of a state-approved certification preparation program or NASP-approved program at the specialist degree level or higher in School Psychology and is missing Special Georgia Requirements;

   (ii) The applicant has satisfied all other requirements EXCEPT that the highest degree held is a non NASP-approved master's degree (level 5) in School Psychology, for completion of the options outlined in (1)(a); or

   (iii) The applicant holds an expired Georgia Clear Renewable School Psychology certificate or a professional out-of-state certificate in School Psychology (valid or expired) at level 6 or higher, to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29);

(g) Adjunct License (See Rule 505-2-.40); and

(h) Non-Renewable Non-Professional (See Rule 505-2-.30).

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add School Psychology to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial School Psychology certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24)**.

(a) To renew a Clear Renewable School Psychology certificate, an applicant must meet one of the following options:

1. Completion of Standard Renewal Requirements;

2. Submission of a valid National Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board; or

3. Submission of a valid State of Georgia Psychologist license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

(5) **In-Field Statement (See Rule505-2-.26)**.

(a) Educators certified in School Psychology are in-field to serve as a School Psychologist in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.204
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Psychology" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.205. School Social Work.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03):

1. An applicant is eligible for a Clear Renewable certificate in the field of School Social Work based on completion of one of the following options:

(i) Completion of a Master of Social Work (M.S.W.) degree from a GaPSC-accepted accredited institution and satisfying Special Georgia Requirements and the Basic Skills Requirement;

(ii) Completion of a state-approved certification preparation program in School Social Work at the master's degree level (level 5) or higher and satisfying Special Georgia Requirements; and

(iii) Submission of a valid State of Georgia Master Social Worker's or Clinical Social Worker's license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of School Social Work:

(i) Recency of Study; and

(ii) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06).

1. Non-Renewable Professional certificates in the field of School Social Work are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

(i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree level or higher in School Social Work and is missing Special Georgia Requirements;

(ii) The applicant has satisfied all other Clear Renewable certificate requirements except that the highest degree held is in Social Work at

the bachelor's degree level (level 4) for completion of the options outlined in (1)(a);

(iii) The applicant currently holds a Clear Renewable certificate in any field at a level 4 or higher and presents verification of acceptance into either a state-approved certification preparation program in School Social Work at the master's degree level or higher or a GaPSC-accepted accredited Master of Social Work (M.S.W.) degree program for completion of the options outlined in (1)(a); or

(iv) The applicant holds an expired Georgia Clear Renewable School Social Work certificate or a professional out-of-state certificate in School Social Work (valid or expired) at the master's degree level or higher to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29);

(g) Adjunct License (See Rule 505-2-.40); and

(h) Non-Renewable Non-Professional (See Rule 505-2-.30).

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add School Social Work to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial School Social Work certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24)**.

(a) To renew a Clear Renewable School Social Work certificate, an applicant must meet one of the following options:

1. Completion of Standard Renewal Requirements; or

2. Submission of valid State of Georgia Master Social Worker's or Clinical Social Worker's license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

(5) **In-Field Statement (See Rule505-2-.26)**.

(a) Educators certified in School Social Work are in-field to serve as a School Social Worker in grades P-12.

Cite as Ga. Comp. R. & Regs. R. 505-2-.205
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "School Social Work" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff May 15, 2009, as specified by the Agency.
Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff Oct. 14, 2012.

Rule 505-2-.206. Speech and Language Pathology.

(1) **Initial Certificate Requirements.**

(a) Clear Renewable Certificate (See Rule 505-2-.03);

1. An applicant is eligible for a Clear Renewable certificate in the field of Speech and Language Pathology based on completion of one of the following options and Special Georgia Requirements:

(i) Completion of a state-approved certification preparation program in Speech and Language Pathology at the master's degree level (level 5) or higher;

(ii) Completion of a master's degree level or higher program approved by the American Speech, Language and Hearing Association (ASHA);

(iii) Submission of a valid ASHA Certificate of Clinical Competence in Speech and Language Pathology; or

(iv) Submission of a valid State of Georgia Speech and Language Pathologist license issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

2. An applicant must meet the Special Georgia Requirements (See Rule 505-2.20) applicable to the field of Speech and Language Pathology:

   (i) Content Knowledge Assessment;

   (ii) Recency of Study; and

   (iii) Standards of Conduct.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06):

1. Non-Renewable Professional certificates in the field of Speech and Language Pathology are issued in the following situations at the request of a school system based on employment and following General Procedures for Certification Application:

   (i) The applicant has met all requirements of a state-approved certification preparation program at the master's degree level or higher in Speech and Language Pathology and is missing Special Georgia Requirements;

   (ii) The applicant has satisfied all other requirements EXCEPT that the highest degree held is a bachelor's degree (level 4) state-approved certification preparation program in Speech and Language Pathology, for completion of the options outlined in (1)(a);

   (iii) The applicant holds an expired Georgia Clear Renewable certificate or professional out-of-state certificate in Speech and Language Pathology (valid or expired) at the bachelor's degree level, for completion of the options outlined in (1)(a); or

   (iv) The applicant holds an expired Georgia Clear Renewable Speech and Language Pathology certificate or a professional out-of-state certificate in Speech and Language Pathology (valid or expired) at the master's degree level or higher to meet Special Georgia Requirements outlined in (1)(a) and/or Standard Renewal Requirements.

2. Educators holding a Non-Renewable Professional certificate must meet all requirements outlined by the GaPSC and convert to a Clear Renewable certificate prior to the end validity of the Non-Renewable Professional certificate.

(2) **The GaPSC does not issue the following certificates for this field:**

(a) International Exchange certificate (See Rule 505-2-.08);

(b) Permit (See Rule 505-2-.10);

(c) ADAC (See Rule 505-2-.04);

(d) Core Academic (See Rule 505-2-.27);

(e) Clinical Practice (See Rule 505-2-.28);

(f) One-Year Supervised Practicum (See Rule 505-2-.29);

(g) Adjunct License (See Rule 505-2-.40); and

(h) Non-Renewable Non-Professional (See Rule 505-2-.30).

(3) **To Add the Field (See Rule505-2-.25).**

(a) To add Speech and Language Pathology to an existing Clear Renewable certificate in any field, an applicant must complete the requirements outlined in (1)(a) for an initial Speech and Language Pathology certificate to include all applicable Special Georgia Requirements.

(4) **Renewal Requirements (See Rule505-2-.24).**

(a) To renew a Clear Renewable Speech and Language Pathology certificate, an applicant must meet one of the following options:

1. Completion of Standard Renewal Requirements;

2. Submission of a valid ASHA Certificate of Clinical Competence in Speech and Language Pathology; or

3. Submission of a valid State of Georgia license in Speech and Language Pathology issued by the Professional Licensing Boards Division of the Office of the Secretary State, O.C.G.A. Title 43.

(5) **In-Field Statement (See Rule505-2-.26)**.

(a) Educators certified in Speech and Language Pathology are in-field to serve as a Speech and Language Pathologist in grades P-12 and to provide related educational support or direct intervention for all students in grades P-12 whose Individual Education Program (IEP) indicates instructional needs in the area of Speech and Language Pathology.

Cite as Ga. Comp. R. & Regs. R. 505-2-.206
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Speech and Language Pathology" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Dec. 14, 2004; eff. Jan. 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New rule with same title adopted. F. Sep. 24, 2012; eff. Oct. 14, 2012.

Rule 505-2-.207. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.207

Rule 505-2-.208. Instructional Technology.

(1) **Certification Requirements**.

(a) Educators holding a valid Clear Renewable certificate Level 4 or higher Georgia Teaching (T), Service (S), Technical Specialist (TS), or Leadership (L or PL) certificate are eligible to add the Instructional Technology certificate by completing a GaPSC approved program as described in 505-3-.54 and completion of the Georgia-state approved content assessment.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06).

1. A Non-Renewable Certificate in this field may be issued at the request of an employing system for an out-of-state applicant who completes state-approved requirements for Instructional Technology certification except for satisfying Special Georgia Requirements.

(c) International Exchange Certificate (See Rule 505-2-.08).

1. An International Exchange Certificate is not issued for this field.

(d) Permit (See Rule 505-2-.10).

1. A Permit is not issued for this field.

(e) Non-Renewable Non-Professional Certificate (See Rule 505-2-.30).

1. A Non-Renewable Non-Professional Certificate is not issued for this field.

(f) ADAC (See Rule 505-2-.04).

1. An ADAC Certificate is not issued for this field.

(g) Core Academics (See Rule 505-2-.27).

1. A Core Academic Certificate is not issued for this field.

(h) Clinical Practice (See Rule 505-2-.28).

1. A Clinical Practice Certificate is not issued for this field.

(i) One Year Supervised Practicum (See Rule 505-2-.29).

1. A One Year Supervised Practicum Certificate is not issued for this field.

(j) Adjunct License (See Rule 505-2-.40).

1. An Adjunct License is not issued for this field.

(2) **Renewal Requirements** (See Rule 505-2-.24).

(3) **Content Assessment Requirement.**

(a) Georgia-certified educators who complete an out-of-state program leading to certification in Instructional Technology must pass the Georgia state-approved content assessment(s).

(b) Educators certified in other states who seek initial GaPSC certification through interstate reciprocity are not required to pass the Georgia state-approved content assessment(s) if a content assessment was passed in order to earn professional certification in Instructional Technology. See GaPSC Certification Rule 505-2-.15 Certification by Interstate Reciprocity.

(4) **In-field Statement.** An individual holding the Instructional Technology Certificate (grades P-12) has strengthened and enhanced competency levels to include:

(a) Visionary Leadership. The educator demonstrates the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

(b) Teaching, Learning, & Assessment. The educator demonstrates the knowledge, skills, and dispositions to effectively integrate technology into his/her own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

(c) Digital Learning Environments. The educator demonstrates the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

(d) Digital Citizenship & Responsibility. The educator demonstrates the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

(e) Professional Learning & Program Evaluation. The educator processes the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

(f) Candidate Professional Growth & Development. The educator demonstrates the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

Cite as Ga. Comp. R. & Regs. R. 505-2-.208
Authority: Authority O.C.G.A. 20-2-200.
History. Original Rule entitled "Instructional Technology" adopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.

Rule 505-2-.209. Teacher Leadership.

(1) **Certification Requirements**.

(a) Educators holding a valid Clear Renewable, Level 4 or higher Georgia Teaching (T), Service (S), Technical Specialist (TS), or Leadership (L or PL) certificate are eligible to add the Teacher Leadership certificate by completing a GaPSC approved program as described in 505-3-.53 and completion of the Georgia state-approved content assessment.

(b) Non-Renewable Professional Certificate (See Rule 505-2-.06).

1. A Non-Renewable Certificate in this field may be issued at the request of an employing system for an out-of-state applicant who completes state-approved requirements for Teacher Leadership certification except for satisfying Special Georgia Requirements.

(c) International Exchange Certificate (See Rule 505-2-.08).

1. An International Exchange Certificate is not issued for this field.

(d) Permit (See Rule 505-2-.10).

1. A Permit is not issued for this field.

(e) Non-Renewable Non-Professional Certificate (See Rule 505-2-.30).

1. A Non-Renewable Non-Professional Certificate is not issued for this field.

(f) ADAC (See Rule 505-2-.04).

1. An ADAC Certificate is not issued for this field.

(g) Core Academics (See Rule 505-2-.27).

1. A Core Academic Certificate is not issued for this field.

(h) Clinical Practice (See Rule 505-2-.28).

1. A Clinical Practice Certificate is not issued for this field.

(i) One Year Supervised Practicum (See Rule 505-2-.29).

1. A One Year Supervised Practicum Certificate is not issued for this field.

(j) Adjunct License (See Rule 505-2-.40).

1. An Adjunct License is not issued for this field.

(2) **Renewal Requirements** (See Rule 505-2-.24).

(3) **Content Assessment Requirement**.

(a) Georgia-certified educators who complete an out-of-state program leading to certification in Teacher Leadership must pass the Georgia state-approved content assessment(s).

(b) Educators certified in other states who seek initial GaPSC certification through interstate reciprocity are not required to pass the Georgia state-approved content assessment(s) if a content assessment was passed in order to earn professional certification in Teacher Leadership. See GaPSC Certification Rule 505-2-.15 Certification by Interstate Reciprocity.

(4) **In-field Statement**. An individual holding the Teacher Leadership Certificate (grades P-12) has strengthened and enhanced competency levels to include:

(a) Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

(b) Work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.

(c) Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

(d) Model best practices in pedagogy and serve as a mentor and coach for other educators.

(e) Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

(f) Access and conduct research, and apply research findings to improve teaching and learning.

(g) Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Cite as Ga. Comp. R. & Regs. R. 505-2-.209
Authority: Authority O.C.G.A. 20-2-200.
History. Repealed: Original Rule entitled "Teacher Leadership" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.

Rule 505-2-.210. Curriculum and Instruction.

(1) Certification Requirements.

(a) Educators holding a valid Clear Renewable, Level 4 or higher Georgia Teaching (T), Service (S), Technical Specialist (TS), or Leadership (L or PL) certificate are eligible to add the Curriculum and Instruction certificate by completing a GaPSC approved program as described in Rule 505-3-.55 and completion of the Georgia-state approved content assessment.

(b) Non-Renewable Professional Certificate (See Rule505-2-.06).

1. A Non-Renewable Certificate in this field may be issued at the request of an employing System for an out-of-state applicant who completes state-

approved requirements for Curriculum and Instruction certification except for satisfying Special Georgia Requirements.

(c) International Exchange Certificate (See Rule505-2-.08).

1. An International Exchange Certificate is not issued for this field.

(d) Permit (See Rule505-2-.10).

1. A Permit is not issued for this field.

(e) Non-Renewable Non-Professional Certificate (See Rule505-2-.30).

1. A Non-Renewable Non-Professional Certificate is not issued for this field.

(f) ADAC (See Rule505-2-.04).

1. An ADAC Certificate is not issued for this field.

(g) Core Academics (See Rule505-2-.27).

1. A Core Academic Certificate is not issued for this field.

(h) Clinical Practice (See Rule505-2-.28).

1. A Clinical Practice Certificate is not issued for this field.

(i) One Year Supervised Practicum (See Rule505-2-.29).

1. A One Year Supervised Practicum Certificate is not issued for this field.

(j) Adjunct License (See Rule505-2-.40).

1. An Adjunct License is not issued for this field.

(2) Renewal Requirements (See Rule505-2-.24).

(3) Content assessment requirement.

(a) Georgia-certified educators who complete an out-of-state program leading to certification in Curriculum and Instruction must pass the Georgia state-approved content assessment.

(b) Educators certified in other states who seek initial GaPSC certification through interstate reciprocity are not required to pass the Georgia state-approved content assessment(s) if a content assessment was passed in order to earn professional

certification in Curriculum and Instruction. See GaPSC Certification Rule 505-2-.15 Certification by Interstate Reciprocity.

(4) In-field Statement. An individual holding the Curriculum and Instruction Certificate (grades P-12) has strengthened and enhanced competency levels to include:

(a) Design, implement, and evaluate curriculum that promotes student learning.

(b) Plan, implement, and evaluate instruction to facilitate student learning.

(c) Demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.

(d) Demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

(e) Promote student learning and contribute to the teaching profession by applying research.

(f) Use multiple sources of assessment for maximizing student learning.

(g) Model high standards of professional practice.

Cite as Ga. Comp. R. & Regs. R. 505-2-.210
Authority: O.C.G.A. 20-2-200.
History. New Rule entitled "Curriculum and Instruction" adopted. F. Dec. 20, 2012; eff. Jan. 15, 2012.

Rule 505-2-.211. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.211

Rule 505-2-.212. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.212

Rule 505-2-.213. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.213

Rule 505-2-.214. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.214

Rule 505-2-.215. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.215

Rule 505-2-.216. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.216

Rule 505-2-.217. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.217

Rule 505-2-.218. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.218

Rule 505-2-.219. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.219

Rule 505-2-.220. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.220

Rule 505-2-.221. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.221

Rule 505-2-.222. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.222

Rule 505-2-.223. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.223

Rule 505-2-.224. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.224

Rule 505-2-.225. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.225

Rule 505-2-.226. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.226

Rule 505-2-.227. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.227

Rule 505-2-.228. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.228

Rule 505-2-.229. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.229

Rule 505-2-.230. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.230

Rule 505-2-.231. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.231

Rule 505-2-.232. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.232

Rule 505-2-.233. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.233

Rule 505-2-.234. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.234

Rule 505-2-.235. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.235

Rule 505-2-.236. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.236

Rule 505-2-.237. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.237

Rule 505-2-.238. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.238

Rule 505-2-.239. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.239

Rule 505-2-.240. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.240

Rule 505-2-.241. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.241

Rule 505-2-.242. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.242

Rule 505-2-.243. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.243

Rule 505-2-.244. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.244

Rule 505-2-.245. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.245

Rule 505-2-.246. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.246

Rule 505-2-.247. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.247

Rule 505-2-.248. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.248

Rule 505-2-.249. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.249

Rule 505-2-.250. Service Endorsements.

(1) General information related to endorsements may be found in PSC Rule 505-2-.12. In addition, service endorsements are available to add to certificates in teaching and service fields.

(2) The following service endorsements may be added to teaching or service certificates:

(a) Teacher Support Specialist Endorsement. PSC Rule 505-2-.251.

(b) Student Support Team (SST) Coordinator Endorsement. PSC Rule 505-2-.252.

(c) Reading Endorsement. PSC Rule 505-2-.163.

(3) The following endorsements may be added to the Service certificate field of Speech and Language Pathology:

(a) Instructional Supervision Endorsement. PSC Rule 505-2-.355.

(b) Special Education Pre-School (Ages 3-5) Endorsement. PSC Rule 505-2-.172.

Cite as Ga. Comp. R. & Regs. R. 505-2-.250
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Service Endorsements" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.

Rule 505-2-.251. Teacher Support Specialist Endorsement.

(1) To be eligible for the Teacher Support Specialist Endorsement see PSC Rule 505-2-.12.

(a) In addition, the applicant must have completed three years of acceptable school experience as outlined in PSC Rule 505-2-.37.

(2) In-Field Statement (See PSC Rule 505-2-.26). An individual with the Teacher Support Specialist Endorsement is in-field to supervise college students completing student teaching requirements, to mentor interns/beginning teachers, to guide practicum, and to support other professional learning experiences in a field-based setting.

Cite as Ga. Comp. R. & Regs. R. 505-2-.251
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Teacher Support Specialist Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.

Rule 505-2-.252. Student Support Team (SST) Coordinator Endorsement.

(1) To be eligible for the Student Support Team (SST) Coordinator Endorsement, the applicant must hold a Clear Renewable Certificate at level 4 or higher in any Teaching, Leadership, or Service field and complete other requirements outlined in PSC Rule 505-2-.12.

(2) In-Field Statement (See Rule 505-2-.26). An individual with the Student Support Team (SST) Coordinator Endorsement has strengthened and enhanced competency levels for performing assigned duties in the Student Support Team Coordinator position.

Cite as Ga. Comp. R. & Regs. R. 505-2-.252
Authority: O.C.G.A. 20-2-200 .
History. Original Rule entitled "Student Support Team (SST) Coordinator Endorsement" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.

Rule 505-2-.253. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.253

Rule 505-2-.254. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.254

Rule 505-2-.255. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.255

Rule 505-2-.256. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.256

Rule 505-2-.257. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.257

Rule 505-2-.258. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.258

Rule 505-2-.259. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.259

Rule 505-2-.260. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.260

Rule 505-2-.261. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.261

Rule 505-2-.262. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.262

Rule 505-2-.263. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.263

Rule 505-2-.264. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.264

Rule 505-2-.265. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.265

Rule 505-2-.266. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.266

Rule 505-2-.267. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.267

Rule 505-2-.268. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.268

Rule 505-2-.269. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.269

Rule 505-2-.270. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.270

Rule 505-2-.271. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.271

Rule 505-2-.272. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.272

Rule 505-2-.273. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.273

Rule 505-2-.274. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.274

Rule 505-2-.275. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.275

Rule 505-2-.276. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.276

Rule 505-2-.277. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.277

Rule 505-2-.278. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.278

Rule 505-2-.279. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.279

Rule 505-2-.280. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.280

Rule 505-2-.281. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.281

Rule 505-2-.282. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.282

Rule 505-2-.283. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.283

Rule 505-2-.284. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.284

Rule 505-2-.285. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.285

Rule 505-2-.286. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.286

Rule 505-2-.287. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.287

Rule 505-2-.288. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.288

Rule 505-2-.289. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.289

Rule 505-2-.290. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.290

Rule 505-2-.291. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.291

Rule 505-2-.292. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.292

Rule 505-2-.293. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.293

Rule 505-2-.294. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.294

Rule 505-2-.295. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.295

Rule 505-2-.296. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.296

Rule 505-2-.297. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.297

Rule 505-2-.298. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.298

Rule 505-2-.299. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.299

Rule 505-2-.300. Educational Leadership.

(1) This rule outlines a certificate structure that includes a Non-Renewable certificate (NPL) for educators hired in a leadership position conditioned upon completion of a GaPSC-approved Performance-Based Educational Leadership Program resulting in Clear Renewable (PL) certification for either building level or school system level leaders. Educators who serve in a leadership role for the purpose of completing residency requirements of a GaPSC-approved Educational Leadership Program are not issued a NPL. Upon completion of the Performance-Based Educational Leadership Program for either building level or school system level leaders, a Clear Renewable Leadership certificate is issued. The companion Educator Preparation rule (see PSC Rule 505-3-.58) describes the structure of Educational Leadership Preparation Programs and should be read to develop an understanding of the certification rule for Educational Leadership.

(2) Definitions of Leadership Position and Leadership Role. A Leadership position as determined by the Georgia Department of Education is one that requires the employee in that position to hold an Educational Leadership certificate and is one in which the employee has specified authority and supervisory responsibilities. In contrast to leadership positions, leadership roles are those job assignments that do not require a leadership certificate and in which the employee does not have specified authority or supervisory responsibilities. In order to complete Educational Leadership certification requirements, educators who are employed in leadership roles but who do not hold a leadership position must be assigned some leadership responsibilities at the school or

system level in order to complete the program residency requirements as determined by the provider and employing system. The assignment of any leadership responsibilities to an individual in a leadership role carries with it no promise of a future leadership position and no promise of compensation beyond what the local board of education would normally pay. Assignments that include some leadership responsibilities are made only for the purpose of allowing leadership program candidates to complete residency requirements as outlined in Educator Preparation Rule 505-3-.58 and accompanying Guidelines.

(3) Newly Prepared in a Georgia Performance-Based Educational Leadership Program.

(a) Applicable to educators who hold a Master's Degree in Educational Leadership or a master's degree or higher in any education field, or in other GaPSC-accepted non-education fields. Upon employment in a leadership position, the school system will request the Non-Renewable Performance-Based Educational Leadership (NPL) certificate required for placement into an appropriate leadership position. The NPL certificate is valid for five (5) years. The candidate then will have five (5) years to complete a GaPSC-approved Performance-Based Leadership Program at the Specialist (Level 6) or Doctoral (Level 7) level. GaPSC issues the NPL with an understanding that the Local Education Administration (LEA) and GaPSC-approved Provider have established a partnership for completing program requirements. For educators assigned leadership roles for the purpose of completing residency requirements are not issued a certificate.

1. The Performance-Based Educational Leadership Program is offered at the building-level or school system-level, based on the specific job assignment of the educator.

2. Individuals serving in the position of Superintendent and individuals assigned concurrent job responsibilities at both the building and system level must hold both the building and system-level certificates.

3. Educators who work for state education agencies, regional education agencies, universities, technical colleges or non-profits with an education or human services focus are eligible to earn a system level certificate.

(b) Upon completion of the Performance-Based Educational Leadership Program, the educator is recommended by the GaPSC-approved provider for a Clear Renewable, Performance-Based Leadership (PL) certificate at the building or system level.

(4) The Non-Renewable (NL) Pre-Service Leadership certificate received prior to December 15, 2010. These certificates, based on the previous requirements of completing a master's degree or higher and passing the Leadership GACE, shall continue in effect until their ending validity dates and will not be reinstated. No new Non-Renewable (NL) Pre-Service Leadership certificates will be issued after December 15, 2010.

(a) Upon employment in a leadership position the educator must enroll in a GaPSC Performance-Based Educational Leadership Program and the system must request the Non-Renewable Performance-Based Educational Leadership certificate. PSC issues the NPL with an understanding that the LEA and GaPSC-approved Provider have established a partnership for completing program requirements.

(5) Pre-Existing Georgia Leadership Certificates. Individuals issued a Professional Leadership (L) certificate at Levels 5, 6, or 7 prior to September 30, 2009, will continue to hold that certificate (subject to renewal) and will remain eligible to serve in leadership positions. These educators may choose to add the Performance-Based designator to their leadership certificate by

(a) completing a GaPSC-approved Performance-Based Educational Leadership Program at a higher degree level, or

(b) completing the certificate-only performance-based requirements at Level 6 or 7 as outlined by a GaPSC-approved provider.

(6) Interstate Reciprocity.

(a) Individuals holding out-of-state leadership certificates based on completion of a state-approved leadership program at Level 6 or 7 must apply for initial Georgia certification and satisfy all Special Georgia Requirements (See Rule 505-2-.20). If all requirements are met a Clear Renewable certificate will be issued. At the request of the employing school system, the GaPSC will issue a one-year certificate for individuals lacking Special Georgia Requirements, during which time all Special Georgia Requirements must be completed.

(b) Individuals holding out-of-state leadership certificates at the Master's level and have less than 3 years of experience in a leadership position or who have completed a state-approved leadership program at the Master's level and apply for initial Georgia certification after December 15, 2010, must complete a GaPSC-approved Performance-Based Educational Leadership Program at Level 6 or 7 and satisfy all Special Georgia requirements for a Georgia Professional certificate.

1. At the request of the employing school system, the GaPSC will issue a Non-Renewable Performance-Based Educational Leadership certificate, during which time an approved GaPSC Performance-Based Educational Leadership Program at Level 6 or 7 and all Special Georgia Requirements must be completed.

(c) Individuals holding out-of-state leadership certificates or who have completed a state-approved leadership program prior to December 15, 2010, must apply for initial certification and satisfy all Special Georgia Requirements for a Georgia Professional certificate.

(d) Individuals holding an out-of-state leadership certificate at the Master's level after December 15, 2010, who have completed at least 3 years of successful experience in a leadership position out of the last five, must apply for initial certification and satisfy all Georgia Special Georgia Requirements for a Georgia Professional certificate.

1. At the request of the employing school system, the GaPSC will issue a one-year NL certificate during which time all Special Georgia Requirements must be completed.

(7) After September 30, 2009, Georgia educators are required to complete a GaPSC-approved Performance-Based Educational Leadership Program and meet all Special Georgia Requirements, to include passing the appropriate Georgia educational leadership assessment, in order to be eligible for a Georgia Performance-Based Educational Leadership certificate. Georgia educators who complete non-GaPSC approved out-of-state leadership programs as specified in 505-2-.02 and 505-2-.41 may apply for a certificate level upgrade of all existing Georgia certificates to the appropriate degree level but will not be eligible for a Georgia Educational Leadership Certificate.

(8) Certificate Requirements.

(a) Clear Renewable Certificate (See Rule 505-2-.03).

1. Performance-Based Educational Leadership (PL) Certificate. The Performance-Based Educational Leadership certificate is earned by:

(i) Completing a GaPSC-approved Performance-Based Educational Leadership Program at the Specialist (Level 6) or Doctoral (Level 7) degree level and passing the state-approved content assessment**,** or

(ii) Holding a Level 6 or Level 7 degree (as outlined in (3)(a) above) and completing a GaPSC- approved Performance-Based certification only program in Educational Leadership including passing the state-approved content assessment and being recommended by a GaPSC-approved program provider.

2. Leadership (L) Certificate.

(i) Hold a Clear-Renewable "L" certificate prior to September 30, 2009, or

(ii) Out-of-state educators who move to Georgia, apply through the Interstate (Out-of-State) Reciprocity process as outlined in paragraph (6) a, b, c, and d above or under conditions specified in GaPSC Rule 505-2-.10, paragraph (13), or

(iii) Convert a Permit in Leadership to the Clear Renewable Leadership certificate (see (8)(a)(i), above).

(9) Implementation Details.

(a) Upon employment in a leadership position, the school system will request a Non-Renewable Performance-Based Educational Leadership (NPL) certificate for the educator. During the validity period of this certificate, the educator must enroll in, and complete, a GaPSC-approved, Performance-Based Educational Leadership preparation program at the Specialist (Level 6) or Doctoral (Level 7) degree level. If the educator is employed at the building-level, enrollment must be in the building-level preparation program. Employment at the school system-level requires enrollment in the school system-level program. Educators who work for state or regional education agencies, universities, technical colleges, or non-profit agencies with an education or human services focus will be considered, for purposes of this rule, to be in system-level positions and therefore must enroll in the school system-level program. Should the educator be reassigned from building to system or system to building level while a candidate is in the approved program, it is the responsibility of the GaPSC-approved provider to adjust the program to match the existing employment level.

1. If the educator's 5-year Non-Renewable Performance-Based Leadership (NPL) Certificate expires prior to completion of the GaPSC-approved program, the Superintendent may request a Waiver Certificate. If the waiver request is for a Superintendent, the request must be made by the Chair of the Local Board of Education.

2. If the individual already holds a Georgia Leadership (L) certificate with a Level 6 or Level 7 degree in another field at the time of employment, the individual may choose, but is not required, to obtain another Specialist or Doctoral degree in a GaPSC-approved Performance-Based Educational Leadership Program. Or, the GaPSC-approved provider may outline the specific certificate-only requirements necessary to obtain a recommendation for the Georgia Performance-Based Educational Leadership certificate without meeting the full degree requirements (See Rule 505-3-.58).

3. At the completion of the Performance-Based Program the GaPSC-approved provider will recommend the educator to the GaPSC for either the Performance-Based Educational Leadership Building-Level Certificate or the Performance-Based Educational Leadership System-Level certificate at the appropriate degree level, i.e. PL-6 (Building or System) or PL-7 (Building or System level).

4. If an individual holding a Professional Performance-Based Educational Leadership (Building-Level) certificate is reassigned to a system-level position, the employing system must request a 3-year Non-Renewable Performance-Based Educational Leadership (System-Level) certificate. During the validity period of this certificate the educator must complete all requirements and be recommended by a GaPSC-approved provider for the PL (System-Level) certificate. The same procedures apply to individuals holding only the PL (System-Level) certificate who are reassigned to a building-level position.

5. Educators holding a Georgia Performance-Based Educational Leadership certificate assigned to the position of Superintendent must hold both the Building-Level and System-Level Educational Leadership certificates. If the educator does not hold both at the time of employment as Superintendent, the employing system must request a 3-year Non-Renewable Performance-Based Educational Leadership certificate for the certificate not held. During the validity period of the certificate the educator must complete all requirements and be recommended by a GaPSC-approved provider for the additional Educational Leadership certificate.

6. Intern Certificate (See Rule 505-2-.05). Not issued for this field.

7. International Exchange Certificate (See Rule 505-2-.08). Not issued for this field.

8. Permit (See Rule 505-2-.10).

   (i) Permits may be issued to individuals who serve in the leadership positions of Superintendent or Building Principal.

(b) Interstate (Out-of-State) Reciprocity (See Rule 505-2-.15).

1. Those educators working in Georgia schools who choose to complete non-GaPSC approved Educational Leadership programs will not be processed under full reciprocity procedures. These individuals will receive upgrades of all existing Georgia certificates to the appropriate degree level based on GaPSC rules 505-2-.02 and 505-2-.41. They will not, however, be eligible for Georgia Professional Leadership certificates as described in paragraph (7).

2. Implementation Details.

   (i) Educators holding out-of-state leadership certificates who apply for initial Georgia certification will continue to be processed under the GaPSC reciprocity procedures as outlined in paragraph (6).

Educational Leadership content assessments taken and passed in other states as part of state certification requirements will be accepted by the GaPSC. These educators must satisfy all Special Georgia Requirements (See PSC Rule 505-2-.20).

(ii) Educators employed by a Georgia school system who complete a non-GaPSC approved out-of-state Educational Leadership program are not eligible for Georgia Educational Leadership certification. These individuals will be eligible for an upgrade of all existing Georgia certificates to the appropriate degree level pursuant to GaPSC certificate level upgrade rules in place at the time of program completion. (See Rule 505-2-.02).

(10) To Add the Field (See Rule 505-2-.25).

(a) To add a Clear Renewable Performance-Based Educational Leadership Certificate to any Georgia Professional certificate, the applicant must complete a GaPSC-approved Performance-Based Educational Leadership program, be recommended by the approved provider and pass the appropriate Georgia content assessment(s).

(11) Renewal Requirements (See Rule 505-2-.24).

(a) If the school system elects to renew leadership certificates based on the local Professional Development Plan (PDP), as outlined in Rule 505-2-.24, paragraph (4)(b), the superintendent may authorize renewal of leadership certificates based on satisfactory progress described in that paragraph. If the system elects to use this renewal method for the Superintendent, the Chair of the Local Board of Education must make the renewal recommendation.

(12) In-Field Statement (Rule 505-2-.26). Educators holding a valid "L" Leadership certificate are in-field to serve as a building or system level education leader in positions described in paragraph (2), above. Educators holding a valid Performance-Based Educational Leadership (Building Level) certificate may serve in the described positions at the building level, and those holding the Performance-Based Educational Leadership (System Level) certificate may serve in the described positions at the system level. Individuals holding the Performance-Based Educational Leadership certificates and serving as Superintendent and those assigned concurrent job responsibilities at both the building and system levels must hold the Performance-Based Educational Leadership certificates for both the Building and System levels.

Cite as Ga. Comp. R. & Regs. R. 505-2-.300
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Educational Leadership" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified

by the Agency.
Amended: F. Dec. 14, 2007; eff. Jan. 15, 2008, as specified by the Agency.
Amended: F. Mar. 17, 2008; eff. Apr. 15, 2008, as specified by the Agency.
Repealed: New rule with same title adopted. F. Dec. 20, 2011; eff. Jan. 9, 2012.

Rule 505-2-.301. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.301

Rule 505-2-.302. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.302

Rule 505-2-.303. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.303

Rule 505-2-.304. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.304

Rule 505-2-.305. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.305

Rule 505-2-.306. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.306

Rule 505-2-.307. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.307

Rule 505-2-.308. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.308

Rule 505-2-.309. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.309

Rule 505-2-.310. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.310

Rule 505-2-.311. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.311

Rule 505-2-.312. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.312

Rule 505-2-.313. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.313

Rule 505-2-.314. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.314

Rule 505-2-.315. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.315

Rule 505-2-.316. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.316

Rule 505-2-.317. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.317

Rule 505-2-.318. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.318

Rule 505-2-.319. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.319

Rule 505-2-.320. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.320

Rule 505-2-.321. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.321

Rule 505-2-.322. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.322

Rule 505-2-.323. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.323

Rule 505-2-.324. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.324

Rule 505-2-.325. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.325

Rule 505-2-.326. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.326

Rule 505-2-.327. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.327

Rule 505-2-.328. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.328

Rule 505-2-.329. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.329

Rule 505-2-.330. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.330

Rule 505-2-.331. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.331

Rule 505-2-.332. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.332

Rule 505-2-.333. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.333

Rule 505-2-.334. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.334

Rule 505-2-.335. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.335

Rule 505-2-.336. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.336

Rule 505-2-.337. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.337

Rule 505-2-.338. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.338

Rule 505-2-.339. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.339

Rule 505-2-.340. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.340

Rule 505-2-.341. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.341

Rule 505-2-.342. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.342

Rule 505-2-.343. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.343

Rule 505-2-.344. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.344

Rule 505-2-.345. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.345

Rule 505-2-.346. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.346

Rule 505-2-.347. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.347

Rule 505-2-.348. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.348

Rule 505-2-.349. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-2-.349

Rule 505-2-.350. Leadership Endorsements.

(1) General information related to endorsements may be found in PSC Rule 505-2-.12.

(2) Effective September 30, 2009, no new endorsements will be issued in the following areas: Director of Media Centers; Director of Pupil Personnel Services; Director of Special Education; Director of Technology/Career Education; and, Instructional Supervision. All individuals holding Leadership endorsements in those fields issued prior to that date are considered "grandfathered", will maintain the endorsements and be considered in-field to serve as director in that specific field. Individuals assigned to those director positions without the old Leadership endorsement must hold the Leadership certificate to be considered in-field.

(3) There is one leadership endorsement field which may be added to selected teaching or service certificates: It is: Teacher Leader Endorsement. PSC Rule 505-2-.351.

(4) The Reading Endorsement may be added to any Leadership certificate.

Cite as Ga. Comp. R. & Regs. R. 505-2-.350
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Leadership Endorsements" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Amended: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Amended: F. Dec. 14, 2007; eff. Jan. 15, 2008, as specified by the Agency.

Rule 505-2-.351. Teacher Leader Endorsement.

(1) General information on endorsements is found in PSC Rule 505-2-.12. Eligibility requirements for 2-year Non-Renewable endorsements are outlined in paragraph (5) of that rule.

(2) To be eligible for the Teacher Leader Endorsement the applicant shall:

(a) Option 1:

1. hold a Clear Renewable certificate in a teaching field or the service field of Media Specialist; and

2. complete a PSC-approved program in the Teacher Leader Endorsement field.

(i) PSC-approved Teacher Leader Endorsement programs are offered in two separate formats: as part of a state-approved master's degree program offered in the individual's teaching field; or, as a stand-alone endorsement program not part of a college degree. Information on the endorsement programs may be found on the PSC web site at www.gapsc.com.

(b) Option 2:

1. hold an out-of-state certificate that is comparable to a Georgia Clear Renewable teaching certificate; and

2. hold an out-of-state Teacher Leader credential that is comparable to the Georgia Teacher Leader Endorsement, as determined by the PSC.

(3) In-Field Statement (See Rule 505-2-.26). An individual holding the optional Teacher Leader Endorsement has strengthened and enhanced competency levels to serve as a classroom teacher, as well as to participate in such building-level leadership activities as: choosing textbooks and instructional materials; shaping the curriculum; setting standards for student behavior; deciding whether students are tracked into special classes; designing school budgets; evaluating teacher performances; developing professional development programs; selecting new teachers; selecting new administrators, etc. An individual holding this endorsement is also in-field to provide direction or supervision in the specific teaching fields held.

Cite as Ga. Comp. R. & Regs. R. 505-2-.351
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Media Centers Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Teacher Leader Endorsement" adopted. F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.

Rule 505-2-.352. Repealed.

Cite as Ga. Comp. R. & Regs. R. 505-2-.352
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Pupil Personnel Services Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.

Rule 505-2-.353. Repealed.

Cite as Ga. Comp. R. & Regs. R. 505-2-.353
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Special Education Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.

Rule 505-2-.354. Repealed.

Cite as Ga. Comp. R. & Regs. R. 505-2-.354
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Director of Technology/Career Education Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.

Rule 505-2-.355. Repealed.

Cite as Ga. Comp. R. & Regs. R. 505-2-.355
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Instructional Supervision Endorsement" adopted. F. Oct. 22, 2004; eff. Nov. 15, 2004, as specified by the Agency.
Repealed: F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.

Chapter 505-3. EDUCATOR PREPARATION RULES.

Rule 505-3-.01. Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs.

(1) **Purpose.** This rule states requirements and standards for the approval of educator preparation providers (EPPs) and programs for the initial and continuing preparation of educators in Georgia.

(2) **Definitions.**

(a) Accreditation:

(1) A process for assessing and enhancing academic and educational quality through external, often voluntary, peer review. (2) A decision awarded and process certified by an accrediting organization. For the purposes of educator preparation provider (EPP) and program approval, GaPSC recognizes three (3) types of accreditation: Regional Accreditation, National Accreditation, and Specialized Accreditation. Each type of accreditation is defined in subsequent definitions.

(b) Administrative Approval: A process used in lieu of the Developmental Approval Review exclusively for endorsement programs and available only to GaPSC-approved EPPs. Administrative approval involves a staff review of an approval application and a curriculum map in which key assessments are described and mapped to program content standards. After an endorsement program is administratively approved, it will be reviewed against all applicable standards in the EPP's next Continuing Approval Review.

(c) Advanced Preparation/Degree-Only Program: An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation and are certified in the program's subject area or field of certification. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs.

(d) Approval: A process for assessing and enhancing academic and educational quality through peer review and annual reporting, to assure the public an EPP and/or program has met and continues to meet institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an EPP or program meets GaPSC standards and annual reporting requirements.

(e) Approval Review: Examination of evidence and interviews of stakeholders conducted by GaPSC site visitors and sometimes CAEP site visitors either on-site at an institution/agency, or electronically through the use of Internet and telephone conferencing systems as part of a Developmental, First Continuing, Continuing, Focused, or Probationary Review. Although not an approval review, the Substantive Change process is used when certain changes are made to the design or operations of approved program (see definition at).

(f) B/P-12: Formerly P-12, the term *B/P-12* references schools serving children aged birth to grade 12.

(g) Branch Campus: A campus that is physically detached from the parent university or college and has autonomous governance. A branch campus generally has full student and administrative services with a CEO and is regionally accredited separately from the parent campus. For approval purposes, GaPSC considers branch campuses distinct from the parent institution and therefore a separate EPP.

For approval purposes, a branch campus located in the state of Georgia having an original, or main, campus located in another state or country is considered an out-of-state institution and is therefore ineligible to seek GaPSC approval as an EPP.

(h) Candidates/Teacher Candidates: Individuals enrolled in programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators, or programs for the preparation of other professional school personnel. Candidates are distinguished from students in B/P-12 schools. (The term *enrolled* is used in the GaPSC approval process to mean the candidate is admitted and taking classes.)

(i) Clinical Educators: All educator preparation provider (EPP) and P-12 school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences. The term *Clinical Educators* is intended to be inclusive of the roles of Mentor Teacher, B/P-12 Supervisor, and Faculty Supervisor. EPPs are expected to clearly define the roles and responsibilities of all clinical educators with whom candidates interact.

(j) Clinical Practice: Culminating residency (formerly referred to as *student teaching)* or internship experiences with candidates placed in classrooms for at least one (1) full semester where they experience intensive and extensive practices in which they are fully immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. In initial preparation programs in Service and Leadership fields, candidates will complete such culminating residency or internship experiences in placements that allow the knowledge, skills, and dispositions included in the programs to be practiced and applied. In non-traditional preparation programs, such as GaTAPP, clinical practice is job-embedded as candidates must be hired as a classroom teacher to be admitted to the program.

(k) Content Knowledge: The central concepts, tools of inquiry, and structures of a discipline (Source: CAEP Glossary).

(l) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen B/P-12 student learning. CAEP accredits educator preparation providers (EPPs).

(m) Dispositions: Moral commitments and professional attitudes, values, and beliefs that underlie educator performance and are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

(n) Distance Learning: A formal educational process in which instruction occurs when candidates and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

(o) Distance Learning Program: A program delivered primarily (50% or more contact hours) through distance technology in which the instructor of record and candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously (see definition n). These preparation programs include those offered by the EPP through a contract with an outside vendor or configured as a consortium with other EPPs, as well as those offered solely by the provider.

(p) Diverse: Showing a great deal of variety; very different, as in clinical placement (see definition q) (Source: CAEP Glossary).

(q) Diversity: Diversity is inclusive of individual differences and group differences. (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences); and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (Source: CAEP Glossary).

(r) Dyslexia and Other Related Disorders: Dyslexia is a specific learning disability that is neurological in origin, which is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Other related disorders include aphasia, dyscalculia, and dysgraphia.

1. Aphasia: Aphasia is a condition characterized by either partial or total loss of the ability to communicate verbally or through written words. A person with aphasia may have difficulty speaking, reading, writing, recognizing the names of objects, or understanding what other people have said. The condition may be temporary or permanent and shall not include speech problems caused by loss of muscle control.

2. Dyscalculia: Dyscalculia is the inability to understand the meaning of numbers, the basic operations of addition and subtraction, or the complex operations of multiplication and division or to apply math principles to solve practical or abstract problems.

3. Dysgraphia: Dysgraphia is difficulty in automatically remembering and mastering the sequence of muscle motor movements needed to accurately write letters or numbers.

(s) Educator Preparation Program: A planned sequence of courses and experiences for preparing B/P-12 teachers and other professional school personnel. The three (3) types of educator preparation programs are described in definitions ac (Initial), u (Endorsement), and c (Advanced/Degree-Only).

(t) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body responsible for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed (formerly referred to as the professional education unit).

(u) Endorsement Program: A planned sequence of courses and experiences, typically three (3) to four (4) courses in length, designed to provide educators with an additional, specific set of knowledge and skills, or to expand and enhance existing knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate designating expertise in the field. Endorsement programs may be offered as non-credit bearing programs (or if applicable, as continuing education units), or they may lead to college credit; they must be approved by the GaPSC and administered by a GaPSC-approved EPP, and may be offered as either a stand-alone program or, unless otherwise specified in GaPSC Educator Preparation Rules 505-3-.82 through 505-3-.115, embedded in an initial preparation program. Depending on the needs of the individual educator, endorsement programs may also be included as a part of an educator's professional learning plan/goals. See GaPSC Rule 505-2-.14, ENDORSEMENTS.

(v) Field Experiences: Activities that include organized and sequenced engagement of candidates in settings providing opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must 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 requiring active professional practice or demonstration, and including substantive work with B/P-12 students and B/P-12 personnel as appropriate. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two (2) settings during the clinical practice.

(w) First Continuing Review: Formerly called the *Initial Performance Review*, the First Continuing Review is conducted three (3) to four (4) years after a Developmental Review to determine if the EPP and/or initial educator preparation program(s) have evidence of meeting all applicable standards.

(x) Franchise Program: An endorsement program developed by and approved for a GaPSC-approved EPP (the franchise manager) and subsequently shared with other GaPSC-approved EPPs operating as franchisees.

(y) Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP): Georgia's non-traditional preparation program for preparing career changers for certification as B/P-12 teachers. See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(z) Grade Point Average (GPA): A quantitative indicator of candidate achievement. Letter grades are converted to numbers and averaged over a period of time.

(aa) Induction: (1) The formal act or process of placing an individual into a new job or position and providing appropriate support during the first three (3) years of employment. The Georgia Department of Education defines The Induction Phase Teacher as any teacher who has been hired into a new permanent position in any Georgia school. (2) A Georgia level of professional educator certification; for additional information see Rule 505-2-04, INDUCTION CERTIFICATE.

(ab) Information Literacy: An intellectual framework for understanding, finding, evaluating, and using information - activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most importantly, through critical discernment and reasoning (adopted from The Association of College and Research Libraries).

(ac) Initial Preparation Program: A program designed to prepare candidates for their first professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the GaTAPP program. Programs leading to an educator's first certificate in a particular field are considered initial preparation even if the educator is certified in one or more other fields.

(ad) Local Unit of Administration (LUA): A local education agency, including but not limited to public, waiver, Investing in Educational Excellence (IE2), charter schools and private schools (e.g., faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.). As referenced in GaPSC Certification Rule 505-2-.01, GEORGIA EDUCATOR CERTIFICATION, paragraph (2) (d) 1, for employment purposes GaPSC Certification Division staff consider all non-IHEs as LUAs.

(ae) Media Literacy: The ability to encode and decode the symbols transmitted via media and the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. Also known as the skillful application of literacy skills to media and technology messages (adopted from the National Association for Media Literacy Education).

(af) Mentor Teacher: A B/P-12 employed teacher and an expert practitioner who supports the development of a pre-service or novice teacher by assessing and providing feedback on instructional practice; interactions with students, colleagues, and parents; classroom management; and professionalism. Mentor teachers are typically involved with faculty supervisors in the formal supervision and evaluation of pre-service clinical practice experiences (residency/internship). The term *Mentor Teacher* is often used synonymously with the terms *Cooperating Teacher* and *B/P-12 Supervisor*. The terms *B/P-12 Supervisor* and *Faculty Supervisor* are described in definition au.

(ag) National Accreditation: National accreditation is conducted by an accrediting organization which develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. National accrediting agencies operate throughout the country and review entire institutions, EPPs, or programs in specific content fields. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is an example of a national accrediting organization that reviews institutions. CAEP (see definition l) is an example of a national accrediting organization that reviews EPPs. The National Association of Schools of Music (NASM) is an example of a national accrediting organization that reviews programs in a specific field.

(ah) Nationally Recognized Program: A program that has met the standards of a national specialized professional association (SPA) that is a constituent member of CAEP. The term *National Recognition* signifies the highest level of SPA recognition awarded to programs.

(ai) Non-traditional Preparation Program (GaTAPP): A program designed to prepare individuals who at admission hold an appropriate degree with verified content knowledge through a major or its equivalent in the content field or a passing score on the state-approved content assessment in the content field. If the state-approved content knowledge was not required at admission, it must be passed for program completion. Non-traditional preparation programs do not lead to a degree or college credit and:

1. Feature a flexible timeframe for completion;

2. Are job-embedded, allowing candidates to complete requirements while employed by a regionally accredited local unit of administration (school district or private school), a charter school approved by the Georgia State Charter School Commission, or a charter school approved by the Georgia Department of Education as a classroom teacher full-time or part-time for at least a half day;

3. Require that candidates are supported by a Candidate Support Team;

4. Require an induction component that includes coaching and supervision;

5. Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge, skills, and dispositions necessary for the candidate to teach his/her validated academic content knowledge; and

6. Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. See Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(aj) Out-of-State Institution: An institution of higher education administratively based in a state within the United States other than Georgia, or another country.

(ak) Pedagogical Content Knowledge: A core part of content knowledge for teaching that includes: core activities of teaching, such as determining what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; and deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities (Source: adapted from the CAEP Glossary).

(al) Pedagogical Knowledge: The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge (Source: CAEP Glossary).

(am) Pedagogical Skills: An educator's abilities or expertise to impart the specialized knowledge/content and skills of their subject area(s) (Source: CAEP Glossary).

(an) Preconditions: Fundamental requirements that undergird the GaPSC standards that must be met as a first step in the approval process and before an EPP is permitted to schedule a Developmental Approval Review.

(ao) Preparation Program Effectiveness Measures (PPEMs): A set of common measures applied to all teacher and leader preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPPEMs) are further defined in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(ap) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program.

(aq) Regional Accreditation: Regional accreditation is conducted by an accrediting organization that develops evaluation criteria and conducts peer evaluations to assess whether or not those criteria are met. Six (6) regional accreditors operate in the United States to conduct educational accreditation of public, private, for-

profit, and not-for-profit schools, colleges, and universities in their regions. The Southern Association of Colleges and Schools (SACS) is the regional accreditor for the southern region. The SACS accrediting organization for P-12 schools is the Council on Accreditation and School Improvement (SACSCASI), also known as Cognia. The SACS accrediting organization for institutes of higher education is the Commission on Colleges (SACSCOC).

(ar) Specialized Accreditation: Specialized accrediting organizations operate throughout the country to review programs and some single-purpose institutions. Like national and regional accreditors, specialized accreditation organizations develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met.

(as) Specialized Professional Association (SPA): A constituent member of CAEP representing a particular disciplinary area that develops standards for the approval of educator preparation programs in that area and reviews programs for compliance with those standards.

(at) Substantive Change Procedure: Process used for EPPs to submit changes that are considered significant, including additional levels of program offerings and changes to key assessments or leadership personnel.

(au) Supervisor: An individual involved in the oversight and evaluation of educator preparation candidates during field and clinical experiences. In most cases one or more individuals are involved in the formal supervision of clinical experiences-a supervisor employed by the EPP and one or more supervisors employed by the B/P-12 site hosting a pre-service educator. The term *Faculty Supervisor* refers to the employee of the EPP and the term *B/P-12 Supervisor* (sometimes referred to as Mentor Teacher or Cooperating Teacher) refers to the school-based employee who hosts a pre-service educator for the culminating residency or internship.

(av) Technology Literacy: Using technology as a tool to research, organize, evaluate, and communicate information and understanding the ethical and legal issues surrounding the access and use of information.

(aw) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators typically offered by institutes of higher education.

(ax) Year-long Residency: An extended clinical practice lasting the entire length of the B/P-12 school year, in the same school, in which candidates have more time to practice teaching skills with students under the close guidance of experienced and effective B/P-12 teachers licensed in the content area the candidate is preparing to teach. Candidates fully participate in the school as a member of the faculty, including faculty meetings, parent conferences, and professional learning activities spanning, if feasible, the beginning (e.g. pre-planning) and ending (post-planning) of the academic year. (Candidates may participate in post-

planning at the end of the junior year if it is not possible for them to participate at the end of the senior year). These extended residencies also include supervision and mentoring by a representative of the preparation program who, along with the B/P-12 supervisor, ensures the candidate is ready for program completion and is eligible for state certification.

(3) **GENERAL REQUIREMENTS APPLICABLE TO ALL EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.**

(a) Authorization for the Establishment of Georgia Educator Preparation Providers (EPPs)

1. The following types of organizations administratively based in the state of Georgia (as determined by the location of the office of the President or the single highest ranking executive officer of the institution/agency/organization) are eligible to seek GaPSC approval as an EPP for the purpose of preparing educators: Regionally accredited institutions of higher education; regionally accredited local units of administration with student enrollment over 30,000; Regional Educational Service Agencies (RESAs); and other education service organizations. Out-of-state entities of any kind (e.g., institutions, agencies, associations, non-profit or for-profit organizations, or other types of organizations) operating in the state of Georgia through a branch or satellite campus or by online delivery of programs are not eligible to seek GaPSC approval.

(b) Accreditation of Institutions/Agencies with an Educator Preparation Provider (EPP)

1. Institutions of higher education with a college, school, department or other entity that is a GaPSC-approved EPP shall be fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), at the level(s) of degree(s) granted by the institution. The institution shall submit program(s) for GaPSC approval corresponding to the appropriate level of accreditation and in a field recognized for certification by the GaPSC. If an institution has submitted an application for change in degree level to a GaPSC-accepted regional accreditation agency, and is seeking Developmental Approval of a program(s) at the proposed new degree level by the GaPSC, the institution must be regionally accredited at the new degree level prior to approval review by the GaPSC. See GaPSC 505-2-.31, GaPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES.

2. Local education agencies, RESAs, or other approved, non-IHE providers shall admit candidates who hold degrees from a GaPSC-accepted accredited institution of higher education appropriate for the certificate sought. GaPSC-approved EPPs offering Career Technical and Agricultural

Education (CTAE) programs, including GaTAPP providers, may admit individuals who do not hold post-secondary degrees who are seeking CTAE certification in certain fields (see Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY). See Rule 505-2-.31, GaPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES for a list of acceptable accrediting agencies.

(c) GaPSC Approval of Educator Preparation Providers (EPPs)

1. An education institution or agency's EPP (e.g., college/school/department of education) and/or program(s) shall be approved by its governing board prior to seeking GaPSC approval for the first time (Developmental Approval). Once an EPP is approved, subsequent submission of programs for approval may be made as long as governing board approval is in process and completed 45 days prior to the GaPSC program approval review.

2. GaPSC approval standards for EPPs and programs shall at a minimum be adapted from the most recent version of the standards of the Council for the Accreditation of Educator Preparation (CAEP).

3. EPPs administratively based in the state of Georgia for which GaPSC has regulatory authority may choose to seek and/or maintain CAEP accreditation. If the accreditation visit was conducted jointly by GaPSC and CAEP, the GaPSC will accept CAEP accreditation of an EPP and the EPP shall be recognized as approved by GaPSC until the end of the seven (7)-year approval cycle, or for a shorter period of time if, during the seven (7)-year cycle GaPSC action is necessitated by persistently low (Low Performing) Preparation Program Effectiveness Measures (PPEMs) ratings or non-compliance with GaPSC rules. If CAEP accreditation of the EPP is delayed, denied, or revoked, GaPSC will render an EPP approval decision. If the accreditation visit is conducted solely by CAEP, GaPSC approval of the EPP will be based upon the implementation of the state approval process and a final EPP approval decision will be rendered by the Commission. Program approval is contingent upon EPP approval.

4. LUAs, qualifying organizations (see paragraph (3) (a) 1), and IHEs seeking GaPSC approval as an EPP shall follow all applicable GaPSC policies and procedures, e.g., preconditions to determine eligibility for a review, approval review requirements, post review requirements, Commission decisions, public disclosure policy, and annual reporting procedures. In order to maintain approval status, all GaPSC-approved EPPs must maintain regional or GaPSC-accepted accreditation and must comply with all applicable GaPSC rules and policies including, but not limited to, those regarding Preparation Program Effectiveness Measures, annual reporting, and data submission requirements. Failure by an approved provider to fully

comply with GaPSC Educator Preparation, Certification, and Ethics Rules, Commission approval decisions, or agency procedures and/or requirements may result in changes in approval status that could include revocation of approval. Failure to comply with federal reporting requirements may result in fines.

5. The EPP must have completed the GaPSC approval process and be approved by the GaPSC before candidates are enrolled in educator preparation programs and begin taking classes.

6. For EPPs offering initial preparation programs leading to a Teaching, Leadership, or Service certificate, GaPSC EPP approval cycles shall include Developmental Approval valid for three (3) years and Continuing Approval valid for seven (7) years. The Developmental Approval Review is used to determine if a new EPP has the capacity to meet state standards and it is followed, in three (3) to four (4) years, by a First Continuing Review to determine if the EPP has evidence of meeting state standards. Following the First Continuing Review, the GaPSC will conduct Continuing Reviews of the EPP and all preparation programs at seven (7) year intervals. For IHEs seeking to maintain CAEP accreditation, the state Continuing Review will be scheduled such that the state review will be completed and the resulting GaPSC approval decision will be rendered prior to the beginning of the CAEP site visit. GaPSC will require a Focused Approval Review or a Probationary Review of an approved or accredited EPP and/or its educator preparation programs in fewer than seven (7) years if annual performance data indicate standards are not being met, or if a previous approval review indicates pervasive problems exist that limit provider capacity to offer programs capable of meeting standards and requirements specified in GaPSC educator preparation and certification rules, or if GaPSC staff determine non-compliance with state rules.

7. For EPPs offering only endorsement programs, GaPSC EPP approval cycles shall include Developmental Approval valid for seven (7) years and Continuing Approval every seven (7) years thereafter.

8. GaPSC-approved EPPs shall comply with all GaPSC reporting requirements, to include the submission of data in all appropriate candidate-level, program-level, and EPP-level reporting systems (e.g., Traditional Program Management System [TPMS], Non-Traditional Reporting System [NTRS], Provider Reporting System [PRS], and federal annual reports on the performance of the EPP and all educator preparation programs). Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall comply with all applicable GaPSC reporting

requirements, to include the submission of data in TPMS and other systems that may become applicable. EPPs shall report according to the schedules and timelines below and shall accurately provide all data elements. Failure to report on time and accurately may negatively impact EPP approval status. See GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(i) Enrollments. GaPSC-approved EPPs shall, through the appropriate GaPSC reporting system (i.e., Non-Traditional Reporting System [NTRS] or Traditional Program Management System [TPMS]), enter all applicable data for candidates enrolled in Teaching (T), Leadership (L), and Service (S) field programs leading to initial Georgia certification, and in Endorsement programs according to the following schedule:

(I) October 31: The deadline for entering all candidates enrolled in current academic year summer and fall semesters.

(II) March 31: The deadline for entering all candidates enrolled in current academic year spring semester.

(ii) Completions and Withdrawals. GaPSC-approved EPPs shall, through the appropriate GaPSC reporting system (i.e., Non-Traditional Reporting System [NTRS] or Traditional Program Management System [TPMS]), enter all applicable data related to candidate completions and withdrawals within sixty (60) days of the event.

(iii) For federal, Title II, reporting purposes, October 7 is the deadline for entering all initial teaching candidates who were enrolled, withdrawn, or completed during the prior reporting year (September 1 - August 31).

9. GaPSC-approved EPPs shall notify all enrolled candidates when EPP and/or program approval is revoked or when approval status is changed to Probation. Notification must be made within sixty (60) days after such a GaPSC decision is granted in written form via letter or e-mail, and a copy must be provided to GaPSC by the EPP head. This notification must clearly describe the impact of the approval status change on candidates and the options available to them. The EPP must maintain records of candidates' acknowledgement of receipt of the notification.

(d) GaPSC Approval of Educator Preparation Programs

1. Educator preparation programs leading to Georgia educator certification shall be offered only by GaPSC-approved EPPs (reference paragraph (3) (c) 3). All initial preparation programs and endorsement programs must be approved by the GaPSC.

2. GaPSC-approved EPPs seeking approval to add new initial preparation programs may submit the programs for GaPSC approval prior to receiving governing board approval, as long as governing board approval is granted forty-five (45) days prior to the approval review.

3. GaPSC-approved EPPs seeking approval for preparation programs leading to Georgia educator certification shall follow all applicable GaPSC program approval policies and procedures in effect at the time of the requested approval and shall comply with revised policies in accordance with timelines published by the GaPSC.

4. Initial educator preparation programs and endorsement programs shall be approved by the GaPSC before candidates are enrolled and begin program coursework.

5. GaPSC-approved EPPs, in conjunction with preparations for an EPP approval review, shall submit program reports conforming to GaPSC program standards and program review requirements for approval by GaPSC. Programs may also be submitted to GaPSC-accepted Specialized Professional Associations or program accrediting agencies for national recognition or accreditation. If the highest level of recognition or accreditation, in most cases National Recognition or Accreditation, is granted for a program, state approval procedures will be reduced to remove duplication and will include only those components necessary to ensure Georgia-specific standards and requirements are met. Programs submitted for national recognition or accreditation that are not granted National Recognition (e.g., granted Recognition with Conditions or any level of recognition lower than National Recognition) or Accreditation must comply with all applicable GaPSC program approval review requirements. See the guidance document accompanying this rule for the list of GaPSC-accepted SPAs and program accrediting agencies.

6. GaPSC approval of initial preparation programs in Teaching (T), Leadership (L), and Service (S) fields shall include a Developmental Approval Review to determine if the new educator preparation program has the capacity to meet state standards. Developmental Approval is valid for three (3) to four (4) years and is followed by a First Continuing Review to determine if the educator preparation program has evidence of meeting state standards. Following the First Continuing Review, the GaPSC will conduct Continuing

Reviews of the educator preparation programs in conjunction with the EPP Continuing Review at seven (7) year intervals.

7. GaPSC approval of new endorsement programs shall include an Administrative Approval process to determine if the new program has the capacity to meet state standards followed by a Continuing Approval Review of the program in conjunction with the next scheduled EPP Continuing Review, and Continuing Reviews every seven (7) years thereafter.

8. The GaPSC will require a Focused Approval Review or a Probationary Review of an approved educator preparation program in fewer than seven (7) years if annual performance data indicate standards are not being met or if a previous approval review indicates pervasive problems exist limiting program capacity to meet standards and requirements specified in GaPSC educator preparation and certification rules.

9. GaPSC-approved EPPs shall submit program(s) for GaPSC approval corresponding to the appropriate level of preparation (initial or endorsement) and in a certification field authorized in GaPSC Certification Rules. Although advanced/degree-only preparation programs are neither reviewed nor approved by GaPSC, those accepted by GaPSC for the purposes of certificate level upgrades must be listed in the GaPSC Certificate Upgrade Advisor.

10. GaPSC-approved EPPs shall make program decisions based upon program purpose, institutional mission, supply and demand data, and B/P-12 partner needs, and shall attempt to include a variety of options for program completion (e.g., multiple delivery models, degree options, and individualized programs; additional examples are provided in the guidance document accompanying this rule).

11. Ongoing GaPSC approval of educator preparation programs is contingent upon EPP approval status and the performance of the EPP and its programs. As described in GaPSC Educator Preparation Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, are used as part of the approval process to determine ongoing approval of EPPs and educator preparation programs.

12. Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING

CERTIFICATE. Out-of-state institutions preparing candidates for Georgia certification must also ensure their candidates meet all program completion assessment requirements outlined in this rule in paragraphs (3) (e) (6) (i) and (ii); the requirements specified in GaPSC Certification Rule 505-2-.22, CERTIFICATION BY STATE-APPROVED PROGRAM, paragraph (2) (d) 2; and the requirements outlined in GaPSC Certification Rule 505-2-.04, INDUCTION CERTIFICATE, including the required amount of time spent in the culminating clinical experience (i.e., student teaching or internship occurring after, and not including, field experiences), and passing the ethics and content assessments.

13. Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools are subject to all applicable data collection requirements referenced in paragraph (3) (c) 8. and described in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(e) Educator Preparation Program Requirements

1. Admission Requirements

(i) The Georgia Educator Ethics Assessment must be passed prior to enrollment in a traditional or non-traditional initial educator preparation program and to qualify for the Pre-Service Teaching Certificate (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE).

(ii) GaPSC-approved EPPs shall ensure candidates admitted to 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. Candidates seeking certification in Career Technical and Agricultural Education (CTAE) fields must hold a high school diploma or GED, or an associate's degree or higher in the field of certification sought, as delineated in applicable GaPSC Certification Rules. CTAE candidates admitted with a high school diploma or GED must complete both the associate's degree and the initial teacher preparation program to earn a professional certificate. The preparation program must be completed within three years; an additional year is allowable if needed to complete the associate's degree.

2. Pre-service Certificate Request

(i) EPPs must request the Pre-Service Certificate for all candidates admitted to traditional initial teacher preparation programs at the baccalaureate level or higher, except for candidates who hold a valid professional Georgia teaching certificate and are currently employed in a Georgia school. Out-of-state EPPs must request the Pre-Service Certificate for candidates enrolled in initial teacher preparation programs and completing field and clinical experiences in Georgia B/P-12 schools; such candidates must be enrolled in programs leading to a certification field offered by the GaPSC. See GaPSC Rule 505-2-.03, PRE-SERVICE CERTIFICATE for Pre-Service certification requirements.

(ii) Successful completion of a criminal record check is required to earn the Pre-Service Certificate.

3. Candidate Monitoring and Support. EPPs shall monitor each cohort aggregate GPA for changes, document any point at which the cohort GPA is less than 3.0, disaggregate the data by race and ethnicity and any other mission-related categories, analyze the data to identify specific needs for candidate support, and develop and implement plans to provide the needed supports.

4. Program Content and Curriculum Requirements

(i) Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium. Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the InTASC standards as they apply to the preparation and continued growth and development of teachers.

(ii) GaPSC-approved EPPs shall require a major or equivalent in all secondary and P-12 fields, where appropriate. The equivalent of a major is defined for middle grades (4-8) as a minimum of fifteen (15) semester hours of coursework in the content field and for secondary (6-12) as a minimum of twenty-one (21) semester hours of coursework in the content field. Content field coursework must meet expected levels of depth and breadth in the content area (i.e., courses above the General Education level) and shall address the program content standards required for the field as delineated in GaPSC Educator Preparation Rules 505-3-.19 through 505-3-.53.

(iii) GaPSC-approved EPPs shall ensure candidates in all initial preparation programs complete a sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and 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. In addition to candidates meeting the state-approved ethics assessment requirement in 505-3-.01,(e) 1. (i) and (e) 6. (iii) (see GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS), GaPSC-approved EPPs shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

(iv) GaPSC-approved EPPs shall ensure candidates are prepared to implement Georgia state mandated standards (i.e., Georgia Performance Standards [GPS]; Georgia Performance Standards [CCGPS], Georgia Standards of Excellence, College and Career Ready Standards, and all other GaDOE-approved standards) in each relevant content area. Within the context of core knowledge instruction, providers shall ensure candidates are prepared to develop and deliver instructional plans that incorporate critical thinking, problem solving, communication skills, and opportunities for student collaboration. EPPs shall ensure candidates are also prepared to implement any Georgia mandated educator evaluation system. EPPs shall ensure educational leadership candidates understand all state standards and have the knowledge and skills necessary to lead successful implementation of standards in schools.

(v) GaPSC-approved EPPs shall require candidates seeking teacher certification to demonstrate knowledge of the definitions and characteristics of dyslexia and other related disorders; competence in the use of evidence-based interventions, structured multisensory approaches to teaching language and reading skills, and accommodations for students displaying characteristics of dyslexia and/or other related disorders; and competence in the use of a response-to-intervention framework addressing reading, writing, mathematics, and behavior, including:

(I) Universal screening;

(II) Scientific, research-based interventions;

(III) Progress monitoring of the effectiveness of interventions on student performance;

(IV) Data-based decision making procedures related to determining intervention effectiveness on student performance and the need to continue, alter, or discontinue interventions or conduct further evaluation of student needs; and

(V) Application and implementation of response-to-intervention and dyslexia and other related disorders instructional practices in the classroom setting.

(vi) GaPSC-approved EPPs shall require candidates seeking certification to demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating Information, Media and Technology Literacy into curricula and instruction, including incorporating B/P-12 student use of technology, and to use technology effectively to collect, manage, and analyze data for the purpose of improving teaching and learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. Candidates shall demonstrate the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

(vii) GaPSC-approved EPPs shall require candidates seeking certification in a Teaching (T) field, the field of Educational Leadership (L), or the Service (S) fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program (see Rule 505-2-.24, SPECIAL GEORGIA REQUIREMENTS). 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.

(viii) GaPSC-approved EPPs shall ensure candidates being prepared to teach in the fields of Elementary Education, Middle Grades Education, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Elementary Education (P-5) demonstrate competence in the knowledge of methods of teaching reading. Preparation to teach reading shall encompass the development of fundamental reading skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

(ix) GaPSC-approved EPPs offering endorsement programs shall ensure the programs are designed to result in candidates' expanded knowledge and skills in creating challenging learning experiences, supporting learner ownership and responsibility for learning, and in strengthening analysis and reflection on the impact of planning to reach rigorous curriculum goals as specified in GaPSC Rules 505-3-.82 - 505-3-.115. Unless specified otherwise in GaPSC Rules 505-3-.82 through 505-3-.115, endorsement programs may be offered as stand-alone programs or embedded in initial preparation or degree-only programs. Embedded endorsement programs must include field experiences specifically for meeting endorsement standards and requirements, as well as any additional grade levels addressed by the endorsement. These field experiences must be in addition to those required for the initial preparation program. Although field experiences in specific grade bands are not required for endorsement programs, candidates must have opportunities to demonstrate the knowledge and skills delineated in endorsement standards in as many settings as necessary to demonstrate competence with children at all developmental levels addressed by the endorsement. In addition to field experience requirements, the GaPSC Continuing approval process for embedded endorsement programs will require EPPs to provide evidence of meeting a minimum of one (1) of the following (2) options:

(I) 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 Elementary 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.

(II) Option 2: Additional Assessments(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.

See the guidelines accompanying this rule for further clarification of expectations for endorsement programs.

(x) GaPSC-approved EPPs shall provide information to each candidate on Georgia's tiered certification structure, professional learning requirements, and employment options.

5. Requirements for Partnerships, and Field Experiences and Clinical Practice

(i) Effective partnerships with B/P-12 schools and/or school districts are central to the preparation of educators. At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools, which are formalized as partnerships and focused on continuous school improvement and student growth and learning through the preparation of candidates, support of induction phase educators, and professional development of B/P-20 educators. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness, as described in the guidance document accompanying this rule.

(ii) GaPSC-approved EPPs shall require in all programs leading to initial certification in teaching, leadership, or service fields, and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings providing them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in all applicable institutional, state, and national standards. The experiences must 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 requiring active professional practice or demonstration and including substantive work with B/P-12 students or B/P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. In non-traditional preparation programs, such as GaTAPP, field experiences occur outside candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.

(iii) GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth Through Kindergarten programs, field experiences are required at three (3) age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For Elementary Education programs (P-5), field experiences are required in three (3) grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two (2) grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four (4) grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two (2) grade levels: 6-8 and 9-12.

(iv) GaPSC-approved EPPs shall ensure candidates complete supervised clinical practice (residency/internships) in the field of certification sought and only in fields for which the EPP has been approved by the GaPSC. Clinical practice for all fields must occur in regionally accredited schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, private schools accredited by a GaPSC-accepted accreditor, Department of Defense schools, or in international settings meeting accreditation criteria specified in GaPSC Rule 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools, in pre-schools or child care centers licensed by the Georgia Department of Early Care and Learning (DECAL, also known as Bright from the Start), or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. Candidates of GaPSC-approved EPPs must meet all applicable Pre-Service Certificate requirements, regardless of clinical practice placement location. Clinical practice must be

designed and implemented cooperatively with B/P-12 partners and candidates' experiences must allow them to demonstrate their developing effectiveness and positive impact on all students' learning and development. Although year-long residencies/internships as defined herein (see paragraph (2) (ax)) are recognized as most effective, teacher candidates must spend a minimum of one (1) full semester or the equivalent in residencies or internships. GaPSC preparation program rules for service and leadership fields may require more than one (1) full semester of clinical practice; see GaPSC Rules 505-3-.63 through 505-3-.81.

(v) B/P-12 educators who supervise candidates (mentors, cooperating teachers, educational leadership coaches/mentors, Service (S) field supervisors) in residencies or internships at Georgia schools shall meet the following requirements:

(I) B/P-12 supervisors shall have a minimum of three (3) years of experience in a teaching, service, or leadership role; and

(II) If the residency or internship is completed at a Georgia school requiring GaPSC certification, the B/P-12 supervisor shall hold renewable Professional Level Certification in the content area of the certification sought by the candidate. In cases where a B/P-12 supervisor holding certification in the content area is not available, the candidate may be placed with a Professionally Certified educator in a related field of certification (related fields are defined in the guidance document accompanying this rule). For teaching field candidates who are employed as the full-time teacher of record while completing residency or internship in a school requiring GaPSC certification, the B/P-12 supervisor must hold Professional Certification.

(III) If the residency or internship is completed at a Georgia school that has the legal authority to waive certification, the B/P-12 supervisor must hold a Clearance Certificate.

(IV) The Partnership Agreement shall describe training, evaluation, and ongoing support for B/P-12 supervisors and shall clearly delineate qualifications and selection criteria mutually agreed upon by the EPP and B/P-12 partner. The Partnership Agreement shall also include a principal or employer attestation assuring educators selected for supervision of residencies/internships are the best qualified

and have received an annual summative performance evaluation rating of proficient/satisfactory or higher for the most recent year of experience.

(V) Certificate IDs (to include Clearance Certificate IDs as applicable) of B/P-12 supervisors must be entered in TPMS or NTRS prior to the completion of the residency or internship.

It is the responsibility of GaPSC-approved EPPs and out-of-state EPPs who place candidates seeking Georgia certification in Georgia schools for field and clinical experiences to ensure these requirements are met.

6. Assessment Requirements

(i) State-approved Content Assessment.

(I) Eligibility: EPPs shall determine traditional program candidates' readiness for the state-approved content assessment and shall authorize candidates for testing only in their field(s) of initial preparation and only at the appropriate point in the preparation program.

(II) Attempts: GaPSC-approved EPPs shall require all enrolled candidates to attempt the state-approved content assessment (resulting in an official score on all parts of the assessment) within the content assessment window of time beginning on a date determined by the EPP after program admission and ending on August 31 in the year of program completion, and at least once prior to program completion. Candidates enrolled in a traditional (IHE-based), initial preparation program leading to Middle Grades certification must attempt the state-approved content assessment in each of the two (2) areas of concentration, as required for program completion and receive an official score on each assessment prior to program completion. For more information on Middle Grades areas of concentration, see GaPSC Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM.

(III) Passing Score: A passing score on all applicable state-approved content assessments is not required for program completion, except in the GaTAPP program, which is a non-

traditional, certification-only program (See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY [GaTAPP]); however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS, and GaPSC Rule 505-2-.08, PROVISIONAL CERTIFICATE.

(ii) State-approved Performance-based Assessments.

(I) Eligibility: EPPs shall determine initial preparation program candidates' readiness for the state-approved performance-based assessments in state-approved Teacher Leadership programs and Educational Leadership Tier II programs and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program.

(II) Attempts: GaPSC-approved EPPs shall require candidates enrolled in state-approved Educational Leadership Tier II preparation programs to attempt the state-approved performance-based assessment (resulting in an official score on all tasks within the assessment) prior to program completion.

(III) Passing Score: A passing score on all applicable state-approved performance-based assessments is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS, Rule 505-2-.153, EDUCATIONAL LEADERSHIP, and 505-2-.149, TEACHER LEADERSHIP.

(iii) State-approved Educator Ethics Assessment.

(I) Program Admission:

A. Candidates who enroll in initial teacher preparation programs must pass the Georgia Educator Ethics Assessment prior to beginning program coursework. Educators who hold a valid Induction, Professional, Lead Professional, or Advanced Professional Certificate are not required to pass the assessment if

they enroll in an initial preparation program for the purpose of adding a new teaching field.

B. Candidates who enroll in any GaPSC-approved Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework.

7. Program Completion Requirements

(i) GaPSC-approved EPPs shall require candidates completing initial preparation programs to have a 2.5 or higher overall GPA on a 4.0 scale. Non-traditional program providers do not issue grades and therefore are not subject to this requirement; however, non-traditional EPPs must verify all program requirements are met as specified in GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY.

(ii) GaPSC-approved EPPs may accept professional learning, prior coursework, or documented experience the EPP deems relevant to the program of study in lieu of requiring candidates to repeat the same or similar coursework for credit.

(iii) GaPSC-approved EPPs shall provide, at appropriate intervals, information to candidates about instructional policies and requirements needed for completing educator preparation programs, including all requirements necessary to meet each candidate's certification objective(s), the availability of EPP services such as tutoring services, social and psychological counseling, and job placement and market needs based on available supply and demand data.

(iv) GaPSC-approved EPPs shall provide performance data to candidates that they may use to inform their individual professional learning needs during induction.

(f) Verification of Program Completion and Reporting of Ethics Violations

1. GaPSC-approved EPPs shall designate an official who will provide evidence to the GaPSC that program completers have met the requirements of approved programs, including all applicable Special Georgia Requirements, and thereby qualify for state certification.

2. GaPSC-approved EPPs shall submit, in a timely manner, any documentation required of them by the GaPSC Certification Division for program completers seeking GaPSC certification.

3. GaPSC-approved EPPs shall ensure program completers meet all requirements of the approved program in effect at the time the candidate was officially admitted to the program and any additional program requirements with effective dates after program admission, as described elsewhere in this rule.

4. Should program completers return to their GaPSC-approved EPP more than five (5) years after completion to request verification of program completion, providers shall require those individuals to meet current preparation requirements to assure up-to-date knowledge in the field of certification sought.

5. GaPSC-approved EPPs shall immediately report to GaPSC any violations of the Georgia Code of Ethics for Educators by enrolled candidates. Failure to report ethical violations may result in changes in approval status that could include revocation of approval. Out-of-state EPPs placing candidates in Georgia schools for field and clinical experiences are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations. Procedures for reporting ethical violations are addressed in the guidance document accompanying this rule.

Cite as Ga. Comp. R. & Regs. R. 505-3-.01
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Procedures and Standards for Approving Professional Education Units and Programs Preparing Education Personnel" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 29, 1994; eff. July 19, 1994.
Repealed: New Rule entitled "Requirements and Standards for Approving Professional Education Units Preparing Education Personnel" adopted. F. June 19, 1995; eff. July 9, 1995.
Amended: F. Aug. 13, 1997; eff. Sept. 2, 1997.
Repealed: New Rule entitled "Requirements and Standards for Approving Professional Education Units and Programs Preparing Education Personnel" adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 7, 2010; eff. July 15, 2010, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 26, 2012; eff. Jan. 15, 2013
Repealed: New Rule entitled "Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs" adopted. F. Apr. 24, 2014; eff. May 15, 2014, As Specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Dec. 20, 2017; eff. Jan. 15, 2018, as specified by the Agency.
Amended: F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. Apr. 7, 2020; eff. Apr. 15, 2020, as specified by the Agency.
Note: Correction of non-substantive typographical error in subparagraph (3)(e)4.(iv), "... see GaPSC Rules 505-3-.63 through 505-3-.8." corrected to "... see GaPSC Rules 505-3-.63 through 505-3-.81.", as requested by the Agency. Effective Apr. 15, 2020.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Sep. 24, 2020; eff. Oct. 15, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-3-.02. Educator Preparation Provider Annual Reporting and Evaluation.

(1) PURPOSE. This rule states requirements for the annual evaluation of educator preparation programs and educator preparation providers, and requirements for annual reporting of program effectiveness by educator preparation providers that prepare individuals for certification as education personnel in Georgia.

(2) Definitions.

(a) Advanced Preparation/Degree-Only Program: An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation. Advanced preparation/degree-only programs commonly award graduate credit and include masters, specialist, and doctoral degree programs.

(b) Approval: A process for assessing and enhancing academic and education quality through peer review, to assure the public that an educator preparation provider and/or educator preparation program has met institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an educator preparation provider or educator preparation program meets GaPSC standards and required annual reporting requirements.

(c) Approval Review: Examination of evidence and interviews of stakeholders conducted by the GaPSC Site Visitors either on-site at an institution/agency, or electronically using web and telephone conferencing systems as part of a developmental, first continuing, focused, or probationary review.

(d) Candidates/Teacher Candidates: Individuals enrolled in, programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators, or programs for the preparation of other professional school personnel. Candidates are distinguished from students in P-12 schools. Candidates in programs leading to teacher certification may also be referred to as Pre-service Teacher Candidates.

(e) Certified/Classified Personnel Information (CPI): A tri-annual data collection performed by the Georgia Department of Education of active certified and classified employees at each school/district location. The data includes job assignment, subject matter, percentage of time assigned, local years of service, years of experience for payroll purposes, employment basis, and contract salary including all supplements for each certified employee.

(f) Clinical Practice: Residency (formerly referred to as student teaching) or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

(g) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

(h) Educator Preparation Program: A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel that leads to a state certification. See the definitions for the three (3) types of educator preparation programs: Initial, Endorsement, and Advanced/Degree-Only.

(i) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed (formerly referred to as the professional education unit).

(j) Endorsement Program: A planned sequence of courses and experiences, typically no more than four (4) courses in length, designed to provide certified educators with an additional, specific set of knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate. Endorsement programs may lead to college credit and/or professional learning units, must be approved by the GaPSC, and may be offered by any GaPSC-approved educator preparation provider. See GaPSC Rule 505-2-.14, ENDORSEMENTS.

(k) Field Experiences: Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must 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 and P-12 personnel as appropriate.

(l) Induction: Support received by novice teachers and new school leaders during their first three (3) years in their new position. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure the induction system. The Induction level of Georgia's tiered certification system is designed to include support for novice teachers.

(m) Initial Preparation Program: A program designed to prepare candidates for their initial, or first, professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) program. Programs leading to an educator's first certificate in a particular field are considered initial preparation even if the educator is certified in one or more other fields.

(n) Leader Assessment on Performance Standards (LAPS): A part of the Georgia statewide evaluation system for leaders, LAPS is a qualitative, rubrics-based evaluation method designed to measure leadership performance related to quality performance standards.

(o) Leadership Position / Leadership Role: A leadership position as determined by the Georgia Department of Education is one that requires the employee in that position to hold an Educational Leadership certificate and is one in which the employee has specified authority and supervisory responsibilities. In contrast to leadership positions, leadership roles are those job assignments that do not require a leadership certificate and in which the employee does not have specified authority or supervisory responsibilities.

(p) Leader Preparation Program Effectiveness Measures (LPPEMs): A collection of common measures applied to all GaPSC-approved educational leadership preparation programs leading to initial certification in Georgia performance-based Educational Leadership.

(q) Non-traditional Preparation Program: A program designed to prepare individuals holding an appropriate degree for a professional certificate. Non-traditional preparation programs lead only to a certificate, not to a degree or college credit and:

1. Feature a flexible timeframe for completion;

2. Are job-embedded allowing candidates to complete requirements while employed by a regionally accredited local school system or regionally accredited private school as a classroom teacher full-time or part-time for at least a half day;

3. Require that candidates are supported by a Candidate Support Team;

4. Require an induction component that includes coaching and supervision;

5. Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge; and

6. Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. Georgia's non-traditional preparation program for teachers is named Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(r) Preparation Program Effectiveness Measures (PPEMs): A collection of common measures applied to all teacher and leader preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPPEMs) are further defined in this rule.

(s) Out-of-State Institution: An institution of higher education that is administratively based in a state within the United States other than Georgia.

(t) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program, to include all GaPSC requirements such as attempting all assessments required for state certification.

(u) Program Performance Levels: Based upon preparation program effectiveness measures, the performance of educator preparation programs and EPPs will be classified annually as meeting the requirements of one of the following four (4) performance levels:

1. Level 4 - Exemplary;

2. Level 3 - Effective;

3. Level 2 - At-risk of Low Performing; or

4. Level 1 - Low Performing.

(v) State-approved Content Assessment: A content-specific, standardized test aligned with preparation program standards (state and national) and Georgia's P-12 curriculum, and developed to ensure that educators have the content knowledge necessary for successful performance as an educator. A passing score on the appropriate assessment is required for state certification.

(w) Teacher Assessment on Performance Standards (TAPS): A part of the Georgia statewide evaluation system for teachers, TAPS is a qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.

(x) Teacher Preparation Program Effectiveness Measures (TPPEMs): A collection of common measures applied to all GaPSC-approved teacher preparation programs leading to initial certification in a teaching field.

(y) Tier I Educational Leadership Program: A traditional or non-traditional preparation program designed to prepare candidates for entry level leadership positions that include P-12 school level positions supervised by the principal and system level positions that do not supervise principals.

(z) Tier II Educational Leadership Program: A traditional or non-traditional preparation program designed to prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(aa) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators offered by an institution of higher education.

(3) GENERAL REQUIREMENTS AND APPLICABILITY.

(a) The requirements stated in this rule apply to all GaPSC-approved educator preparation providers (EPPs) and all educator preparation programs leading to initial certification in a teaching or leadership field.

(b) Data will be reported in the aggregate, so as not to identify individual program candidates. Personally identifiable information will not be reported by GaPSC.

(4) PREPARATION PROGRAM EFFECTIVENESS MEASURES (PPEMs).

(a) Reporting Year

1. The GaPSC reporting year starts September 1 and ends August 31.

(b) Teacher Preparation Program Effectiveness Measures (TPPEMs)

1. Teacher Preparation Program Effectiveness Measures (TPPEMs) are comprised of a set of four (4) measures representing the performance of candidates while enrolled in the preparation program and their performance in the classroom after program completion when completers are employed in Georgia public schools or Georgia public charter schools and in their fields of preparation. TPPEMs are collected and reported annually. TPPEM measures include:

   (I) Employer Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those program completers (referred to as *inductees*) employed in Georgia public or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in the field of preparation.

   (II) Inductee Perceptions of Preparation data are derived from the common, statewide survey, conducted annually of those program completers employed in Georgia public or public charter schools and in their fields of preparation. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in the field of preparation.

   (III) Teacher Observation Data serves as an indicator of program completer effectiveness in the classroom. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Teacher Assessment on Performance Standards (TAPS) instrument.

   (IV) Assessment of Content Knowledge (state-approved content assessment; Georgia Assessments for the Certification of Educators [GACE]).

      A. Every candidate enrolled in a teacher preparation program for which there is a GACE content assessment must attempt the entire assessment (all tests within the assessment) within a window of time beginning at a point determined by the EPP and ending on August 31 in the reporting year of program completion, and at least once prior to program completion (an attempt results in an official score on all tests within the assessment). Candidates enrolled in non-traditional teacher preparation programs may be required to pass the appropriate GACE content assessment prior to program admission, depending upon the field of certification sought (see Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY).

B. For all teacher preparation programs, the best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used to calculate the aggregated content assessment measure for the program.

(c) <u>Leader Preparation Program Effectiveness Measures (LPPEMs)</u>

1. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier I programs are comprised of five (5) measures representing the performance of candidates while enrolled in the preparation program and performance in the field-after program completion when completers are employed in leadership positions in Georgia public schools or Georgia public charter schools. LPPEMs are collected and reported annually subject to data availability following an initial hold-harmless year. Tier I LPPEM measures include:

   (i) Employer Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those program completers (referred to as *inductees*) employed in leadership positions in Georgia public or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions and will constitute 10% of the LPPEM for Tier I programs.

   (ii) Completer Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey administered to candidates nearing completion of Tier I leadership preparation programs.

   (iii) Inductee Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in a Georgia public or public charter school. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

   (iv) Leader Observation Data serves as an indicator of the on-the-job effectiveness of program completers employed in leadership positions. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS)

instrument and will constitute 35% of the LPPEM for Tier I programs.

(v) Assessment of Content Knowledge data, representing 35% of the Tier I LPPEM, are derived from the Tier I GACE Content Knowledge Assessment, which must be attempted by every candidate enrolled in a Tier I Educational Leadership preparation program at least once prior to program completion. The assessment must be attempted within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion (an attempt results in an official score on all tests within the assessment). The best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used to calculate the aggregated content assessment measure for the program.

2. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier II programs are comprised of five (5) measures representing the performance of candidates while enrolled in the preparation program and performance in the field-after program completion when completers are employed in leadership positions in Georgia public school or Georgia public charter schools. LPPEMs are collected and reported annually. Tier II LPPEM measures include:

   (i) Employer Perceptions of Preparation data, representing 10% of the LPPEM for Tier II programs, are derived from the common, statewide survey conducted annually of employers of those completers (*inductees*) employed in leadership positions in Georgia public schools or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

   (ii) Completer Perceptions of Preparation data, representing 10% of the LPPEM, are derived from the common, statewide survey administered to candidates nearing completion of preparation programs.

   (iii) Inductee Perceptions of Preparation data, also representing 10% of the LPPEM for Tier II programs, are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in Georgia public schools or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

(iv) Leader Observation Data serves as an indicator of the on-the-job effectiveness of program completers employed in leadership positions and constitutes 35% of the LPPEM for Tier II programs. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS) instrument.

(v) Performance-based Assessment of Leadership Skills data are derived from the administration of the Performance Assessment for School Leaders (PASL). The PASL must be attempted by every candidate enrolled in a Tier II Educational Leadership preparation program within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion and at least once prior to program completion (an attempt results in an official score on all tasks within the assessment). The best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used to calculate the aggregated content assessment measure for the program, which will constitute 35% of the LPPEM for Tier II programs.

(d) Refer to the PPEM Technical Specifications document for additional information on each measure, and the schedule of data collection and reporting.

(5) PROGRAM AND EPP PERFORMANCE LEVELS AND APPROVAL STATUS.

(a) Performance Levels

1. Based on PPEMs, teacher and leader preparation programs and EPPs will be annually designated as performing at one of four (4) levels: Level 4 - Exemplary, Level 3 - Effective, Level 2 - At-risk of Low Performing, or Level 1 - Low Performing.

(b) Approval Status

1. Program and EPP performance levels will impact approval status and approval review procedures during regularly scheduled approval reviews. Approval processes such as review type (on-site, electronic, or hybrid), review documentation required, the scope of the review, and the level of GaPSC technical assistance provided will be impacted by program and EPP performance levels.

2. Between regularly scheduled approval reviews, additional site visits or monitoring will be required as a result of program or EPP performance at

the At-Risk of Low Performing level or the Low Performing level. Failure to improve program or EPP performance levels over a three-year period may result in a recommendation to the Commission for revocation of approval.

(6) ANNUAL REPORTING.

(a) State Reporting

1. All GaPSC-approved EPPs are required to regularly and accurately submit all required candidate-level data to the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS) as appropriate for all programs offered.

2. Out-of-state EPPs with teacher candidates fulfilling field and clinical experiences in Georgia schools are required to regularly and accurately submit to TPMS all data specified by GaPSC staff in association with the issuance of the Pre-Service Certificate.

(b) Federal Reporting: Title II

1. All GaPSC-approved EPPs are required to submit annually the data required for federal Title II reporting. Failure to submit Title II data, accurately, completely, and by published deadlines may result in adverse changes in approval status, up to and including recommendation to the Commission of revocation of approval, and may result in fines.

(7) USES OF PPEMS AND ANNUAL REPORT DATA.

(a) Reporting to EPPs. When sufficient data are available, PPEMs will be provided annually to each GaPSC-approved EPP. All data will be aggregated at the program level; no individual level data will be provided. EPPs are expected to use PPEMs and other data to improve programs.

(b) Reporting to the Georgia Professional Standards Commission. PPEMs will be provided annually to the 18-member standards commission; data will be aggregated at the program and EPP levels and no individual level data will be provided. Members of the Commission will use PPEMs to recognize exemplary performance or make approval status decisions that may include requirements for additional monitoring and reporting, interim approval reviews, probation, or revocation of approval.

(c) Reporting to Other State Agencies. PPEMs will be provided to other state agencies as appropriate for the purposes of monitoring program quality. Data will be aggregated at the program and EPP levels; no individual level data will be

provided. The Georgia Professional Standards Commission is a participating agency in GAAWARDS, Georgia's Academic and Workforce Analysis and Research Data System, which is the state's Pre-K through workforce (P20W) longitudinal data system. Data of individual candidates is provided to GAAWARDS annually. All personally identifiable information is removed prior to being used for research purposes.

(d) Reporting to the Public. PPEMs will be provided to the public annually via the GaPSC website. Data will be aggregated at the program and EPP levels; no individual level data or aggregations of fewer than ten (10) individuals will be provided. Program and EPP performance level reporting will be updated annually.

Cite as Ga. Comp. R. & Regs. R. 505-3-.02
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Educator Preparation Provider Annual Reporting and Evaluation" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: New Rule of same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.
Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-3-.03. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.03

Rule 505-3-.04. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.04

Rule 505-3-.05. Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP).

(1) **Purpose**. This rule states specific content standards and requirements for approving non-traditional preparation programs designed for the initial preparation of transition teachers and supplements requirements in GaPSC Rules 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, and Certification Rules 505-2-.01, GEORGIA EDUCATOR CERTIFICATION, 505-2-.08, PROVISIONAL CERTIFICATE and 505-2-.05, PROFESSIONAL CERTIFICATE. This rule also states specific content standards and requirements for approving non-traditional preparation programs that prepare professionally certified teachers to teach any subject in

grades P-5. Field Specific requirements for the Elementary Education Certification-Only Program through GaTAPP (grades P-5) are described at www.gapsc.com FIELD SPECIFIC REQUIREMENTS. This extension to the GaTAPP rule supplements the requirements in GaPSC Rule 505-3-.14, ELEMENTARY EDUCATION (P-5) PROGRAM.

(2) **Definitions.**

(a) Academic Year (AY): Consists of two (2) full semesters, one (1) of which must include the beginning of a school year.

(b) Candidate Support Team (CST): A team of school-based leaders, mentors, Educator Preparation Provider (EPP) supervisors, and content specialists who monitor, assess, and coach candidates using performance assessment data to improve teaching performance in order to improve student learning.

(c) Coaching: Assisting candidates in transferring knowledge, skills, and understandings in the GaTAPP program into professional practice.

(d) Clinical Practice/Field Experiences:

1. Clinical Practice: Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing while supported by the Candidate Support Team. The job-embedded, hands-on experiences provide candidates with an intensive and extensive opportunity to be monitored, assessed, and coached. Performance assessment data from these experiences inform the Individualized Induction Plan/ Professional Learning Plan.

2. Field Experiences: Various early and ongoing field-based opportunities, in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur outside the candidate's classroom in settings such as schools, community centers, or homeless shelters.

(e) Dispositions: Moral commitments and professional attitudes, values, and beliefs that underlie educator performance and are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

(f) Elementary Education Certification-Only Program: A one (1) year supervised program administered through GaTAPP to prepare teachers with Professional teaching certification in any field issued by the GaPSC with the knowledge, skills, and dispositions to teach all subjects in grades P-5. This program requires an induction component that includes coaching and elementary pedagogical and content instruction for one (1) full academic year. This program does not lead to a degree or college credit.

(g) Highly Qualified Status: Although no longer a federal mandate, candidates admitted into GaTAPP programs have a minimum of a bachelor's degree, Georgia Provisional teacher certification, and verified content knowledge in the subjects they teach. Candidates seeking certification in non-core academic teaching fields are not required to meet "highly qualified requirements" and must complete the program to receive an Induction or Professional certificate by the end of the Provisional certificate validity period.

(h) Individual Induction Plan (IIP): A dynamic plan of action to improve candidate performance collaboratively developed by the CST and the candidate based on performance assessment data. The IIP will be used by the mentor/supervisor to coach the candidate in the twenty-four (24) competencies and dispositions delineated in this rule (also known as a Professional Learning Plan).

(i) Induction: A period of time (frequently up to three (3) years) when educators are new to a teaching or leader position or new to the state, a school, or a school district. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure a system of support for the novice teacher and new leader in their first years of service. In GaTAPP, Induction is the first three (3) years as a newly employed classroom teacher who must receive mentoring/ coaching from the Candidate Support Team throughout the induction period.

(j) Non-traditional Preparation: Post-baccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. These preparation programs, designed to lead to an Educator Preparation Provider's recommendation for certification but not a degree, often accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In most instances, candidates are employed as educators while enrolled. An example is the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) where employment is required for enrollment.

(k) Regionally Accredited: A process for assessing and enhancing academic and educational quality through voluntary peer review by a regionally accepted accrediting body to ensure the school district is meeting its standards of educational quality.

(l) Special Education Consultative Teacher: A Special Education teacher who works collaboratively with a content area teacher of record in all content and is not responsible for final scores for students. Candidates in the GaTAPP program are required to develop unit and/or lesson plans based on the Georgia state-approved P-12 performance standards in an academic content area(s) of concentration and to implement those plans in the classroom.

(m) Special Education Teacher of Record: A Special Education teacher who is responsible for the curriculum, instruction, assessment, and record maintenance

for the P-12 learner in any of the five (5) academic content concentrations, regular or remedial.

(n) Transition teachers: Individuals who wish to transition into teaching from another career path, did not complete a teacher education program, and who have never held a professional teaching certificate in any state or country.

(3) **General Requirements.**

(a) Educator Preparation Provider Requirements.

1. Eligible Program Providers: GaTAPP programs may be proposed by any GaPSC-approved EPP that can verify, through the program approval process, the ability to provide non-traditional preparation that complies with the definition of GaTAPP and to provide programs that meet all requirements and standards delineated in this rule. GaPSC-approved EPPs at local education agencies shall offer GaTAPP only to those candidates employed by that school system.

2. GaTAPP programs shall prepare individuals with the appropriate degree for the certificate sought in a Professional Teaching field issued by the GaPSC. GaTAPP programs have the following characteristics:

(i) Feature a flexible timeframe of one (1) to three (3) years for completion based on individualized performance assessment data;

(ii) Do not lead to a degree or college credit;

(iii) Are job-embedded allowing candidates to complete non-traditional preparation path requirements while employed by a regionally accredited local unit of administration (school district or private school), a charter school approved by the Georgia State Charter School Commission, or a charter school approved by the Georgia Department of Education as a classroom teacher full-time or part-time for at least a half day;

(iv) Require that candidates are supported by a Candidate Support Team (CST);

(v) Require an induction component that includes coaching and induction for a minimum of one (1) academic year and continuing until completion of the program;

(vi) Provide curriculum, performance-based instruction, and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge;

(vii) Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, and readiness to teach; and

(viii) Use candidate and non-traditional preparation performance data to inform decision-making regarding continuous improvement of candidate performance, program effectiveness, and provider effectiveness in the non-traditional preparation path.

3. Eligible Certification Fields.

(i) Non-traditional preparation paths are available for all teaching fields. FIELD-SPECIFIC REQUIREMENTS for GaTAPP fields are found at www.gapsc.com; and

(ii) As the purpose of GaTAPP is to prepare classroom teachers, service, leadership, and endorsement certifications are not available through GaTAPP. See GaPSC Rule 505-3-.76, ALTERNATIVE PREPARATION FOR EDUCATIONAL LEADERSHIP PROGRAM for information on alternative certification in the field of Educational Leadership.

(4) **Program Approval Requirements.**

(a) Annual Reporting and Evaluation Requirements are described in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(b) Program Admission Requirements.

1. Field-specific admission requirements are described at www.gapsc.com FIELD-SPECIFIC REQUIREMENTS.

2. All admitted candidates shall meet the following requirements:

(i) Hold a minimum of a bachelor's degree from a GaPSC accepted, accredited institution of higher education; See FIELD SPECIFIC REQUIREMENTS at www.gapsc.com for the CTAE exception;

(ii) Have verification of passing the Georgia Educator Ethics Assessment;

(iii) Never held a professional teaching certificate in Georgia or any other state or any country; See FIELD SPECIFIC

REQUIREMENTS at www.gapsc.com for the Elementary Education Certification-Only Program exception;

(iv) Hold a valid Georgia Provisional teaching certificate or Permit. Candidates accepted into the Elementary Education Certification-Only program must hold a valid Non-Renewable Professional Certificate in Elementary Education as requested by the employing LUA;

(v) Employed by a regionally accredited local unit of administration (school district or private school), a charter school approved by the Georgia State Charter School Commission, or a charter school approved by the Georgia Department of Education as full-time teachers or as part-time teachers who teach at least a half day;

(vi) Provide evidence of subject matter competence in the subjects they teach;

(vii) Have a teaching assignment that is appropriate for the field listed on the Georgia teaching certificate; and

(viii) Upon admission, have an Individualized Induction Plan (IIP)/ Professional Learning Plan.

(c) Supervision of Candidate Performance: GaPSC approved EPPs shall provide supervision and assessment of the candidate's performance and coordinate results with observations and assessments by the other CST members.

(d) Assessment of Candidate Performance: GaPSC approved GaTAPP EPPs shall utilize common state-approved assessments and multiple program EPP specific assessments to make decisions regarding candidate program status.

(e) Candidate Support Team (CST): For a minimum of one (1) academic year and continuing throughout the program, all candidates must receive intensive support through a CST meeting the following requirements:

1. Team Composition: all CSTs must be comprised of:

(i) A school-based administrator;

(ii) A GaPSC certified school-based mentor or teaching coach;

(iii) A supervisor employed by the EPP; and

(iv) If not represented by one of the previously described team members, a content specialist who holds certification and expertise in the candidate's teaching field.

2. Team Member Criteria: CST members must hold valid teaching certificates at either the Professional, Lead Professional, or Advanced Professional level and must demonstrate effective teaching performance on the appropriate state or local evaluation system. Educators holding valid Life, Service, or Leadership certificates may serve on CSTs as long as a teaching field certificate is also held or was previously held.

3. Training: Coaches/Mentors and Supervisors of the CST shall be trained in the knowledge, skills, and dispositions that meet the standards and requirements delineated in GaPSC Educator Preparation Rule 505-3-.105, TEACHER SUPPORT AND COACHING ENDORSEMENT or 505-3-.85, Coaching Endorsement Program. School-based administrators receive an orientation regarding program expectations linking the leadership practices to the program.

(f) Serving Professionally Certified Educators: To receive approval to offer a non-traditional path for Professionally certified educators to earn certification in Elementary Education, a GaPSC-approved educator preparation provider must ensure candidates meet the field-specific content requirements in Rule 505-3-.14**,** ELEMENTARY EDUCATION (P-5) PROGRAM. This extension of the initial teacher preparation program features a one-year (minimum) supervised program for completion based on individualized performance assessment data and does not lead to a degree or college credit.

(5) **Candidate Performance Requirements.**

(a) Prior to program completion and through the use of performance-based assessments, candidates must demonstrate proficiency in the following professional dispositions:

1. Dispositions:

(i) The candidate demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;

(ii) Candidate/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;

(iii) The candidate establishes a culture of learning where students are committed to the value of the subject, accept the candidate's high expectations, and take pride in quality work and conduct;

(iv) The candidate responds appropriately, respectfully, and successfully to student behavior;

(v) The candidate's directions, procedures, and oral and written language are communicated clearly and accurately;

(vi) The candidate demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent;

(vii) The candidate maintains accurate, complete records of student assignments and learning and of non-instructional activities;

(viii) The candidate frequently and successfully provides instructional information and student progress information to parents and engages families in the school program;

(ix) The candidate is supportive of and cooperative with colleagues and volunteers and makes substantial contributions to school and district projects;

(x) The candidate actively seeks professional development to enhance content and pedagogical skills and actively assists other educators;

(xi) The candidate proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making; and

(xii) The candidate understands and actively participates in the school's School Improvement process.

(b) Prior to program completion and through the use of performance-based assessments, candidates must demonstrate proficiency in the following professional competencies:

1. Competencies:

(i) Planning and Preparation

(I) The teacher demonstrates solid knowledge of content structure of the discipline, of connections and prerequisite relationships,

of content-related pedagogy and of connections with technology;

(II) The teacher demonstrates a working knowledge of age-group characteristics, of different students' approaches to learning, of students' skills and knowledge levels and language proficiency, and of students' interests and cultural heritage, and knowledge of students' special needs;

(III) The teacher demonstrates an appreciation of the diversity of the students, the staff, and the community and capitalizes on the richness of that diversity;

(IV) The teacher selects instructional goals that are valuable, sequential, clear, aligned with state and national standards, suitable for diverse students, and balanced among types of learning;

(V) The teacher actively seeks and utilizes varied instructional materials and community resources, including technology, to extend content knowledge, pedagogy, and student learning;

(VI) The teacher's instructional plans are coherent and structured in that learning activities (learning units and lessons), resources, groupings, and time allocations are varied and suitable to the developmental level of the students, to individual students, and to the instructional goals; and

(VII) The teacher utilizes varied assessment methods, including those through technology, that are congruent with the instructional goals for student learning; students' understanding of the criteria and standards; and the teacher designs and utilizes formative results to plan for and differentiate instruction.

(ii) <u>The Classroom Environment</u>

(I) Teacher/student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate;

(II) The teacher establishes a culture of learning where students are committed to the value of the subject, accept the teacher's

high expectations, and take pride in quality work and conduct;

(III) The teacher effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals;

(IV) The teacher makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior; and

(V) The teacher arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety and accessibility components in place.

(iii) Instruction

(I) The teacher's expectations for student learning and classroom procedures are clearly articulated in directions, and both oral language and written language are communicated clearly and accurately modeling standard grammar;

(II) The teacher's questions and discussion techniques are of high quality and engage all students;

(III) The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing;

(IV) The teacher develops relevant assessment criteria, monitors student learning, and gives meaningful and timely feedback to students and teaches students to self-assess and monitor their own progress;

(V) The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students' needs, and being persistent in searches for varied approaches for students who have difficulty learning; and

(VI) The teacher accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.

(iv) Professional Responsibilities

(I) The teacher maintains accurate, complete records of student assignments and learning and of non-instructional activities;

(II) The teacher frequently and successfully provides instructional information and student progress information to parents and engages families in the instructional non-traditional preparation path;

(III) The teacher is supportive of and cooperative with colleagues, is involved in a culture of professional inquiry, and makes substantial contributions to school and district projects;

(IV) The teacher actively seeks professional development to enhance content, pedagogical skills and dispositions, accepts feedback from colleagues, and actively assists other educators;

(V) The teacher demonstrates integrity and ethical conduct; and

(VI) The teacher proactively serves all students, challenges negative attitudes, takes a leadership role in high quality decision-making, and understands and actively participates in the school's School Improvement process.

(c) The GaPSC-approved provider shall assure that all non-traditional preparation path participants meet the twenty-four **(**24) competencies at the proficient level by path completion, by providing preparation (curriculum, instruction, and assessment) in the following pedagogical content standards:

1. Essential Preparation

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in unpacking state and/or national standards for the purpose of teaching all students in the content field in which the candidate is seeking Professional Certification;

(ii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary in developing pre- and post- assessments that are aligned with state and/or national content standards that clearly demonstrate the students' knowledge and skills as delineated in the state and/or national standards requirements; and

(iii) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to establish benchmarks for monitoring student progress toward meeting state/national content standards.

2. Evidence

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions in planning, implementing, and using multiple assessments to determine the level of student learning based on the academic content standards of the teaching field to include the:

(I) Development of various types of assessments;

(II) Development of scoring guides for the assessments;

(III) Analysis of student work to assess achievement and gains; and

(IV) Analysis of assessment data to determine instruction to meet individual student needs.

3. Engagement

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions of planning, implementing, and assessing classroom instruction engaging all students in active learning to include the:

(I) Establishment of a standards-based classroom;

(II) Use of research based exemplary practices;

(III) Use of activating strategies;

(IV) Use of cognitive strategies;

(V) Use of summarizing strategies;

(VI) Use of questioning strategies;

(VII) Use of Bloom's Taxonomy;

(VIII) Use of cooperative learning strategies;

(IX) Demonstration of the understanding of relationship between engagement and achievement;

(X) Demonstration of the understanding of how to align research-based strategies with Georgia Standards of Excellence;

(XI) Demonstration of the understanding of the role of effective questioning and critical thinking;

(XII) Demonstration of the skills to create acquisition and extending/refining lessons based on research-based strategies;

(XIII) Demonstration of the understanding of how to use strategies and graphic organizers to increase engagement;

(XIV) Demonstration of the understanding of how to write content questions according to Bloom's Taxonomy; and

(XV) Demonstration of the understanding of how to differentiate instruction by content and by learner.

4. Environment

(i) The non-traditional preparation path shall prepare candidates who demonstrate knowledge, skills, and dispositions to develop and implement effective classroom management plans that include the:

(I) Appropriate arrangement of classroom that supports student learning; and

(II) Planning and implementation of strategies that produce a learning environment that provides the best opportunity for student learning.

5. Ethics

(i) The non-traditional preparation path shall prepare candidates who demonstrate the knowledge, skills, and dispositions necessary to model ethical practices of the education profession. (GaPSC Rule 505-6-.01, THE CODE OF ETHICS FOR EDUCATORS)

(d) Program Completion Requirements. Non-traditional EPPs shall require candidates to:

1. Obtain a passing score on the state-approved content assessment in the field of certification sought, unless a passing score is required for program admission in that field (see www.gapsc.com FIELD-SPECIFIC REQUIREMENTS);

2. Meet the twelve (12) dispositions, twenty-four (24) competencies, and pedagogical content standards delineated in this rule;

3. Complete an Individual Induction Plan (IIP)/Professional Learning Plan that includes the requirements described in paragraph (2) (h);

4. Meet all of the elements in Standard 6: Requirements and Standards of the *Georgia Standards for the Approval of Educator Preparation Providers and Educator Preparation Programs* (Georgia Standards); and

5. Meet individual requirements resulting from the analysis of candidate assessment data.

(6) **Field-Specific Requirements.** To receive approval to offer non-traditional paths to Professional teacher certification in eligible fields, a GaPSC-approved educator preparation provider must ensure candidates meet all FIELD-SPECIFIC REQUIREMENTS found at www.gapsc.com**.**

(7) **Field-Specific Exemptions for the Elementary Education Certification-Only Program Through GaTAPP.** Since candidates in this program have completed an initial teacher preparation program, they are exempt from the Georgia Educator Ethics Assessment.

(8) **Military Exemption for Assessment Requirements.** Military retirees or spouses of active-duty military personnel who enter a GaTAPP program without a related degree in the field of certification sought must attempt the content assessment by the end of the first semester in the program and must pass the assessment by the end of the first year.

Cite as Ga. Comp. R. & Regs. R. 505-3-.05
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Note: Correction of non-substantive typographical error in, original Rule title "Educator Preparation Provider Annual Reporting and Evaluation" corrected to "Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)." Effective Oct. 15, 2016.
Repealed: New Rule of same title adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. Dec. 20, 2017; eff. Jan. 15, 2018, as specified by the Agency.
Amended: F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. Apr. 7, 2020; eff. Apr. 15, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 10, 2022; eff. July 1, 2022, as specified by the Agency.

Rule 505-3-.06. Pedagogy-Only Program.

(1) **Purpose.** This rule specifies the pedagogical standards required for approval of initial educator preparation programs offered at the post-baccalaureate level that prepare individuals to teach in Middle Grades (4-8), Secondary (6-12), and all P-12 fields except Reading Education and Special Education, for which they have demonstrated content expertise. This rule supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS; therefore, unless otherwise stated herein, all requirements specified for initial teacher preparation programs in Rule 505-3-.01 apply to pedagogy-only programs.

(2) **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 Model Core Teaching Standards, listed below, published in 2011 by the Council for Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC).

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(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 (excluding Special Education) 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, Reading, Science, or Social studies.

(c) Program Completion Requirements

1. Prior to completion, candidates must meet all program completion requirements specified in Educator Preparation Rule 505-3-.01, with one exception; candidates seeking Middle Grades certification through the pedagogy-only program are required to be prepared in and attempt the state-approved content assessment in only one field.

Cite as Ga. Comp. R. & Regs. R. 505-3-.06
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Advanced Degree Alternative Certification Program" adopted. F. Sept. 18, 2007; eff. Oct. 15, 2007, as specified by the Agency.
Repealed: F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Adopted: New Rule entitled "Pedagogy-Only Program." F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Amended: F. Sep. 24, 2021; eff. Oct. 15, 2021, as specified by the Agency.

Rule 505-3-.07. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.07
Authority: O.C.G.A. § 20-2-200.

History. Original Rule entitled "Paraprofessional Preparation Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-3-.08. Innovative and Experimental Programs.

(1) **Purpose**. This rule states standards for approving innovative and experimental programs and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The Georgia Professional Standards Commission (GaPSC) encourages innovation and experimentation in educator preparation. The standards and recommendations contained in this rule have been prepared to facilitate the development of alternative approaches to the preparation of education personnel. Nothing in this rule shall prohibit regional and local units of administration from developing these programs in collaboration with institutions of higher education.

(a) **Innovative and/or experimental programs may be proposed by any GaPSC-approved educator preparation provider.**

(b) **Innovative and experimental programs are defined as those programs, which are designed to:**

1. Develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;

2. Prepare school personnel for new types of positions emerging in the educational community;

3. Prepare non-traditional populations of candidates for educational roles;

4. Meet the special needs of particular segments of our society, and/or

5. Address special curricular areas for which there are no standards.

(2) **Requirements.**

(a) The program shall include a written statement of the rationale and goals of the proposed program describing a conceptual framework based upon professional needs, trends, and research about effective practice;

(b) The program shall include competencies based upon program objectives, which reflect attitudes, knowledge, and skills required of beginning practitioners;

(c) The program shall include a curriculum plan for achieving program objectives, evaluating the program and assessing students upon completion of the program;

(d) The program shall be supported by the institution/agency with budgetary and personnel allocations sufficient to sustain innovation and/or experimentation;

(e) The program shall include appropriate human, physical, and financial resources to assure the achievement of program objectives, including the planning and evaluation process;

(f) The program shall have written and published criteria and procedures for admission, retention, and completion;

(g) The program shall provide for the periodic evaluation of completers as a basis for program continuance;

(h) The program shall be vested in the preparing institutions and/or agencies and shall include evidence of administrative responsibility for governance and coordination; and

(i) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.08
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Requirements and Standards for Training Pre-Candidates, Candidates and Facilitators in Georgia's National Board Certified Teachers Program" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Innovative and Experimental Programs" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.09. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.09
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Innovative and Experimental Programs" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Requirements and Standards for Training Pre-Candidates, Candidates and Facilitators in Georgia's National Board Certified Teachers Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.10. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.10
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Agriculture Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.11. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.11
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Art Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.12. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.12
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Business Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Birth to Five Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Birth Through Five Program" adopted. F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: New rule entitled "Birth Through Five Program" adopted. F. Dec. 20, 2011; eff. Jan. 9, 2012.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.13. Birth Through Kindergarten Program.

(1) PURPOSE. This rule states field-specific content standards for approving programs that prepare individuals to work with and teach children with diverse learning needs from birth through kindergarten and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards and requirements delineated below for initial early childhood professional preparation programs. The standards are adapted from standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2017 by the Council for Exceptional Children-Initial Specialty Set in Early Childhood.

1. Child Development and Learning in Context and Individual Learning Differences: Birth Through Kindergarten candidates are grounded in an understanding of the developmental period of early childhood from birth through kindergarten across developmental domains. They understand each child as an individual with unique developmental variations. They understand that all children develop within relationships; that learning is constructed by adults and children together; and that learning occurs within the context of families, cultures, languages, communities, and society. Candidates use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities. They understand how exceptionalities may interact with development and learning, and use this knowledge to provide meaningful and challenging learning experiences for children with diverse learning needs. Indicators are as follows:

   (i) Candidates know and understand early childhood development based on:

      (I) Knowledge of developmental theories, coursework, and observation across domains and areas such as physical, cognitive, social-emotional, and linguistic; and

      (II) Understanding variability in early development of young children with diverse learning needs, such as children with disabilities or children who are bilingual, and the impacts of variability on development and learning.

   (ii) Candidates know and understand the biological and environmental factors, both social and physical, that affect pre-, peri-, and postnatal development and learning.

   (iii) Candidates know, understand, and value each child as an individual with unique developmental variations, agencies, strengths, interests, challenges, approaches to learning, experiences and abilities.

   (iv) Candidates know and understand the impact of medical conditions and related care on development and learning, as well as on family concerns, resources, and priorities.

(v) Candidates know and understand the ways that development and the learning process for children with diverse learning needs occur within multiple contexts, including family, culture, language, and community as well as within a larger societal context of structural inequities.

(vi) Candidates use multidimensional knowledge of early development (including developmental period of early childhood; etiology, characteristics, and classification of common disabilities in infants and young children; and individual child, development and learning in cultural context) to make evidence-based decisions that support each child.

2. Family and Community Partnerships: Birth Through Kindergarten candidates understand that successful early childhood education depends upon partnerships with young children's families. They know about, understand, and value the importance of and diversity in family and community characteristics. They use this understanding to create respectful, culturally and linguistically responsive, reciprocal relationships and to engage as partners with families in young children's development and learning. They use community resources to support young children's learning and development and to support families as they also support partnerships with early learning settings, schools and community organizations and agencies. Indicators are as follows:

   (i) Candidates know about, understand, and value the diversity of families and communities.

   (ii) Candidates engage as partners with families in young children's development, and learn through respectful and reciprocal relationships.

   (iii) Candidates use community resources to support families and young children, as well as work to support the community.

3. Child Observation, Documentation, and Assessment: Birth Through Kindergarten candidates understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instruction and planning for children with diverse learning needs in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know how to use observation, documentation, and other appropriate assessment approaches and technically sound tools that minimize bias, and use knowledge of measurement principles and practices to interpret

assessment results and guide educational decisions for individuals with diverse learning needs. They are responsible and ethical in their use of assessment and assessment results. In partnership with families and professional colleagues, they document individual children's progress, and plan learning experiences that promote positive outcomes for each child. Indicators are as follows:

(i) Candidates understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings.

(ii) Candidates know a wide range of types of assessments, their purposes, and their associated methods and tools.

(iii) Candidates align assessment with curriculum; content standards; and local, state, and federal regulations.

(iv) Candidates practice assessment that is ethically and legally grounded and developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.

(v) Candidates build assessment partnerships with families and professional colleagues, including, assisting families in identifying their concerns, resources, and priorities, and integrating family priorities and concerns in the assessment process.

(vi) Candidates assess progress in the five developmental domains, play, and temperament using a variety of materials and contexts to maintain the interests of young children and the assessment process.

(vii) Candidates emphasize the child's strengths and needs in assessment reports that focus on functional concerns, and participate as a team member to integrate assessment results in the development and implementation of individualized plans.

4. Learning Environments: Birth Through Kindergarten candidates create safe, inclusive, culturally responsive learning environments, so that children with diverse learning needs become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with other colleagues to create safe, inclusive, culturally responsive learning environments to engage all children in meaningful learning activities and social interactions. Birth Through Kindergarten candidates use motivational and instructional interventions to teach children with diverse learning needs how to adapt to different environments. They

know how to intervene safely and appropriately with all children. Indicators are as follows:

(i) Candidates select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

(ii) Candidates organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

(iii) Candidates embed learning opportunities in everyday routines, relationships, activities, and places.

(iv) Candidates structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

(v) Candidates provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences.

(vi) Candidates implement basic health, nutrition, and safety management procedures for infants and young children.

(vii) Candidates use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

5. Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies: Birth Through Kindergarten candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive, caring, supportive relationships and interactions as the foundation for their work with young children. They are able to differentiate instruction for individual children and for groups. They use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, and evidence-based teaching approaches that reflect universal design for learning principles. They understand the importance of play and inquiry in young children's learning and development, and how to support play in early education. They develop and sustain reflective, responsive and intentional practice. They use technologies to support instructional assessment, planning, and delivery for children with diverse learning needs, and are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of children with disabilities. Birth Through Kindergarten candidates use strategies to enhance language development and communication skills of

children with diverse learning needs. They develop and implement a variety of education and transition plans across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. Indicators are as follows:

(i) Candidates understand positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children, and understand how to support child-initiated development and learning in classroom and home settings.

(ii) Candidates understand that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood (such as teacher-scaffolded and -initiated instruction to complement child-initiated learning), along with differentiated instruction to support children's individual needs, including those of bilingual children and children with developmental delays or disabilities.

(iii) Candidates use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles.

(iv) Candidates develop and sustain reflective, responsive, and intentional practice.

(v) Candidates link development, learning experiences, and instruction to promote educational transitions, implementing processes and strategies that support transitions, and assisting the family in planning for transition.

(vi) Candidates design intervention strategies incorporating information from multiple sources and supportive of children's independent functioning in natural environments.

6. Content Knowledge in Early Childhood Curriculum: Birth Through Kindergarten candidates have and apply a solid understanding of the content of the academic disciplines. They understand content knowledge about the central concepts, methods, inquiry and application tools, and structures in each academic discipline. They understand pedagogical content knowledge about how young children learn and process information in each discipline including the learning trajectories for each discipline. They apply this knowledge in using early learning standards and other resources to make decisions about spontaneous and planned teaching practices, and about

curriculum development, implementation, and evaluation that will be stimulating, challenging, and meaningful to each child. Birth Through Kindergarten candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for children with diverse learning needs. They understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for children with diverse learning needs and can modify general and specialized curricula to make them accessible to all children. Indicators are as follows:

(i) Candidates understand content knowledge and resources, including the central concepts, methods, inquiry and application tools, and structures of the academic disciplines in an early education curriculum.

(ii) Candidates understand pedagogical content knowledge regarding how young children with diverse learning needs learn in each discipline, and how to use the teacher knowledge and practices described in Standards 1 through 4 (e.g., universal design for learning, embedded and differentiated instruction) to support young children's learning in each content area.

(iii) Candidates apply, expand, integrate, and update their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice.

(iv) Candidates apply current research to the five developmental domains, play, temperament, and address challenging behavior in learning situations.

(v) Candidates plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

7. Professionalism as an Early Childhood Educator: Birth Through Kindergarten candidates identify and conduct themselves as members of the early childhood profession and serve as informed advocates for young children, families, and the early childhood profession. They know and use ethical guidelines and other early childhood professional guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on early childhood education to inform their practice. They have strong communication skills that effectively support their relationships and work with young children, families and

colleagues. They understand that diversity is a part of families, cultures, and schools and that complex human issues can interact with the delivery of special education services. Indicators are as follows:

(i) Candidates identify and involve themselves with the early childhood field and serve as informed advocates on behalf of infants and young children and their families, including awareness of trends and issues (legal, ethical, policy) in early childhood education, early childhood special education, and early intervention. This includes participation in activities of professional organizations relevant to early childhood education, early childhood special education, and early intervention.

(ii) Candidates know about the historical, philosophical foundations and legal basis of services for infants and young children with and without disabilities, and know about and uphold ethical standards and other early childhood professional guidelines (e.g., recognizing signs of emotional distress, neglect, and abuse; following reporting procedures; and implementing family services consistent with due process safeguards).

(iii) Candidates engage in continuous, collaborative learning to inform practice.

(iv) Candidates integrate knowledgeable and critical perspectives on early childhood education and develop the habit of intentional, reflective practice, including, applying evidence-based and Council for Exceptional Children Division for Early Childhood recommended practices for infants and young children including those from diverse backgrounds.

(v) Candidates use strong communication skills to effectively support young children's learning and development and work with families and colleagues, including integrating family systems theories into practice; and respecting families' choices and goals.

(vi) Candidates advocate for professional status and working conditions for those who serve infants and young children, and their families.

8. Collaboration: Birth Through Kindergarten candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of all children across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues, and use

collaboration to promote the well-being of all children across a wide range of settings and collaborators. Indicators are as follows:

(i) Candidates know and apply models and strategies of consultation and collaboration, and the roles of families, school and community personnel in planning individualized programs.

(ii) Candidates understand the concerns of families of children with disabilities and strategies to help address these concerns.

(iii) Candidates know culturally responsive factors that promote effective communication and collaboration among families, school personnel, and community members.

(iv) Candidates understand the structures supporting inter-agency collaboration, including interagency agreements, referral, and consultation.

(v) Candidates collaborate with caregivers, professionals, and agencies to support children's development and learning, including involving families in evaluation of services.

(vi) Candidates implement family-oriented services based on the family's identified resources, priorities, and concerns.

(vii) Candidates provide consultation and coaching in settings serving infants and young children, including use of adult learning principles when consulting with and coaching family members and service providers.

9. Birth Through Kindergarten Field Experiences: Field experiences and clinical practice are planned and sequenced so that Birth Through Kindergarten candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of birth through kindergarten. Field experiences must occur in all three age groups (0 - 2, 3 - 4, and 5) and in at least two early childhood education program settings. Indicators are as follows:

(i) Candidates observe and participate under the supervision of qualified professionals in a variety of settings, including Pre-K, K, licensed childcare programs, Head Start, preschool special education, and grade levels in which children are served according to the Birth Through Kindergarten program grade bands.

(ii) Candidates work effectively over time with children of diverse ages, with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems.

(iii) Candidates demonstrate ability to work effectively during full-time supervised residency and field experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different groups (infant/toddler: Birth-2 years; preschool/pre-k: 3-4 years, and Kindergarten: 5 years) and with varying abilities.

(iv) Candidates analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

(b) The program shall meet all requirements specified in rule GaPSC 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATORS PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.13
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Coordinated Vocational Academic Education (CVAE) Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: Rule retitled "Coordinator of Vocational Academic Education (CVAE) Program". F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Coordinator of Vocational Academic Education (CVAE) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Business Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Birth through Kindergarten Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-3-.14. Elementary Education (P-5) Program.

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

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the standards and requirements delineated below. The standards are adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC), the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP), and the standards published in 2007 by the Association for Childhood Education International (ACEI). A guidance document accompanying this rule provides supporting explanations for the scope and focus of each standard.

(b) The program shall prepare elementary education professionals to meet the following indicators based on content standards published by the Association for Childhood Education International (2007):

1. Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2. Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

3. Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

4. Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

5. The Arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

6. Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

7. Physical Education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(c) The program shall prepare elementary education professionals to meet the following pedagogical standards adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP).

1. Understanding and Addressing Each Child's Developmental and Learning Needs: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

   (i) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.

2. Working with Families and Communities: Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments.

   (i) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments.

(ii) Candidates get to know the diverse cultural contexts of children and families to appropriately plan and program experiences.

(iii) Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation.

(iv) Candidates communicate with families in ways which foster partnership and engagement which are respectful of linguistic and culturally diversity.

3. Understanding and Applying Content and Curricular Knowledge for Teaching: To support a coherent curriculum, candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across language and literacy, mathematics, science, social studies, approaches to learning, and social emotional learning. Candidates know the essential concepts, inquiry tools, and structure of content areas, including all academic subjects, and can identify resources to deepen their learning. Candidates know how particular content topics and expectations are connected to each other throughout the early learning (Preschool-Kindergarten), primary (1-3), and intermediate (4-5) grades. Candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level progressions. Candidates include digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education.

(i) Candidates demonstrate and apply understandings of the elements of language and literacy critical for purposeful oral, print, and digital communication.

(ii) Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

(iii) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

(iv) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

(v) Candidates demonstrate understanding, capabilities, and practices associated with approaches to learning such as initiative and exploration, attentiveness and persistence, and play for young learners.

(vi) Candidates demonstrate and apply understandings and integration of social emotional development and learning including self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

4. Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use developmentally appropriate formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. Candidates build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.

(i) Candidates use content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(ii) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

(iii) Candidates use assessment results to improve instruction and monitor learning.

(iv) Candidates plan instruction including goals, materials, learning activities, and assessments.

(v) Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

(vi) Candidates demonstrate competency in a variety of assessment techniques and tools for young children including observation, work samples, and screening.

(vii) Candidates demonstrate the ability to assess learning and development through play for young learners.

5. Guidance, Classroom Management and Challenging Behaviors: Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

   (i) Candidates implement developmentally appropriate positive direct guidance practices with young children.

   (ii) Candidates utilize developmentally appropriate indirect guidance strategies to foster positive and healthy relationships with young children.

   (iii) Candidates manage the classroom by establishing and maintaining social norms and developmentally appropriate behavioral expectations.

   (iv) Candidates understand how to manage challenging behaviors using developmentally appropriate evidence based practices.

   (v) Candidates use developmentally appropriate strategies to promote classroom community and prosocial skills.

6. Supporting Each Child's Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices and modalities that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

   (i) Candidates use a variety of instructional practices that support the learning of every child.

(ii) Candidates teach a cohesive sequence of lessons to ensure sequential and developmentally appropriate learning opportunities for each child.

(iii) Candidates explicitly teach concepts, strategies, and skills, as developmentally appropriate, to guide learners as they think about and learn academic content.

(iv) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

(v) Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

(vi) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

(vii) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

(viii) Candidates teach concepts and support development through child selected play utilizing developmentally appropriate strategies for young leaners.

7. Developing as a Professional: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

(i) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

(ii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

(iii) Candidates participate in peer and professional learning communities to enhance student learning.

8. Teaching of Reading: The program shall prepare elementary education professionals to meet the standards for the Reading Endorsement Program as specified in GaPSC Rule 505-3-.96, READING ENDORSEMENT PROGRAM.

(d) The program shall assure field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through fifth grade children in all three age groups (PK-K, 1-3, and 4-5), and in a variety of settings that offer elementary education. The indicators are as follows:

1. Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private settings, centers, schools, and community agencies);

2. Work effectively over time with children of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems;

3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and

4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

(e) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.14
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dance Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: New title "Elementary Education (P-5) Program." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Repealed: New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency

Rule 505-3-.15. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.15
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Diversified Cooperative Training (DCT) Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Diversified Cooperative Training (DCT) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Drama Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.16. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.16
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Procedures and Requirements for Approving Professional Education Units and Programs Preparing Education Personnel" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992, as specified by the Agency.
Repealed: New Rule entitled "Drama Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Amended: F. Mar. 26, 2013; eff. Apr. 15, 2013.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.17. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.17
Authority: O.C.G.A. Sec. 27-1-4.
History. Original Rule entitled "Procedures for Developing Rules for Approving Professional Education Units and Programs and Accompanying Certification Standards" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Early Childhood Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "English Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2015, as specified by the Agency.
Repealed: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.18. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.18
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Agriculture Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "English Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: Rule with same title adopted. F. Mar. 8, 2012; eff. Apr. 15, 2012.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.19. Middle Grades Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach middle grades**,** grades 4-8, and supplements requirements in Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Middle Grades Core. The program shall conform to the following standards for Initial Programs in Middle Level Teacher Education adapted from the Association for Middle Level Education (AMLE) Middle Level Teacher Preparation Standards (2012):

(i) Standard 1: Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional

practices that acknowledge and value the diversity of all young adolescents.

(ii) Standard 2: Middle Level Curriculum

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition).

(iii) Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

(iv) Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual

orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

(v) Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

2. Reading and Writing. The program shall prepare candidates who understand and apply principles of teaching reading and writing at the middle grades level and who meet the following elements of the standards specified by the International Reading Association (IRA) Standards for Reading Professionals, 2010. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program:

(i) Candidates use knowledge of adolescent literacy development;

(ii) Candidates apply knowledge of the teaching of reading and writing to adolescents;

(iii) Candidates use knowledge of formal and informal literacy assessment strategies in the content areas;

(iv) Candidates apply knowledge of how to meet the needs of students who read at differing levels; and

(v) Candidates demonstrate knowledge of how to facilitate all students' learning from content area texts.

3. Areas of Concentration. Baccalaureate degree programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science. Post-baccalaureate programs shall require preparation of candidates in at least one of the following areas of concentration: reading, language arts, mathematics, science, or social science.

   (i) An area of concentration shall be defined as a minimum of fifteen semester hours of content that meet the standards of the appropriate national specialized professional association, as described below;

   (ii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the reading concentration;

   (iii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the language arts concentration; and

   (iv) Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards for classroom teachers of reading published by the International Reading Association (equivalent to the Reading In-Field Endorsement; see Rule 505-3-.96 READING ENDORSEMENT PROGRAM):

      (I) Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction:

         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:

            A. Candidates read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents;

B. Candidates explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English;

C. Candidates explain language and reading development during adolescence (e.g., word description, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research; and

D. Candidates explain the research and theory of learning environments that support individual motivation to read and write.

II. Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement:

A. Candidates show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals;

B. Candidates use multiple sources of information to guide instructional planning to improve reading achievement for all students;

C. Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components; and

D. Candidates Identify major milestones in reading scholarship and interpret them in light of the current social context.

(II) Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing:

I. Candidates use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum:

A. Candidates explain how the reading and writing curriculum is related to local, state, national and professional standards;

B. Candidates implement the curriculum based on students' prior knowledge, world experiences, and interests;

C. Candidates evaluate the curriculum to ensure that instructional goals and objectives are met; and

D. Candidates work with the team or department to help ensure interdisciplinary connections 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:

A. Candidates select and implement instructional approaches that are evidence based and meet student needs;

B. Candidates differentiate instructional approaches to meet students' reading and writing needs in all content areas;

C. 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;

D. Candidates incorporate traditional print, digital, and online resources as instructional tools to enhance student learning; and

E. 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:

A. Candidates, guided by evidence-based rationale, select and use quality traditional print, digital, and online resources;

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

C. Candidates demonstrate knowledge about various materials including those specifically for adolescent learners and their uses.

(III) Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction:

I. Candidates understand types of assessment and their purposes, strengths, and limitations:

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

B. Candidates describe strengths and limitations of a range of assessment tools and their appropriate uses;

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

D. 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:

A. Candidates select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness;

B. Candidates administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;

C. Candidates interpret and use assessment data to analyze individual, group, and classroom performance and progress; and

D. 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:

A. Candidates use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;

B. Candidates use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching;

C. Candidates interpret patterns in classroom and individual students' data; and

D. 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:

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

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

(IV) Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society:

I. Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write;

A. 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;

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

C. Candidates demonstrate an understanding of the ways in which the various forms of

diversity interact with reading and writing development; and

D. 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:

A. Candidates assess the various forms of diversity that exist in students as well as in the surrounding community;

B. Candidates provide differentiated instruction and instructional materials including traditional print, digital and online resources that capitalize on diversity; and

C. 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:

A. Candidates provide students with linguistic, academic, and cultural experiences that link their communities with the school;

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

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

(V) 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:

I. Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction:

A. 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

B. 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:

A. Candidates demonstrate a respectful attitude toward all learners and understand the roles for choice, motivation and scaffolded support in creating low-risk and positive social environments;

B. 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

C. 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):

A. 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

B. 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. Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction:

A. Candidates use evidence-based rationale to make and monitor flexible instructional grouping options for students;

B. Candidates model and scaffold procedures so students learn to work effectively in a variety of classroom configurations and activities; and

C. Candidates use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work and research/investigation groups).

(VI) Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility:

I. Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture:

A. 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:

A. Candidates display reading and writing behaviors and serve as a model to students;

B. Candidates promote student appreciation of the value of reading traditional print, digital and online resources in and out of school;

C. Candidates join and participate in professional literacy organizations, symposia, conferences and workshops;

D. Candidates work collaboratively and successfully with families, colleagues and community members to support students' reading and writing;

E. Candidates demonstrate effective use of technology for improving student learning;

F. Candidates identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions; and

G. 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:

A. Candidates recognize the importance of professional development for improving reading and writing in schools;

B. Candidates participate individually and with colleagues in professional development programs at the school and district levels; and

C. Candidates apply learning from professional development in instructional practices.

IV. Candidates understand and influence local, state, or national policy decisions:

A. Candidates are informed about important professional issues; and

B. 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.

(v) Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards published by the National Council of Teachers of English (2012):

(I). Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

A. Candidates are knowledgeable about texts-print and non-print texts, media texts, classic texts and contemporary texts, including young adult-that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes;

they are able to use literary theories to interpret and critique a range of texts.

B. Candidates are knowledgeable about the processes adolescents use to read texts and make meaning through interaction with a variety of media.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

A. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

B. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

C. Candidates are knowledgeable about processes that adolescents use to compose texts and make meaning through interaction with a variety of media.

(II). <u>Content Pedagogy: Planning Literature and Reading Instruction in ELA</u>

I. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

A. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts-across genres, periods, forms, authors, cultures, and various forms of media- and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

B. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

C. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

D. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

E. Candidates plan instruction that incorporates knowledge of language-structure, history, and conventions-to facilitate students'

comprehension and interpretation of print and non-print texts.

F. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

(III). <u>Content Pedagogy: Planning Composition Instruction in ELA</u>

I. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.)

A. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

B. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

C. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

D. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

(IV) <u>Learners and Learning: Implementing English Language Arts Instruction</u>

I. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

A. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

B. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

C. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

D. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently

known about student learning in English Language Arts.

(IV). Professional Knowledge and Skills

I. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

A. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.

B. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

II. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

A. Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

B. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness

for leadership, collaboration, ongoing professional development, and community engagement.

(vi) Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards published by the National Council of Teachers of Mathematics(NCTM) (2012):

(I) Content Knowledge. Candidates of middle level mathematics demonstrate conceptual understanding and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

(II) Mathematical Practices. Candidates of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. Candidates understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

(III) Content Pedagogy. Candidates of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. Candidates incorporate research-based mathematical experiences and include multiple instructional mathematical understanding and proficiency. Candidates provide students with opportunities to do mathematics by allowing students to talk about it, connect it to both theoretical and real-world contexts. Candidates plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

(IV) Mathematical Learning Environment. Candidates of middle level mathematics exhibit knowledge of young adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. Candidates demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. Candidates use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

(V) Impact on Student Learning. Candidates of middle level mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Candidates support the continual development of a productive disposition toward mathematics. Candidates show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematical-specific technology in building new knowledge.

(VI) Professional Knowledge and Skills. Candidates of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

(vii) Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the

following standards adapted from the National Science Teachers' Association (NSTA) (2011):

(I) The program shall prepare candidates who can understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in the fields of biology, physical sciences and earth and space science. The sciences should be interwoven to develop interdisciplinary perspectives and mastery of competencies in each content area: life science, physical science, and Earth and space science:

I. Candidates should be prepared in life science to lead students to understand:

A. Features distinguishing living from nonliving systems;

B. Characteristics distinguishing plants, animals, and other living things;

C. Multiple ways to order and classify living things;

D. Ways organisms function and depend on their environments;

E. Ways organisms are interdependent;

F. Reproductive patterns and life cycles of common organisms;

G. Growth, change, and interactions of populations to form communities;

H. Factors governing the structures, functions, and behaviors of living systems;

I. Multiple systems of classification of organisms;

J. Cycles of matter, and flow of energy, through living and nonliving pathways;

K. Natural selection, adaptation, diversity, and speculation;

L. Structure, function, and reproduction of cells, including microorganisms;

M. Levels of organization from cells to biomes;

N. Reproduction and heredity, including human reproduction and contraception;

O. Behavior of living systems and the role of feedback in their regulation; and

P. Hazards related to living things including allergies, poisons, disease, and aggression.

II. Candidates should be prepared in physical science to lead students to understand:

A. Properties of matter such as mass, solubility, and density;

B. Combinations of matter to form solutions, mixtures, and compounds with different properties;

C. Variations in the physical and chemical state of matter and changes among states;

D. Ordering and classification of matter and energy and their behaviors;

E. Factors affecting the position, motion and behavior of objects;

F. Properties of simple machines and tools, such as levers and screws;

G. Properties of light, electricity, sound, and magnetism;

H. Types of energy, energy sources, and simple transformations of energy;

I. Properties and applications of sound, light, magnetism, and electricity;

J. Potential and kinetic energies and concepts of work;

K. Energy flow in physical and chemical systems, including simple machines;

L. State of matter and bonding in relation to molecular behavior and energy;

M. Conversation of matter and energy;

N. Classifications of elements and compounds;

O. Solvents (especially water) and solutions;

P. Chemical nature of the earth and its living organisms; and

Q. Chemical, electrical and radiation hazards.

III. Candidates should be prepared in Earth and Space Sciences to lead students to understand:

A. Natural objects in the sky and why they change in position and appearance;

B. Causes of the seasons and seasonal changes;

C. Changes in the atmosphere resulting in weather and climate;

D. Changes in the Earth creating and eroding landforms;

E. Basic properties of rocks, minerals, water, air, and energy;

F. Differences between renewable and nonrenewable natural resources;

G. Structures of objects and systems in space;

H. Earth's structure, evolution, history and place in the solar system;

I. Characteristics and importance of oceans, lakes, rivers, and the water cycle;

J. Characteristics of the atmosphere including weather and climate;

K. Changes in the Earth caused by chemical, physical and biological forces;

L. Causes and occurrences of hazards such as tornadoes, hurricanes, and earthquakes;

M. Characteristics and importance of cycles of matter such as oxygen, carbon, and nitrogen;

N. Characteristics of renewable and nonrenewable natural resources and implications for their use; and

O. Interactions among populations, resources, and environments.

IV. Candidates should be prepared to create interdisciplinary perspectives and to help students understand why science is important to them and to lead students to understand:

A. Differences between science, as investigation, and technology as design;

B. Impact of science and technology on themselves and their community, and on personal and community health;

C. How to use observation, experimentation, data collection, and inference to test ideas and construct concepts scientifically;

D. How to use metric measurement and mathematics for estimating and calculating, collecting and transforming data, modeling, and presenting results;

E. Interrelationships of pure and applied sciences, and technology;

F. Applications of science to local and regional problems and the relationship of science to ones' personal health, well-being, and safety;

G. Historical development and perspectives on science including contributions of underrepresented groups and the evolution of major ideas and theories;

H. Applications of science to the investigation of individual and community problems;

I. Use of technological tools in science, including calculators and computers; and

J. Applications of basic statistics and statistical interpretation to the analysis of data.

(II) The program shall prepare candidates who understand how students learn and develop scientific knowledge;

(III) The program shall prepare candidates who are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, practices of science and engineering, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met;

(IV) The program shall prepare candidates who can in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure;

(V) The program shall prepare candidates who can provide evidence to show that students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization;

(VI) The program shall prepare candidates who strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.

(viii) Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards published by the National Council for the Social Studies:

(I) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity;

(II) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change;

(III) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment;

(IV) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions

to organize and provide instruction at the appropriate school level for the study of individual development and identity;

(V) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions;

(VI) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance;

(VII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services;

(VIII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society;

(IX) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence; and

(X) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.19
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Art Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F.

Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Family and Consumer Sciences Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-3-.20. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.20
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Behavior Disorders Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Foreign Language Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.21. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.21
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Business Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Gifted In-Field Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Gifted In-Field Education Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Health Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.22. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.22
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Coordinated Vocational Academic Education (CVAE) Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Healthcare Science and Technology Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 12, 2009; eff. July 15, 2009, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.23. Economics Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Economics in grades 6-12**,** and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements**.

(a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018):

1. Standard 1 Content Knowledge: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

2. Standard 2 Application of Content Through Planning: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:

(i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.

(ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

(iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

(iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

(v) Candidates plan learning sequences that use technology to foster civic competence.

3. Standard 3. Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

   (i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

   (ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.

   (iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. Standard 4: Social Studies Learners and Learning: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

   (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

(ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

(iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Standard 5. Professional Responsibility and Informed Action**:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

(i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

(iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

(3) Specialty Field. The program shall require a major or equivalent in economics that meets the specialty area standard listed below:

(a) Economics

1. Candidates seeking certification in the field of economics are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of economics, and should hold a major or an equivalent (as defined in Rule 505-3-.01, paragraph (e) 3. (ii), page 11) in the field.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.23
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dance Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health Occupations Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Healthcare Science and Technology Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Health and Physical Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Economics Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-3-.24. English Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach English in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING **EDUCATOR PREPARATION PROVIDERS** AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the National Council of Teachers of English (2012):

1. Structure of the Program

(i) The program shall prepare candidates who meet appropriate performance assessments for pre-service English language arts teachers.

2. Content Knowledge

(i) Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

(I) Candidates are knowledgeable about texts print and non-print texts, media texts, classic texts and contemporary texts, including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

(II) Candidates are knowledgeable about the processes adolescents use to read texts and make meaning through interaction with a variety of media.

(ii) Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

(I) Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

(II) Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

(III) Candidates are knowledgeable about processes that adolescents use to compose texts and make meaning through interaction with a variety of media.

3. <u>Content Pedagogy: Planning Literature and Reading Instruction in ELA</u>

(i) Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

(I) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts across genres, periods, forms, authors, cultures, and various forms of media and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

(II) Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and

evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

(III) Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

(IV) Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

(V) Candidates plan instruction that incorporates knowledge of language structure, history, and conventions to facilitate students' comprehension and interpretation of print and non-print texts.

(VI) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

4. <u>Content Pedagogy: Planning Composition Instruction in ELA</u>

(i) Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.)

(I) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

(II) Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

(III) Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

(IV) Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

5. Learners and Learning: Implementing English Language Arts Instruction

(i) Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

(I) Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

(II) Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

(III) Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

(IV) Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

6. Professional Knowledge and Skills

(i) Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

(I) Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.

(II) Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA..

(ii) Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

(I) Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

(II) Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.24
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Distributive Education/Marketing Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Health and Physical Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Marketing Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule entitled "English Education Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.25. Geography Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Geography in grades 6-12**,** and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements**.

(a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018):

1. Standard 1 Content Knowledge: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

2. Standard 2 Application of Content Through Planning: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:

(i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.

(ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

(iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

(iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

(v) Candidates plan learning sequences that use technology to foster civic competence.

3. Standard 3. Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

   (i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

   (ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.

   (iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. Standard 4: Social Studies Learners and Learning: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

   (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

   (ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

(iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Standard 5. Professional Responsibility and Informed Action**:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

(i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

(iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

(3) Specialty Field. The program shall require a major or equivalent in geography that meets the specialty area standard listed below:

(a) Geography

1. Candidates seeking certification in the field of geography are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of geography, and should hold a major or an equivalent (as defined in Rule 505-3-.01, paragraph (e) 3. (ii), page 11) in the field.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.25
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Diversified Cooperative Training (DCT) Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Hearing Impaired Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Mathematics Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Adopted: New rule entitled "Geography Education Program." F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-3-.26. History Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach History in grades 6-12**,** and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements**.

(a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018):

1. Standard 1 Content Knowledge: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

2. Standard 2 Application of Content Through Planning: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:

(i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.

(ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

(iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

(iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

(v) Candidates plan learning sequences that use technology to foster civic competence.

3. Standard 3. Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

   (i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

   (ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.

   (iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. Standard 4: Social Studies Learners and Learning: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

   (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

   (ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

(iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Standard 5. Professional Responsibility and Informed Action**:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

(i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

(iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

(3) Specialty Field. The program shall require a major or equivalent in history that meets the specialty area standard listed below:

(a) History

1. Candidates seeking certification in the field of history are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of history, and should hold a major or an equivalent (as defined in Rule 505-3-.01, paragraph (e) 3. (ii), page 11) in the field.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.26
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Drama Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Home Economics Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: Rule retitled "Family and Consumer Science Education Program." F. Aug. 13, 1997; eff. Sept. 2, 1997.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.

Repealed: New Rule entitled "Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Note: Correction of non-substantive typographical errors in History on SOS Rules and Regulations website. "**Repealed:** New Rule entitled "Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency. "corrected to" **Repealed:** New Rule entitled "History Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency." Effective Oct. 15, 2018.
Repealed: New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-3-.27. Mathematics Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Mathematics in grades 6-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published in 2020 by the National Council of Teachers of Mathematics (NCTM):

1. Knowing and Understanding Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number; Algebra and Functions; Calculus; Statistics and Probability; Geometry, Trigonometry, and Measurement.

(i) Essential Concepts in Number. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.

(ii) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic,

graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics. Additional Concepts should include algebra from a more theoretical approach, including relationships between structures (e.g. groups, rings, and fields) as well as formal structures for number systems and numerical and symbolic calculations.

(iii) Essential Concepts in Calculus. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of calculus, including the mathematical study of the calculation of instantaneous rates of change and the summation of infinitely many small factors to determine some whole. Essential Concepts in Calculus include limits, continuity, the Fundamental Theorem of Calculus, and the meaning and techniques of differentiation and integration.

(iv) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of statistical thinking and the major concepts, procedures, knowledge, and applications of statistics and probability including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, and applied problems.

(v) Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include transformations, geometric arguments, reasoning and proof, applied problems, and non-Euclidean geometries.

2. Knowing and Using Mathematical Processes. Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.

(i) Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.

(ii) Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.

(iii) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

3. Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

   (i) Student Diversity. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

   (ii) Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

   (iii) Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

4. Teaching Meaningful Mathematics. Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop

conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

(i) Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

(ii) Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

(iii) Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.

(iv) Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

(v) Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

(vi) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

(vii) Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

5. Assessing Impact on Student Learning. Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

(i) Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

(ii) Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

(iii) Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

6. Social and Professional Context of Mathematics Teaching and Learning. Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

   (i) Promote Equitable Learning Environments. Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

   (ii) Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

   (iii) Engage Families and Community. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.

   (iv) Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.

7. Secondary Field Experiences and Clinical Practice. Secondary mathematics candidates engage in a planned sequence of field experiences and clinical practice in diverse settings under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of

knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics supervised by an EPP supervisor, with secondary mathematics teaching experience or an equivalent knowledge base.

Cite as Ga. Comp. R. & Regs. R. 505-3-.27
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Early Childhood Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Marketing Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Music Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Mathematics Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule with the same title adopted. F. Sep. 24, 2021; eff. Oct. 15, 2021, as specified by the Agency.

Rule 505-3-.28. Political Science Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Political Science in grades 6-12**,** and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements**.

(a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018):

1. Standard 1 Content Knowledge: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

2. Standard 2 Application of Content Through Planning: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:

(i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.

(ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

(iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

(iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

(v) Candidates plan learning sequences that use technology to foster civic competence.

3. Standard 3. Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

(i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

(ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.

(iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

(iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

(v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. Standard 4: Social Studies Learners and Learning: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

   (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

   (ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

   (iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Standard 5. Professional Responsibility and Informed Action**:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

   (i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

   (ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

   (iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

(3) Specialty Field. The program shall require a major or equivalent in political science that meets the specialty area standard listed below:

(a) Political Science

1. Candidates seeking certification in the field of political science are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of political science, and should hold a major or an equivalent (as defined in Rule 505-3-.01, paragraph (e) 3. (ii), page 11) in the field.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.28
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Economics Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Mathematics Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Science Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule with same title approved. F. Sep. 24, 2012; eff. Oct. 14, 2012.
Repealed: New Rule entitled "Political Science Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Rule 505-3-.29. Science Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach broad field science and/or the science specialties of life sciences, chemistry, earth space science, and physics in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS. The standards are based on National Science Teaching Association/Association for Science Teacher Education standards (2020) and A Framework for K-12 Science Education - Practices, Crosscutting Concepts, and Core Ideas (2012).

(2) **Requirements.**

(a) A GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. Content Knowledge. Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science

and engineering practices for their fields of certification. Preservice teachers will:

(i) Use and apply the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields. Explain the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge; and

(ii) Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their certification level to 6-12 students.

2. Content Pedagogy. Effective teachers of science plan learning units of study and equitable, culturally responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers engage students in the use of science and engineering practices and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning. Preservice teachers will:

(i) Use science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts;

(ii) Incorporate appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from phenomena and empirical experiences;

(iii) Use engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem;

(iv) Align instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions; and

(v) Integrate science-specific technologies to support all students' conceptual understanding and application of science and engineering.

3. Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice-learning environment to achieve these goals. Preservice teachers will:

   (i) Plan a variety of lessons based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias learning environment;

   (ii) Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, virtual, and community) within their fields of certification;

   (iii) Plan lessons in which all students have a variety of opportunities to obtain information, evaluate, communicate, investigate, collaborate, learn from mistakes, and defend their own explanations of phenomena, observations, and data. This includes the proposal and defense of potential solutions to real-world, authentic, scientific and engineering problems; and

   (iv) Plan and implement instruction incorporating universal technologies that support and enhance virtual learning either in person or digitally to include all students in investigation and application of science content, engineering practices, and crosscutting concepts.

4. Safety. Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of certification. Preservice teachers will:

   (i) Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of certification;

   (ii) Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety

equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., Occupational Safety and Health Administration, National Fire Protection Association, Environmental Protection Agency), and best professional practices (e.g., National Science Teaching Association, Georgia Science Teachers Association, National Science Education Leadership Association). This includes awareness of personal liability, duty of care as it relates to students (face-to-face and remote), fellow staff, and visitors to the classroom;

(iii) Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of certification; and

(iv) Demonstrate an awareness of safety implications associated with remote learning. This includes awareness of personal responsibility for instructing students on safety precautions for remote learning.

5. Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:

   (i) Design and implement diverse and balanced assessments that allow all students to demonstrate their knowledge and ability to apply, synthesize, evaluate, and communicate their understanding of disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations;

   (ii) Collect, organize, analyze, evaluate and reflect on a variety of formative and summative evidence and use those data to inform future planning and teaching; and

   (iii) Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

6. Professional Knowledge and Skills. Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for addressing inequities and inclusion for all students in science. Teachers will also possess a deeper understanding of how to apply science and engineering practices for their discipline. They identify with and conduct themselves as part of the science education community. Preservice teachers will:

   (i) Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness;

   (ii) Participate in professional learning opportunities to deepen their science content knowledge, and knowledge of science and engineering practices; and

   (iii) Participate in professional learning opportunities to expand their science-specific pedagogical knowledge.

7. Commitment to Three-dimensional Learning. Effective teachers of 6-12 science and engineering should focus on a limited number of disciplinary core ideas and crosscutting concepts that are designed so that students continually build on and revise their knowledge and abilities over multiple years while supporting the integration of such knowledge and abilities with the practices needed to engage in scientific inquiry and engineering design. There are three major dimensions, Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. All three dimensions need to be integrated into standards, curriculum, instruction, and assessment. Preservice teachers will:

   (i) Emphasize science and engineering practices in their planning and implementation of lessons and units for all science students.

      (I) Asking questions (for science) and defining problems (for engineering);

      (II) Developing and using models;

      (III) Planning and carrying out investigations;

      (IV) Analyzing and interpreting data;

      (V) Using mathematics and computational thinking;

      (VI) Constructing explanations (for science) and designing solutions (for engineering);

(VII) Engaging in argument from evidence; and

(VIII) Obtaining, evaluating, and communicating information.

(ii) Focus deeply on a limited number of Disciplinary Core Ideas within each major category of science disciplines.

(I) Life Sciences

I. From Molecules to Organisms: Structures and processes

A. Cell structure and function

B. Growth and development of organisms

C. Organization for matter and energy flow in organisms

D. Information processing

II. Ecosystems: Interactions, Energy, and Dynamics

A. Interdependent relationships in ecosystems

B. Cycles of matter and energy transfer in ecosystems

C. Ecosystem dynamics, functioning, and resilience

D. Social interactions and group behavior

III. Heredity: Inheritance and Variation of Traits

A. Inheritance of traits

B. Variation of traits

IV. Biological Evolution: Unity and Diversity

A. Evidence of common ancestry and diversity

B. Natural selection

C. Adaptation

D. Biodiversity and humans

(II) Chemistry

I. Matter and Its Interaction

A. Structure and properties of matter

B. Chemical reactions

C. Nuclear processes

D. Atomic bonding

E. Solutions

II. Energy

A. Kinetic molecular theory

B. Conservation of energy and energy transfer

C. Electromagnetic radiation

(III) Earth Space Science

I. Earth's Place in the Universe

A. The universe and its stars

B. Earth and the solar system

C. History of planet Earth

II. Earth's Systems

A. Earth materials and systems

B. Plate tectonics and large system interactions

C. The roles of water in Earth's surface processes

D. Weather and climate

E. Bio-geology

III. Earth and Human Activity

A. Natural resources

B. Natural hazards

C. Human impacts on Earth systems

D. Global climate change

(IV) Physics

I. Matter and Its Interactions

A. Nuclear processes

II. Motion and Stability: Forces and Interactions

A. Forces and motion

B. Types of interactions

C. Stability and instability in physical systems

III. Energy

A. Work-energy theorem

B. Conservation of energy and energy transfer

C. Relationship between energy and forces

D. Energy in chemical processes and everyday life

IV. Waves and their applications in technologies for information transfer

A. Wave properties

B. Electromagnetic and mechanical waves

C. Information technologies and instrumentation

(iii) Consistently bear in mind crosscutting concepts as a means to provide linkages between science disciplines across multiple grades.

(I) Patterns

(II) Cause and effect: Mechanism and explanation

(III) Scale, proportion, and quantity

(IV) Systems and system models

(V) Energy and matter: Flows, cycles, and conservation

(VI) Structure and function

(VII) Stability and change

(b) Single-field Program Requirements. The program shall require a major or equivalent in one of the science areas listed in paragraph 7(ii). A major or equivalent shall be defined as a minimum of twenty-one semester hours of upper division content coursework that addresses the appropriate content area standards.

(c) Dual-field Program Requirements. The program shall require a major or equivalent in two of the content areas listed in paragraph 7 (ii). A major or equivalent shall be defined as a minimum of twenty-one semester hours of upper division content coursework that addresses the appropriate content area standards.

(d) Broad Field Program Requirements. The program shall require a major or equivalent in one of the science content areas listed in paragraph 7 (ii) and at least two additional areas of concentration listed in (ii). A major or equivalent shall be defined as a minimum of twenty-one semester hours of upper division content coursework that addresses the appropriate content area standards. An area of concentration shall be defined as a minimum of fifteen semester hours of content that address the appropriate content area standards listed in 7 (ii).

Cite as Ga. Comp. R. & Regs. R. 505-3-.29
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "English Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Middle Grades Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 29, 1994; eff. July 19, 1994.

Amended: F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Social Science Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Feb. 10, 2006; eff. Mar. 15, 2006, as specified by the Agency.
Adopted: New Rule entitled "Science Education Program." F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Mar. 25, 2022; eff. Apr. 15, 2022, as specified by the Agency.

Rule 505-3-.30. Speech Education Program.

(1) **Purpose.** This rule states criteria for approving initial educator preparation programs that prepare individuals to teach speech in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall prepare candidates who are familiar with basic communication concepts and theories;

2. The program shall prepare candidates who can identify various communication media and discuss the changing nature of media and the ways in which different media enable and constrain communication;

3. The program shall prepare candidates who know and apply critical skills associated with communicative arts, including characterization of the relationship between the critic and the critical object, identification of the social value of criticism and application of various stances to a variety of communicative acts;

4. The program shall prepare candidates who apply principles of responsible communication, including consideration of philosophies of communication that assign central importance to concepts of free speech, ethics, and their impact upon communicative acts;

5. The program shall prepare candidates who model practical communication skills related to public speaking, oral interpretation, group decision-making, television and radio, film, print, interpersonal, and organizational communication;

6. The program shall prepare candidates who can direct student co-curricular activities such as debate, forensics, radio management, and film society;

7. The program shall prepare candidates who can enforce the rules of parliamentary procedure; and

8. The program shall prepare candidates who know the history of theater, and can plan, conduct, and direct plays in schools.

(b) The program shall meet all requirements specified in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.30
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Music Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education General Curriculum Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Speech Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.31. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.31
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Foreign Language Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Orthopedically Impaired Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Special Education Adapted Curriculum Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2015, as specified by the Agency.

Rule 505-3-.32. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.32
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Geography Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Preschool Handicapped Education Program" adopted. F. Dec. 16, 1992; eff. July 1,

1993, as specified by the Agency.
Amended: Rule retitled "Preschool Special Education Program". F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Special Education General Curriculum/Early Childhood Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Special Education General Curriculum Program" adopted. F. Aug. 3, 2006; eff. Sept. 1, 2006, as specified by the Agency.
Repealed: New Rule entitled "Special Education/Early Childhood Education Program (P-5)" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2015, as specified by the Agency.

Rule 505-3-.33. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.33
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Gifted In-Field" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Reading Specialist Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: Rule retitled "Reading Education Program". F. Dec. 9, 1998; eff. Jan. 1, 1999, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Repealed: New Rule entitled "Reading Specialist Program at the Masters Level" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education Preschool (Ages 3 - 5) Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2015, as specified by the Agency.

Rule 505-3-.34. Agriculture Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach agriculture in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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:

1. The program shall prepare candidates who know and can apply the content of the biological, botanical, physical, natural and applied sciences relevant to practical solutions for agricultural problems;

2. The program shall prepare candidates who know and can apply the principles of plant science, animal science, agricultural business and leadership, agricultural mechanics, and forestry; and can apply technologies from these areas that are appropriate to the agriculture industry;

3. The program shall prepare candidates who demonstrate competence in one or more of the specialized occupational areas: agricultural production and marketing; agricultural equipment and supplies; agricultural electrification; agricultural metal fabrication; agriculture product processing; ornamental horticulture; floriculture and floral design; agricultural business; planning, and analysis; natural resource management; environmental science; forestry; agriculture animal production; veterinary science; or companion animal production and care;

4. The program shall prepare candidates who demonstrate the ability to conduct a complete program of study in agricultural education including classroom and laboratory instruction, Future Farmers of America (FFA) leadership development, and supervised agricultural experiences (SAE's) for students;

5. The program shall prepare candidates who can apply principles of production agriculture and agricultural economics;

6. The program shall prepare candidates who can plan for classroom and lab management, student behavior management, curriculum and instructional delivery systems, manage instructional laboratories, implement instructional techniques, and evaluate student learning in agricultural education; and

7. The program shall prepare candidates who demonstrate the ability to work with community, industry, governmental agencies, program advisory committees, as well as local and state school personnel to provide a desirable educational experience for students in agricultural education.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.34
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Safety, Driver and Traffic Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Safety and Driver Education Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004.
Repealed: New Rule entitled "Special Education Deaf Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Agriculture Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as

specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.35. Business Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach business in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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:

1. The program shall prepare candidates who demonstrate knowledge of business organization structure and function;

2. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE);

3. The program shall prepare candidates who demonstrate knowledge of the theories and skills of accounting, financial services and financial literacy;

4. The program shall prepare candidates who can apply problem-solving skills in business and information technology;

5. The program shall prepare candidates who are competent in use and application of computer applications (word processing, spreadsheet, database, presentation, and graphic) and basic information technology (programming, web design, digital design, computer science, and networking);

6. The program shall prepare candidates who demonstrate competence in use and application of emerging technology;

7. The program shall prepare candidates who know principles and application of business mathematics, business law, and business communication skills;

8. The program shall prepare candidates who are knowledgeable about business management techniques, leadership styles, marketing strategies and use in business, and economic theories and systems, including consumer economics concepts;

9. The program shall prepare candidates who have knowledge of teaching employability skills, business ethics, leadership skills, international business practices, and career opportunities in business and information technology related fields;

10. The program shall prepare candidates who can operate the student organization-Future Business Leaders of America (FBLA), the co-curricular organization aligned with business education curricula;

11. The program shall prepare candidates who can implement teaching strategies and methods for teaching business education and standards; and

12. The program shall prepare candidates who work with business and industry leaders in establishing school/business partnerships and advisory committees.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.35
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health Occupations Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Science Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Aug. 13, 1997; eff. Sept. 2, 1997.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education Physical and Health Disabilities Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Business Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.36. Family and Consumer Sciences Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach family and consumer sciences in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 published by the National Association of Teacher Educators for Family and Consumer Sciences (2009):

1. The program shall prepare candidates who analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision-making and transitioning processes;

2. The program shall prepare candidates who use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer science areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

3. The program shall prepare candidates who apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace;

4. The program shall prepare candidates who promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society;

5. The program shall prepare candidates who develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas;

6. The program shall prepare candidates who facilitate students' critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace;

7. The program shall prepare candidates who create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities;

8. The program shall prepare candidates who engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;

9. The program shall prepare candidates who assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes;

10. The program shall prepare candidates who integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and

11. The program shall prepare candidates who work with business, industry and labor in establishing school/business partnerships and advisory committees.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.36
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Health and Physical Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Social Science Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education Visual Impairments Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Family and Consumer Sciences Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.37. Healthcare Science Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach healthcare-related occupations in grades 6-12 and supplements requirements in Rule 505-3-.01REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) Candidates shall meet eligibility criteria outlined in Rule 505-2-.70 HEALTHCARE SCIENCE TECHNOLOGY EDUCATION (HSTE).

(b) The program shall have established procedures for evaluating and assessing work experience.

(c) To receive approval GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall prepare candidates who can interpret, develop and implement curriculum for healthcare science, including instructional methods of teaching, for the classroom, and lab activities;

2. The program shall prepare candidates who understand the organizational structure and historical development of career and technical education and its relationship to American business, industry, and careers;

3. The program shall prepare candidates who integrate academic and career and technical education content in the curriculum and in implementing interdisciplinary activities;

4. The program shall prepare candidates who organize, manage, plan and supervise the healthcare science lab;

5. The program shall prepare candidates who can adapt instruction for students from special populations in healthcare science programs;

6. The program shall prepare candidates who are familiar with secondary school guidance and counseling practices, assessment instruments and procedures, and assisting students in career development and placement activities through field based experiences in a variety of healthcare settings.

7. The program shall prepare candidates who are competent in current technology for teaching in a healthcare science program;

8. The program shall prepare candidates who know and implement safety practices and procedures;

9. The program shall introduce the candidate to career technical student organizations (CTSO) (HOSA-Future Health Professionals) and provide information and resources to help them be able to facilitate the CTSO; and

10. The program shall prepare candidates who work with business, industry, health and medical related agencies, and labor in establishing school/business/community partnerships and advisory committees.

(d) The program shall require professional field experience(s) sequenced over a period of time during the matriculation of the candidate. If the person is already employed as a teacher, a structured, supervised field experience shall be provided in cooperation with the local educational agency.

(e) The program shall prepare candidates who are familiar with the framework of health science education and the National Health Science Standards advocated by the National Health Science Consortium.

(e) The program shall meet all requirements specified in Rule 505-3-.01REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.37
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Hearing Impaired Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Special Education [Behavior Disorders (BD), Learning Disabilities (LD), Mental Retardation (MR), Interrelated Special Education and Interrelated Special Education/Early Childhood] Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Aug. 13, 1997; eff. Sept. 2, 1997.
Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Speech Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Healthcare Science and Technology Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Healthcare Science Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.38. Marketing Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach marketing in grades 6-12 and supplements requirements in Rule 505-3-.01REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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:

1. The program shall prepare candidates in the following curriculum areas:

(i) Fundamentals of Marketing (i.e., market identification, market share, target market, market segmentation, marketing mix, etc.);

(ii) Foundational skills (i.e., economic theory and systems, basic business concepts, customer service skills, technology skills, etc.);

(iii) Terminology and concepts particular to the specialized area of marketing;

(iv) Marketing information management;

(v) Product and service management;

(vi) Pricing;

(vii) Distribution;

(viii) Promotion;

(ix) Selling;

(x) Entrepreneurship; and

(xi) Finance.

2. The program shall prepare candidates who can plan, develop, and administer a marketing program that includes classroom instruction and laboratory (school-based enterprise) experiences and various work-based learning experiences;

3. The program shall prepare candidates who are familiar with job requirements and career opportunities in marketing, marketing-related, and management fields;

4. The program shall prepare candidates who are able to place secondary school students in work and community-based settings for demonstration of master of curriculum;

5. The program shall prepare candidates who have had work experience in marketing requiring knowledge and skills above entry level positions;

6. The program shall prepare candidates who can implement and operate the nationally-affiliated Career and Technical Student Organization (CTSO) known as DECA;

7. The program shall prepare candidates who are familiar with the history, foundations, and organization of Career and Technical Education Programs;

8. The program shall prepare candidates who are equipped to develop and utilize advisory committees made up primarily of business, industry, and community leaders;

9. The program shall prepare candidates who are aware of and implement safety practices and procedures in the classroom, the lab, and the community where DECA-sponsored events take place; and

10. The program shall prepare candidates who understand and are able to accommodate the diverse learning styles of students.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.38
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Speech Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Technology Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Marketing Education Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.39. Engineering and Technology Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Engineering and Technology Education in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 adapted from the 2014 Standards for Technological Literacy as published by the International Technology and Engineering Educators Association (ITEEA):

1. The program shall prepare candidates who understand the nature of technology within the context of the Designed World as part of Project 2061;

2. The program shall prepare candidates who understand technology and society with the context of the Designed World as part of Project 2061;

3. The program shall prepare candidates who understand design and the engineering and design process within the context of the Designed World as part of Project 2061;

4. The program shall prepare candidates who possess abilities for a technological world within the context of the Designed World as part of Project 2061;

5. The program shall prepare candidates who understand the Designed World as part of Project 2061;

6. The program shall prepare candidates who design, implement, and evaluate curricula based upon Standards for Technological Literacy;

7. The program shall prepare candidates who use a variety of effective teaching practices that enhance and extend learning of engineering technology;

8. The program shall prepare candidates who design, create, and manage learning environments that promote technological literacy;

9. The program shall prepare candidates who understand students as learners, and how commonality and diversity affect learning;

10. The program shall prepare candidates who understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of engineering and technology;

11. The program shall prepare candidates who understand the organizational structure and historical development of career and technical education and its relationship to American business, industry, and careers;

12. The program shall prepare candidates who integrate academic and career and technical education content in the curriculum and in implementing interdisciplinary activities through project/problem - based learning;

13. The program shall prepare candidates who organize, manage, plan, and supervise the engineering and technology education classroom and lab;

14. The program shall prepare candidates who can adapt instruction for special needs students in engineering and technology programs;

15. The program shall prepare candidates who can interpret, develop, and implement curriculum for engineering and technology education programs,

including instructional methods of teaching for the classroom and engineering and technology education lab activities;

16. The program shall prepare candidates who know and implement correct safety practices and procedures in the engineering and technology education lab;

17. The program shall prepare candidates who can facilitate co-curricular Career and Technical Student Organizations (CTSO's);

18. The program shall prepare candidates who are familiar with elementary through secondary school guidance and counseling practices, assessment instruments and procedures, and assisting students in career development and placement activities through work-based learning experiences in the secondary schools; and

19. The program shall prepare candidates to work with business, industry, and labor in establishing school/business/community partnerships and advisory committees.

(b) The program shall have established procedures for evaluating and assessing work experience to determine eligibility for program.

(c) The program shall require professional field experience(s) sequenced over a period of time during the matriculation of the candidate. If the candidate is employed as a teacher, a structured, supervised field experience shall be provided in cooperation with the local unit of administration.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.39
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Home Economics Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Technology Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Trade and Industrial Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Engineering and Technology Education Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.40. Career and Technical Specializations Program.

(1) **Purpose.** This rule states criteria for approving programs that prepare individuals to teach Career and Technical Specializations (CTS) in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATIONPROGRAMS.

(2) **Requirements.**

(a) Candidates shall meet eligibility criteria outlined in Rule 505-2-.90 in one of the following fields of Career and Technical Education (CTE):

Architectural Drawing and Design	Granite Technology
Audio/Video Technology and Film	Graphic Communication and Design
Automotive Service Technology	Information Technology
Aviation	Junior Reserve Officer's Training
Barbering	Corps (JROTC)
Collision Repair	Law, Public Safety, Corrections
Construction	and Security
Cosmetology	Engineering Technology
Culinary Arts	Manufacturing
Distribution and Logistics	Precision Machine Technology
Electronics Technology	Marine Engine Technology
Engineering Drafting and Design	Nails
Energy	Sheet Metal
Esthetics	Welding Technology
Government and Public Administration	

(b) The program shall require demonstrated work experience in the field of eligibility and shall develop and consistently apply a clearly established procedure to evaluate and assess work experience.

(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:

1. The program shall prepare candidates who interpret, develop, and implement curriculum for Career and Technical Specializations (CTS) programs, including instructional methods of teaching theory and laboratory activities;

2. The program shall prepare candidates who understand the organizational structures and historical development of CTS education and its relationship to American business and industry;

3. The program shall prepare candidates who integrate academic and CTS content in the development of CTS curriculum, and in implementing interdisciplinary activities;

4. The program shall prepare candidates who organize, manage, plan, and supervise the school CTS laboratory;

5. The program shall prepare candidates who can adapt instruction for special needs students in CTS education programs;

6. The program shall prepare candidates who are familiar with secondary school guidance and counseling practices, assessment instruments and procedures, and assisting students in career development.

7. The program shall prepare candidates who understand the value of Work Based Learning and can work collaboratively with the Work Based Learning Coordinator to assist in placement of students in their program area.

8. The program shall prepare candidates who apply computer applications in specific occupational areas of instruction;

9. The program shall prepare candidates who know and implement safety practices and procedures;

10. The program shall prepare candidates who can facilitate Career Technical Student (CTSOs) Organizations; and

11. The program shall prepare candidates who work with business, industry, and labor in establishing school/business partnerships and advisory committees.

(d) The program shall require professional field experience(s) sequenced over a period of time during the matriculation of the candidate. If the candidate is employed as a teacher, a structured, supervised field experience shall be provided in cooperation with the local unit of administration.

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

Cite as Ga. Comp. R. & Regs. R. 505-3-.40
Authority: O.C.G.A. § 20-2-200
History. Original Rule entitled "Technology Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Visually Impaired Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Geography Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Career and Technical Specializations Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

Rule 505-3-.41. Computer Science Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach computer science in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi, based on the following standards adapted from standards for Computer Science Educators published in 2011 by the International Society for Technology Education (ISTE), and the Computer Science Teachers Association Interim Standards published in 2016:

Standard 1. The program shall prepare candidates who demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and ability for applying computational thinking skills including decomposition, abstraction, and pattern recognition in problem solving;

(ii) The program shall prepare candidates who demonstrate skills in devising algorithms for solving computational problems and checking for the correctness of the algorithms;

(iii) The program shall prepare candidates who demonstrate understanding of limitations of computing; and

(iv) The program shall prepare candidates who perform activities demonstrating applications of computational thinking skills.

Standard 2. The program shall prepare candidates who demonstrate proficiency in at least one third-generation programming language such as Java, Python, C, or C++, as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and skill regarding the syntax and semantics of a third-generation programming language, its control structures, and its data types;

(ii) The program shall prepare candidates who demonstrate knowledge of and skill regarding common abstraction mechanisms including functions, data structures, and application programming interfaces (APIs);

(iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust programs and testing and debugging these programs for correctness;

(iv) The program shall prepare candidates who perform laboratory-based activities that demonstrate programming concepts proficiency in a third-generation programming language; and

(v) The program shall prepare candidates who can document a program so that others can understand its design and implementation.

Standard 3. The program shall prepare candidates who demonstrate proficiency in basic computer system components and organization as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of how data are represented on a computer including bits, bytes, words and binary, and both octal and hexadecimal number systems as well as conversions among them;

(ii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, I/O devices, and peripherals;

(iii) The program shall prepare candidates who demonstrate knowledge of various types of storage options in a

computing environment including hard drive, cloud storage, flash drives, DVDs; and

(iv) The program shall prepare candidates who demonstrate knowledge and understanding of how components of a computer system work together to produce programs and applications to solve computational problems.

Standard 4. The program shall prepare candidates who demonstrate proficiency in fundamental principles of computer networks and the Internet as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of network components including hardware and software;

(ii) The program shall prepare candidates who can explain how network topologies and protocols enable users, devices, and systems to communicate and collaborate with each other;

(iii) The program shall prepare candidates who can examine the factors such as bandwidth, latency, and server capability that impact network functionality;

(iv) The program shall prepare candidates who can explain the abstractions in the Internet and how the Internet functions including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols; and

(v) The program shall prepare candidates who can explain the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems.

Standard 5. The program shall prepare candidates who demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data as indicated by the following:

(i) The program shall prepare candidates who can effectively use computer applications to create digital artifacts such as audio, video, animation, presentation, and websites;

(ii) The program shall prepare candidates who can extract information from data to discover, explain, and visualize connections or trends;

(iii) The program shall prepare candidates who can create models and simulations to help formulate, test and refine hypotheses;

(iv) The program shall prepare candidates who can form a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis; and

(v) The program shall prepare candidates to use industry best practices in application development.

Standard 6. The program shall prepare candidates who demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications as indicated by the following:

(i) The program shall prepare candidates who can describe main tenets of information security including confidentiality, integrity, availability, authentication, and nonrepudiation;

(ii) The program shall prepare candidates who can explain fundamental design principles;

(iii) The program shall prepare candidates who can describe types of threats and vulnerabilities to computer systems and the appropriate incident response and handling as well as imaging and backup procedures;

(iv) The program shall prepare candidates who can describe common network vulnerabilities (cyberattacks, identity theft, privacy) and their associated responses;

(v) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; use effective

strategies to evaluate the quality, credibility, and validity of websites; and understand the current and future implications of careless digital decisions;

(vi) The program shall prepare candidates to educate students on their role in the prevention of cyber-bullying and to take an active role in building positive online communities; and

(vii) The program shall prepare candidates to provide students with the ability to use effective search strategies to evaluate the quality, credibility, and validity of websites.

Standard 7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching computational thinking principles, computer programming and its applications as indicated in the following:

(i) The program shall prepare candidates who identify resources, strategies, activities, and manipulatives appropriate to teaching computer science including related curricular areas, professional teacher and student organizations, and careers;

(ii) The program shall prepare candidates who know how to plan and implement instruction that allows students to use computer science in problem-solving and decision-making situations;

(iii) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups for a diverse student population;

(iv) The program shall prepare candidates who create and implement multiple forms of assessment and use resulting data to gauge student progress and adjust instruction accordingly;

(v) The program shall prepare candidates to prepare students for the emerging technologies and educate them to become responsible digital citizens with safe, secure, ethical and professional digital behavior; and

(vi) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase their students' intentions to continue advanced studies in computer science.

Standard 8. The program shall prepare candidates who work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

Cite as Ga. Comp. R. & Regs. R. 505-3-.41
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Interrelated Special Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Vocational Education-Trade and Industrial Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Trade and Industrial Education Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Adopted: New Rule entitled "Computer Science Program" adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.

Rule 505-3-.42. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.42
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Interrelated Special Education/Early Childhood Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Career Exploration (PECE) Program" adopted. F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Career Exploration (PECE) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Economics Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.43. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.43
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Learning Disabilities Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Related Vocational Instruction (RVI) Program" adopted. F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Related Vocational Instruction (RVI) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Political Science Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.44. Art Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach art in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 adapted from the standards published by the National Association of Schools of Art and Design (February 16, 2016):

1. The program shall prepare candidates who understand the processes of creating, presenting, responding and connecting to visual and media arts. Candidates should demonstrate basic expressive, technical, procedural and organizational skills and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional and contemporary art and design processes;

2. The program shall prepare candidates who have an understanding of (1) the major styles and periods of art history, analytical methods and theories of criticism; (2) the development of past and contemporary art forms; (3) the important process of artistic creation from initial idea to finished artwork. (4) contending philosophies of art; and (5) the relationship of all of these to making art;

3. The program shall prepare candidates who have created and presented advanced work in at least one or more studio art areas demonstrating technical mastery;

4. The program shall prepare candidates who have functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions. The candidates shall have functional knowledge in such areas as the basic technologies involved in drawing, painting, printmaking, photography, media arts, ceramics and sculpture; and

5. The program shall prepare candidates who are able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences and humanities, in order to apply art competencies in teaching situations and to integrate art instruction into the total process of education. Specific competencies include:

   a. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.

   b. An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.

   c. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.

   d. Knowledge of current methods and materials available in all fields and levels of art education.

   e. Basic understanding of the principles and methods in art education of developing curricula and the short-and long term instructional units that comprise them.

   f. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations in art education.

   g. An understanding of evaluative techniques in art education and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

   h. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

(b) The program shall meet all requirements specified in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.44
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Mathematics Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Alternative Certification Program" adopted. F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Repealed: New Rule entitled "Alternative Preparation Program" adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Art Education Program." F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.

Rule 505-3-.45. Dance Education Program.

(1) Purpose. This rule describes requirements and field-specific content standards for approving programs that prepare individuals to teach dance in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs.

(2) Requirements. To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards based on the competencies published by the National Association of Schools of Dance (NASD) (2015):

1. Theoretical and Historical Studies. The Candidate will have comprehensive coursework in dance studies leading to knowledge of dance history, repertory, and ethnology, movement analysis; dance and movement sciences; and music production.

   (i) Candidates will learn to analyze dance perceptively and evaluate it critically.

   (ii) Candidates will develop working physical, verbal, and written vocabularies based on an understanding and interpretation of the common elements of dance and be able to employ this knowledge in analysis.

   (iii) Candidates will be able to place dances in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.

   (iv) Candidates will be able to form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.

   (v) Candidates shall have fundamental knowledge of the body, and understand the fundamentals of developmental kinesiology sufficiently to correlate student learning and development with age and physical motor skills.

2. Technique Study. The Candidate will have continuous and sequenced course-based instruction in technique, improvisation, composition, repertory, and individual performance competencies. Technique study and individual performance competencies will be continuous and sequential, and result in the attainment of an intermediate or advanced level comparable to proficiency required for the institution's non-certificate degree in at least two forms of technique.

   (i) Candidates will develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.

   (ii) Candidates will have opportunities to experience and develop an appreciation and understanding of dance forms and styles from diverse cultures.

3. Choreography and Production. The Candidate will gain knowledge, skills, and dispositions through concentrated experience leading to proficiency in choreography and production through applied experiences.

   (i) Candidates will develop and infuse elements of creativity, aesthetics, historical styles and current trends in choreography to include expressiveness, theatricality and technical interpretation.

   (ii) Candidate will plan instruction which includes diverse choreographic perspectives, methods and processes.

   (iii) As a competent choreographer, the candidate will be able to create expressive performances with various types of groups and in general classroom situations.

   (iv) Program completion requirements must include two years of work in improvisation/composition; and choreography, performance, and production of original work.

4. Teaching Competencies. The candidate will be able to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings that includes effective classroom, studio, and rehearsal management.

   (i) Candidates will understand child growth and development and principles of learning as they relate to dance.

   (ii) Candidates will be able to assess, adapt, and plan educational programs for the aptitudes, experiences, socio-cultural backgrounds, and orientations to meet the needs of all learners.

(iii) Candidates will be knowledgeable of current methods, materials, and repertories available in various fields and levels of dance education appropriate to the teaching specialization.

(iv) Candidates will understand and apply the principles and methods of developing curricula and the sequence of methods and units to comprise them.

(v) Candidates will understand assessment tools for formative and summative assessments.

Cite as Ga. Comp. R. & Regs. R. 505-3-.45
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Mental Retardation Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Middle Grades Endorsement Program" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Dance Education Program." F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.

Rule 505-3-.46. Drama Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach drama in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 adapted from National Association of Schools of Theatre standards published in August 2015.

1. Production

(i) The program shall prepare candidates who demonstrate competence in basic acting skills and techniques;

(ii) The program shall prepare candidates who can direct performances, including playwriting, analyzing scripts, blocking, and casting;

(iii) The program shall prepare candidates who can produce theatre productions, including creating and using scenery, lights, hair and make-up, sound properties, costume, props, special effects, and multimedia;

(iv) The program shall prepare candidates who can evaluate and assess productions;

(v) The program shall prepare candidates who understand the public relation aspect of theatre and that theatre is a business

(vi) The program shall prepare candidates who can promote and publicize activities or productions; and

(vii) The program shall prepare candidates who can demonstrate technical skills for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing).

2. Repertory

(i) The program shall prepare candidates who are familiar with theatre literature of various historical periods, cultural sources, modes of presentation; and

(ii) The program shall prepare candidates who acquire experience with specific repertories through performance, academic study, and attendance at productions.

3. Theoretical and Historical Studies

(i) The program shall prepare candidates who understand theatre as a social and aesthetic experience.

(ii) The program shall prepare candidates who understand (a) contending philosophies of theatre, (b) the development of past and contemporary theatre forms, (c) major styles and periods of theatre history and dramatic literature, (d) theories of criticism, and (e) the fundamental and integral relationships of all these to the theatre performance.

4. Technology

(i) The program shall prepare candidates that have acquired a working knowledge of applicable technologies and equipment related to their area(s) of specialization in theatre education.

5. Synthesis

(i) The program shall prepare candidates with knowledge and the working application of the function of theatre in school and society, including content appropriateness and legal and ethical issues.

Cite as Ga. Comp. R. & Regs. R. 505-3-.46
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Middle Grades Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement Program" adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Media Specialist Program" adopted. F. Dec. 13, 2005; eff. Jan. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Drama Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Theatre Education Program" adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: New title "Drama Education Program." F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-3-.47. English to Speakers of Other Languages (ESOL) Education Program.

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach English to Speakers of Other Languages (ESOL) in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval for an initial certification program in ESOL, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published in 2018 by the specialized professional association, Teachers of English to Speakers of Other Languages, Inc.

1. Knowledge about Language: Candidates demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas as indicated by the following:

   (i) Candidates demonstrate knowledge of English language structures (i.e., phonetics, phonology, morphology, syntax, semantics, and pragmatics) in different discourse contexts to promote the development of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELs;

   (ii) Candidates demonstrate knowledge of second language acquisition theory and research pertaining to pedagogy and developmental processes of language acquisition to set achievable expectations for, facilitate, and monitor ELs' language learning; and

   (iii) Candidates demonstrate knowledge of English academic language functions (e.g., compare, describe, explain), content-specific language and discourse structures, and vocabulary to promote ELs' academic achievement across content areas.

2. Language and Culture: Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories. Candidates investigate the academic, cultural and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, culture, race, gender, class and biases impact the interpretation of ELs' strengths and needs as indicated by:

   (i) Candidates demonstrate pedagogical language knowledge and critical language awareness that can help understand and challenge the normative discourses and the ways in which dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELs;

   (ii) Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote critical literacy and critical pedagogies, to support academic achievement and English language acquisition;

   (iii) Candidates devise and implement methods and strategies to understand each ELs' academic characteristics, including

background knowledge, educational history, English Language Proficiency (ELP) and current performance data, to develop effective, individualized instructional and assessment practices;

(iv) Candidates devise and implement methods to learn about personal characteristics of the individual ELs (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices; and

(v) Candidates use their own and ELs' multiple identities (e.g., professional, cultural, linguistic, multilingual, transnational etc.) as pedagogical resources to empower ELs, by describing their own personal biases, critical consciousness, and conscious knowledge of U.S. culture on their interpretation of the educational strengths and needs of ELs.

3. Planning and Implementing Instruction: Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs as indicated by the following:

(i) Candidates plan for culturally and linguistically relevant, supportive environments that promote ELs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELs' in the content areas;

(ii) Candidates instruct ELs using evidence-based, student-centered, developmentally appropriate interactive approaches;

(iii) Candidates adjust instructional decisions after critical reflection on individual ELs' learning outcomes in both language and content;

(iv) Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELs' learning of language and literacies in the content areas;

(v) Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELs, support communication with other educators, school personnel, and ELs and to foster student learning of language and literacies in the content areas; and

(vi) Candidates utilize WIDA Consortium English Language Development (ELD) standards and ELD assessment results aligned with the state-adopted content standards to effectively plan, develop, implement and communicate data-driven instruction for ELs.

4. Assessment and Evaluation: Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELs, and ELs' families as indicated by the following:

   (i) Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced, criterion-referenced, and authentic ongoing assessments. Candidates recognize biases in language testing and make informed instructional decisions that support language learning and assessment;

   (ii) Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.

   (iii) Candidates continuously determine language and content learning goals based on assessment data;

   (iv) Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELs for standardized and other assessments; and

   (v) Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification and communicate these results to other educators, EL's families, and other stakeholders.

5. Professionalism and Leadership: Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families,

engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching as indicated by the following:

(i) Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for EL instruction, support educators and school staff, and advocate for ELs;

(ii) Candidates apply knowledge of school, district, and state policies as well as state and federal legislation that impact ELs educational rights in order to advocate for ELs;

(iii) Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching; and

(iv) Candidates engage in supervised teaching of ELs to apply and develop their professional practice using self-reflection and feedback from their cooperating teacher(s) and supervising faculty.

Cite as Ga. Comp. R. & Regs. R. 505-3-.47
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Music Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Administration and Supervision Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: Rule retitled "Educational Leadership Program" adopted. F. June 21, 1996; eff. July 11, 1996.
Amended: F. June 8, 1999; eff. July 1, 1999, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Reading Specialist Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Mar. 26, 2013; eff. Apr. 15, 2013.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Apr. 7, 2020; eff. Apr. 15, 2020, as specified by the Agency.

Rule 505-3-.48. Foreign Language Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach foreign languages in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 published by the American Council on the Teaching of Foreign Languages (2013):

1. Language Proficiency: Interpersonal, Interpretive, and Presentational

   (i) The program shall prepare candidates who speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High: (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.

   (ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

   (iii) The program shall prepare candidates who present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "intermediate High" according to the target language being taught.

2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

   (i) The program shall prepare candidates who demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

   (ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

   (iii) The program shall prepare candidates who demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

3. Language Acquisition Theories and Knowledge of Students and Their Needs

   (i) The program shall prepare candidates who demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

(ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

4. Integration of Standards in Planning and Instruction

(i) The program shall prepare candidates who demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.

(ii) The program shall prepare candidates who integrate the goal areas of the Standards for Foreign Langue Learning in the 21st Century and their state standards in their classroom practice.

(iii) The program shall prepare candidates who use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and crate instructional materials for use in communication.

5. Assessment of Language and Cultures-Impact on Student Learning

(i) The program shall prepare candidates who design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

(ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instructional accordingly and use data to inform and strengthen subsequent instruction.

(iii) The program shall prepare candidates who interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

6. Professional Development, Advocacy, and Ethics

(i) The program shall prepare candidates who engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

(ii) The program shall prepare candidates who articulate the role and value of languages and cultures in preparing all students to interact

in the global community of the 21st century through collaboration and advocacy.

(iii) The program shall prepare candidates who use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

Cite as Ga. Comp. R. & Regs. R. 505-3-.48
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Orthopedically (Physically)/Multihandicapped Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Leadership Endorsements: Director of Media Centers, Director of Pupil Personnel, Director of Special Education, Director of Vocational Education and Instructional Supervision" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "School Counselor Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule with same title approved. F. Sep. 24, 2012; eff. Oct. 14, 2012.
Repealed: New Rule entitled "Foreign Language Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.

Rule 505-3-.49. Health and Physical Education Program.

(1) **Purpose**.This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach health and physical education in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements**.

(a) 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 based on the standards published by published by National Association for Sport and Physical Education (NASPE) and American Association for Health Education (AAHE):

1. Professional Knowledge.

(i) The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals;

(ii) The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness;

(iii) The program shall prepare candidates who can describe and apply motor learning, psychological/behavioral theory related to skillful movement, physical activity, and fitness.

(iv) The program shall prepare candidates who can describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

(v) The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation;

(vi) The program shall prepare candidates who can describe and apply critical elements of motor skills and performance concepts.

(vii) The program shall prepare candidates who can describe and apply theoretical foundations of health behavior and principles of learning.

(viii) The program shall prepare candidates who can describe and apply methods of assessing and promoting emotional, physical and mental health over the lifespan.

(ix) The program shall prepare candidates who can describe and apply knowledge of disease etiology and prevention practices.

(x) The program shall prepare candidates who can identify the role of health and physical education in the coordinated school health program.

2. Skill and Fitness Based Competence.

(i) The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.

(ii) The program shall prepare candidates who can demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

(iii) The program shall prepare candidates who can achieve and maintain a health-enhancing level of fitness throughout the program.

(iv) The program shall prepare candidates who can demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities.

(v) The program shall prepare candidates who can demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health.

(vi) The program shall prepare candidates who can demonstrate ability to set goals, develop strategies and implement plans for maintaining and improving health.

3. Planning and Implementation.

(i) The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.

(ii) The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

(iii) The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

(iv) The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.

(v) The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.

(vi) The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

4. Instructional Delivery and Management.

   (i) The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.

   (ii) The program shall prepare candidates who can demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

   (iii) The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.

   (iv) The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.

   (v) The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

   (vi) The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.

   (vii) The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.

5. Impact on Student Learning.

   (i) The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.

   (ii) The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.

   (iii) The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

(iv) The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

6. Professionalism.

(i) The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.

(ii) The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

(iii) The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

(iv) The program shall prepare candidates who can model appropriate professional behaviors.

(b) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.49
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Political Science Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Early Childhood Mathematics Endorsement Program" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "School Nutrition Director Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 12, 2009; eff. July 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Health and Physical Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.50. Music Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach music in grades P-12 and supplements requirements in Rule

505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) 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 based on the competencies published by the National Association of Schools of Music (2015):

1. Performance

(i) Programs shall prepare candidates who possess technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. Experiences in additional performance areas are recommended.

(ii) Programs shall prepare candidates who possess an overview understanding of the repertory in their major performance area and the ability to perform from a cross section of that repertory.

(iii) Programs shall prepare candidates who possess the ability to read at sight with fluency.

(iv) Programs shall prepare candidates who possess knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

(v) Programs shall prepare candidates who possess keyboard competency. Providing opportunities for candidates to gain guitar competency in addition to keyboard competency, while not required, is highly recommended.

(vi) Programs shall prepare candidates who possess growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

2. Aural Skills and Analysis

(i) Programs shall prepare candidates who possess an understanding of the common elements and organizational patterns of music and their interactions, the ability to employ this understanding in aural, verbal, and visual analyses and the ability to take aural dictation.

(ii) Programs shall prepare candidates who possess sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.

(iii) Programs shall prepare candidates who possess the ability to place music in historical, cultural, and stylistic contexts.

3. Composition and Improvisation

(i) Programs shall prepare candidates who possess a rudimentary capacity to create derivative or original music both extemporaneously and in written form.

(ii) Programs shall prepare candidates who possess the ability to compose, improvise, or both at a basic level in one or more musical languages. These may include, but are not limited to, the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources including digital/electronic the imitation of various musical styles, and manipulation of the common elements in non-traditional ways.

4. History and Repertory

(i) Programs shall prepare candidates who possess a basic knowledge of music history through the present time.

(ii) Programs shall prepare candidates who possess an acquaintance with repertories beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theater productions, and other performances.

5. Technology

(i) Programs shall prepare candidates who possess a basic overview understanding of how technology serves the field of music as a whole. These may include, but are not limited to, digital recording, sound engineering and music production.

(ii) Programs shall prepare candidates who possess a working knowledge of the technological developments applicable to their area of specialization.

6. Synthesis

   (i) Programs shall prepare candidates who work independently on a variety of music problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and repertory and history.

   (ii) Programs shall prepare candidates who form and define value judgments about music.

   (iii) Programs shall prepare candidates who demonstrate the tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time.

   (iv) Programs shall prepare candidates who understand basic interrelationships and interdependencies among various professions and activities that constitute the music enterprise.

7. Music Competencies for Teachers

   (i) Programs shall prepare candidates who are competent conductors, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.

   (ii) Programs shall prepare candidates who are able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

   (iii) Programs shall prepare candidates who demonstrate functional performance abilities in keyboard and voice, as well as in instruments appropriate to the candidate's teaching specialization.

   (iv) Programs shall prepare candidates who demonstrate the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

8. Teaching Competencies for Teachers

   (i) Programs shall prepare candidates who teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an

agent of civilization. This competency includes effective classroom and rehearsal management.

(ii) Programs shall prepare candidates who demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.

(iii) Programs shall prepare candidates who demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

(iv) Programs shall prepare candidates who demonstrate knowledge of current methods, materials, and repertories available in all fields and levels of music education.

(v) Programs shall prepare candidates who demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

(vi) Programs shall prepare candidates who demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

9. Field Experiences/Clinical Practices

(1) Programs shall prepare candidates who complete field experiences or clinical practices in choral, instrumental and general music.

(b) The program shall meet all requirements specified in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.50
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Preschool Handicapped Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Early Childhood Science Endorsement Program" adopted. F. May 9, 2002; eff. June 1, 2002, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "School Psychologist Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Music Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as

specified by the Agency.
Amended: F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.

Rule 505-3-.51. Reading Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as teachers of reading and related literacy topics in grades P-12 and supplements requirements in Rule 505-3-.01 Requirements and Standards for Approving Educator preparation providers and Educator Preparation Programs. Reading Education programs will be classified as teaching field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees. Programs leading to initial certification in the field, regardless of degree level, must be approved by the GaPSC.

(2) **Admission Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate is required for program admission.

(3) **Program Standards and Requirements.**

(a) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree or higher level described in program planning forms, catalogs, and syllabi addressing the following standards adapted from those published by the International Literacy Association (2017):

1. Foundational Knowledge.Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, and the ways in which they interrelate as indicated by the following:

(i) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading development (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) throughout the grades and their relationship with other aspects of literacy;

(ii) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy; and

(iii) Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g.,

language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

2. Curriculum and Instruction. Candidates use foundational knowledge to design literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; and collaborate with other teachers to implement effective literacy practices as indicated by the following:

   (i) Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners;

   (ii) Candidates design, select, adapt, teach and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view or visually represent;

   (iii) Candidates select, adapt, teach, and evaluate evidence-based supplemental and intervention approaches and programs, and such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

   (iv) Candidates collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

3. Assessment and Evaluation**.** Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist other teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders as indicated by the following:

   (i) Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of

tools in a comprehensive literacy and language assessment system, and apply that knowledge to using assessment tools;

(ii) Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students;

(iii) Candidates participate in and lead professional learning experiences to assist other teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(iv) Candidates, using both written and oral communication, explain assessment results, and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

4. Diversity and Equity. Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; and advocate for equity at school, district, and community levels as indicated by the following:

   (i) Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction;

   (ii) Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community;

   (iii) Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society; and

   (iv) Candidates advocate for equity at school, district, and community levels.

5. Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a

positive climate that supports a literacy-rich learning environment as indicated by the following:

(i) Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors;

(ii) Candidates provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts; and

(iv) Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

6. Professional Learning and Leadership. Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

(i) Candidates reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice;

(ii) Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms;

(iii) Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups; and

(iv) Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

7. Practicum/Clinical Experiences. Candidates complete supervised, integrated, extended practice/clinical experiences that include intervention work with students and working with their peers and experienced

colleagues; practice includes ongoing experiences in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:

(i) Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings;

(ii) Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices;

(iii) Candidates have ongoing opportunities for authentic, school-based practicum experiences; and

(iv) Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies, and, preferably, have experience as reading/literacy specialists.

Cite as Ga. Comp. R. & Regs. R. 505-3-.51
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reading Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Intervention Specialist Endorsement Program" adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "School Social Worker Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Adopted: New Rule entitled "Reading Education Program." F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-3-.52. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.52
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Safety, Driver and Traffic Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Reading Endorsement: Classroom Teacher of Reading" adopted. F. Aug. 20, 2004;

eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Speech and Language Pathology Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.53. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.53
Authority: O.C.G.A. § 20-2-200.
History. Original Rule Entitled "Teacher Leadership Program" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.54. Special Education Adapted Curriculum Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach all students P-12 with disabilities whose individual education program indicates instruction in an adapted curriculum leading to participation in the Georgia alternate assessment. This rule supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **Requirements.**

(a) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers of students in Individualized Independence Curriculum published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand etiology and diagnosis related to various theoretical approaches;

(XVII) The program shall prepare candidates who understand the impact of sensory impairments and physical and health exceptionalities on individuals, families, and society;

(XVIII) The program shall prepare candidates who understand etiologies and medical aspects of conditions affecting individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand psychological and social-emotional characteristics of individuals with exceptionalities;

(XX) The program shall prepare candidates who understand types and transmission routes of infectious disease;

(XXI) The program shall prepare candidates who understand complications and implications of medical support services;

(XXII) The program shall prepare candidates who understand the impact of exceptionalities on auditory and information processing skills;

(XXIII) The program shall prepare candidates who understand the impact of multiple disabilities on behavior;

(XXIV) The program shall prepare candidates who understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities; and

(XXV) The program shall prepare candidates who understand the communication and social interaction alternatives for individuals who are nonspeaking.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand specialized health care interventions for individuals with physical and health exceptionalities in educational settings;

(XII) The program shall prepare candidates who understand barriers to accessibility and acceptance of individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities;

(XIV) The program shall prepare candidates who understand methods for ensuring individual academic success in one-to-one, small-group and large-group settings;

(XV) The program shall prepare candidates who understand the advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities;

(XVI) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XVII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XVIII) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XIX) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XX) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XXI) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XXII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XXIII) The program shall prepare candidates who teach self-advocacy;

(XXIV) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXV) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXVI) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXVII) The program shall prepare candidates who design and manage daily routines;

(XXVIII) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXIX) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXX) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXXI) The program shall prepare candidates who use universal precautions;

(XXXII) The program shall prepare candidates who provide instruction in community-based settings;

(XXXIII) The program shall prepare candidates who use and maintain assistive technologies;

(XXXIV) The program shall prepare candidates who structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities;

(XXXV) The program shall prepare candidates who plan instruction in a variety of educational settings;

(XXXVI) The program shall prepare candidates who teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults;

(XXXVII) The program shall prepare candidates who design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities;

(XXXVIII) The program shall prepare candidates who use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments;

(XXXIX) The program shall prepare candidates who demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting positioning and seating;

(XL) The program shall prepare candidates who use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation;

(XLI) The program shall prepare candidates who use skills in problem-solving and conflict resolution;

(XLII) The program shall prepare candidates who design and implement sensory stimulation programs; and

(XLIII) The program shall prepare candidates who plan instruction for independent functional life skills relevant to the community, personal living, sexuality and employment.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can

modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula.

(iv) <u>Assessment</u>

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) **The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;**

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(VI) The program shall prepare candidates who understand specialized terminology used in the assessment of individuals with exceptionalities;

(VII) The program shall prepare candidates who understand laws and policies regarding referral and placement procedures for individuals with exceptionalities;

(VIII) The program shall prepare candidates who understand the types and importance of information concerning individuals with exceptionalities available from families and public agencies;

(IX) The program shall prepare candidates who gather relevant background information;

(X) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(XI) The program shall prepare candidates who use technology to conduct assessments;

(XII) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XIII) The program shall prepare candidates who interpret information from formal and informal assessments;

(XIV) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XV) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XVI) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XVII) The program shall prepare candidates who create and maintain records;

(XVIII) The program shall prepare candidates who implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities;

(XIX) The program shall prepare candidates who use exceptionality-specific assessment instruments with individuals with exceptionalities;

(XX) The program shall prepare candidates who select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities;

(XXI) The program shall prepare candidates who develop and use a technology plan based on adaptive technology and assessment;

(XXII) The program shall prepare candidates who assess reliable methods of response of individuals who lack typical communication and performance abilities; and

(XXIII) The program shall prepare candidates who monitor intragroup behavior changes across subjects and activities.

(v) <u>Instructional Planning and Strategies</u>

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who are aware of sources of specialized materials, curricula, and resources for individuals with exceptionalities;

(V) The program shall prepare candidates who understand prevention and intervention strategies for individuals at-risk for a disability;

(VI) The program shall prepare candidates who demonstrate strategies for integrating student initiated learning experiences into ongoing instruction;

(VII) The program shall prepare candidates who can identify resources and techniques used to transition individuals with exceptionalities into and out of school and post school;

(VIII) The program shall prepare candidates who model career, vocational, and transition programs for individuals with exceptionalities;

(IX) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(X) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(XI) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XII) The program shall prepare candidates who use task analysis;

(XIII) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XIV) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XV) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XVI) The program shall prepare candidates who prepare lesson plans;

(XVII) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XVIII) The program shall prepare candidates who use instructional time effectively;

(XIX) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XX) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XXI) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXII) The program shall prepare candidates who teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs;

(XXIII) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXIV) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXV) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXVI) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXVII) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXVIII) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with

exceptionalities whose primary language is not the dominant language;

(XXIX) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXX) The program shall prepare candidates who can relate levels of support to the needs of the individual;

(XXXI) The program shall prepare candidates who use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities;

(XXXII) The program shall prepare candidates who use appropriate adaptations and technology for all individuals with exceptionalities;

(XXXIII) The program shall prepare candidates who use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities;

(XXXIV) The program shall prepare candidates who identify and teach basic structures and relationships within and across curricula;

(XXXV) The program shall prepare candidates who use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval;

(XXXVI) The program shall prepare candidates who use responses and errors to guide instructional decisions and provide feedback to learners;

(XXXVII) The program shall prepare candidates who teach individuals with exceptionalities to monitor for errors in oral and written language;

(XXXVIII) The program shall prepare candidates who teach methods and strategies for producing legible documents;

(XXXIX) The program shall prepare candidates who plan instruction on the use of alternative and augmentative communication systems;

(XL) The program shall prepare candidates who plan and implement individualized reinforcement systems and environmental modifications;

(XLI) The program shall prepare candidates who plan and implement age- and ability-appropriate instruction for individuals with exceptionalities;

(XLII) The program shall prepare candidates who select and plan for integration of related services into the instructional plan;

(XLIII) The program shall prepare candidates who can select, design and use medical materials and resources required to educate individuals whose exceptionalities interfere with communications;

(XLIV) The program shall prepare candidates who interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans;

(XLV) The program shall prepare candidates who design and implement instructional programs that address independent living and career education for individuals;

(XLVI) The program shall prepare candidates who design and implement curriculum and instructional strategies for medical self-management procedures; and

(XLVII) The program shall prepare candidates who design, implement, and evaluate instructional programs that enhance social participation across environments.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical

Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand the definitions and issues related to the identification of individuals with exceptionalities;

(XVI) The program shall prepare candidates who understand historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice;

(XVII) The program shall prepare candidates who understand the legal, judicial, and educational systems to assist individuals with exceptionalities;

(XVIII) The program shall prepare candidates who understand the continuum of placement and services available for individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand laws and policies related to provision of specialized health care in educational settings;

(XX) The program shall prepare candidates who understand principles of normalization and concept of least restrictive environment;

(XXI) The program shall prepare candidates who understand the theory of reinforcement techniques in serving individuals with exceptionalities;

(XXII) The program shall prepare candidates who understand the models and theories of deviance and behavior programs;

(XXIII) The program shall prepare candidates who understand sources of unique services, networks, and organizations for individuals with exceptionalities;

(XXIV) The program shall prepare candidates who understand organizations and publications relevant to individuals with exceptionalities;

(XXV) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XXVI) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXVII) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXVIII) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXIX) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXX) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXXI) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXXII) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXXIII) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXXIV) The program shall prepare candidates who access information on exceptionalities;

(XXXV) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXXVI) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXXVII) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXVIII) The program shall prepare candidates who articulate personal philosophies of special education;

(XXXIX) The program shall prepare candidates who participate in the activities of professional organizations relevant to individuals with exceptionalities;

(XL) The program shall prepare candidates who consider it their ethical responsibility to advocate for appropriate services for individuals with exceptionalities; and

(XLI) The program shall prepare candidates who seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with

exceptionalities as they participate in school and community-based activities.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who provide parent education programs and behavior management guides that address severe behavior problems and facilitation of communication for individuals with exceptionalities;

(VI) The program shall prepare candidates who understand the collaborative and/or consultative role for the special

education teacher in the reintegration of individuals with exceptionalities;

(VII) The program shall prepare candidates who understand the roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities;

(VIII) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(IX) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(X) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(XI) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(XII) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XIII) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XIV) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XV) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XVI) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XVII) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XVIII) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XIX) The program shall prepare candidates who participate in the selection and implementation of augmentative or alternative communication systems;

(XX) The program shall prepare candidates who use local community and state and provincial resources to assist in programming with individuals with exceptionalities;

(XXI) The program shall prepare candidates who select, plan, and coordinate activities of related services' personnel to maximize direct instruction for individuals with exceptionalities;

(XXII) The program shall prepare candidates who teach parents to use appropriate behavior management and counseling techniques; and

(XXIII) The program shall prepare candidates who collaborate with team members to plan transition to adulthood that encourages full community participation.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM.)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.54
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Instructional Technology Program" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule entitled "Special Education Adapted Curriculum Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.55. Special Education General Curriculum Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach all students P-12 with disabilities whose individual education program indicates instruction using the general education curriculum and participation in the general statewide assessment. This rule supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS AND Educator Preparation Programs.

(1) **Requirements.**

(a) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children 2012 as follows:

   (i) Learner and Learning: Learner Development and Individual Learning Differences

   Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

   (I) The program shall prepare candidates who understand typical and atypical human growth and development;

   (II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

   (III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

   (IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

   (V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

   (VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

   (VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand etiology and diagnosis related to various theoretical approaches;

(XVII) The program shall prepare candidates who understand the impact of sensory impairments, physical and health exceptionalities on individuals, families, and society;

(XVIII) The program shall prepare candidates who understand etiologies and medical aspects of conditions affecting individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand psychological and social-emotional characteristics of individuals with exceptionalities;

(XX) The program shall prepare candidates who understand common etiologies and the impact of sensory exceptionalities on learning and experience;

(XXI) The program shall prepare candidates who understand types and transmission routes of infectious disease;

(XXII) The program shall prepare candidates who understand complications and implications of medical support services;

(XXIII) The program shall prepare candidates who understand the impact of exceptionalities on auditory and information processing skills;

(XXIV) The program shall prepare candidates who understand the impact of multiple disabilities on behavior;

(XXV) The program shall prepare candidates who understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities;

(XXVI) The program shall prepare candidates who understand the communication and social interaction alternatives for individuals who are nonspeaking;

(XXVII) The program shall prepare candidates who understand typical language development and how that may differ for individuals with learning exceptionalities; and

(XXVIII) The program shall prepare candidates who are skilled in relating levels of support to the needs of the individual.

(ii) <u>Learning Environments</u>

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand barriers to accessibility and acceptance of individuals with exceptionalities;

(XII) The program shall prepare candidates who understand adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand methods for ensuring individual academic success in one-to-one, small-group and large-group settings;

(XIV) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XV) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XVI) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XVII) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XVIII) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XIX) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XX) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XXI) The program shall prepare candidates who teach self-advocacy;

(XXII) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXIII) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXIV) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXV) The program shall prepare candidates who design and manage daily routines;

(XXVI) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXVII) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXVIII) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXIX) The program shall prepare candidates who use universal precautions;

(XXX) The program shall prepare candidates who provide instruction in community-based settings;

(XXXI) The program shall prepare candidates who use and maintain assistive technologies;

(XXXII) The program shall prepare candidates who plan instruction in a variety of educational settings;

(XXXIII) The program shall prepare candidates who teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults;

(XXXIV) The program shall prepare candidates who use skills in problem solving and conflict resolution; and

(XXXV) The program shall prepare candidates who establish a consistent classroom routine for individuals with exceptionalities.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(IV) The program shall prepare candidates who understand specialized terminology used in the assessment of individuals with exceptionalities;

(V) The program shall prepare candidates who understand laws and policies regarding referral and placement procedures for individuals with exceptionalities;

(VI) The program shall prepare candidates who understand the types and importance of information concerning individuals with exceptionalities available from families and public agencies;

(VII) The program shall prepare candidates who understand procedures for early identification of young individuals who may be at risk for exceptionalities;

(VIII) The program shall prepare candidates who gather relevant background information;

(IX) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(X) The program shall prepare candidates who use technology to conduct assessments;

(XI) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XII) The program shall prepare candidates who interpret information from formal and informal assessments;

(XIII) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XIV) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XV) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XVI) The program shall prepare candidates who create and maintain records;

(XVII) The program shall prepare candidates who implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities;

(XVIII) The program shall prepare candidates who use exceptionality-specific assessment instruments with individuals with exceptionalities;

(XIX) The program shall prepare candidates who select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities;

(XX) The program shall prepare candidates who assess reliable methods of response of individuals who lack typical communication and performance abilities; and

(XXI) The program shall prepare candidates who monitor intragroup behavior changes across subjects and activities.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative

communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who are aware of sources of specialized materials, curricula, and resources for individuals with exceptionalities;

(V) The program shall prepare candidates who communicate strategies to prepare for and take tests;

(VI) The program shall prepare candidates who understand advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities;

(VII) The program shall prepare candidates who understand strategies for prevention and intervention strategies for individuals at-risk for a disability;

(VIII) The program shall prepare candidates who know strategies for integrating student-initiated learning experiences into ongoing instruction;

(IX) The program shall prepare candidates who know methods for increasing accuracy and proficiency in math calculations and applications;

(X) The program shall prepare candidates who understand methods for guiding individuals in identifying and organizing critical content;

(XI) The program shall prepare candidates who integrate academic instruction and behavior management for individuals and groups with exceptionalities;

(XII) The program shall prepare candidates who model career, vocational, and transition programs for individuals with exceptionalities;

(XIII) The program shall prepare candidates who identify interventions and services for individuals who may be at risk for exceptionalities;

(XIV) The program shall prepare candidates who understand relationships among exceptionalities and reading instructions;

(XV) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(XVI) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(XVII) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XVIII) The program shall prepare candidates who use task analysis;

(XIX) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XX) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XXI) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XXII) The program shall prepare candidates who prepare lesson plans;

(XXIII) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XXIV) The program shall prepare candidates who use instructional time effectively;

(XXV) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XXVI) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XXVII) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXVIII) The program shall prepare candidates who teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs;

(XXIX) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXX) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXXI) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXXII) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXXIII) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXXIV) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXXV) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXXVI) The program shall prepare candidates who use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities;

(XXXVII) The program shall prepare candidates who use strategies from multiple theoretical approaches for individuals with exceptionalities;

(XXXVIII) The program shall prepare candidates who teach learning strategies and study skills to acquire academic content;

(XXXIX) The program shall prepare candidates who use reading methods appropriate to individuals with exceptionalities;

(XL) The program shall prepare candidates who use methods to teach mathematics appropriate to the individuals with exceptionalities;

(XLI) The program shall prepare candidates who modify pace of instruction and provide organizational cues;

(XLII) The program shall prepare candidates who use appropriate adaptations and technology for all individuals with exceptionalities;

(XLIII) The program shall prepare candidates who identify resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments;

(XLIV) The program shall prepare candidates who use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities;

(XLV) The program shall prepare candidates who identify and teach basic structures and relationships within and across curricula;

(XLVI) The program shall prepare candidates who use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval;

(XLVII) The program shall prepare candidates who use responses and errors to guide instructional decisions and provide feedback to learners;

(XLVIII) The program shall prepare candidates who identify and teach essential concepts, vocabulary, and content across the general curriculum;

(XLIX) The program shall prepare candidates who implement systematic instruction in teaching reading and comprehension and monitoring strategies;

(L) The program shall prepare candidates who teach strategies for organizing and composing written products;

(LI) The program shall prepare candidates who implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;

(LII) The program shall prepare candidates who enhance vocabulary development;

(LIII) The program shall prepare candidates who teach strategies for spelling accuracy and generalization;

(LIV) The program shall prepare candidates who teach individuals with exceptionalities to monitor for errors in oral and written language;

(LV) The program shall prepare candidates who teach methods and strategies for producing legible documents;

(LVI) The program shall prepare candidates who plan instruction based on the use of alternative and augmentative communication systems;

(LVII) The program shall prepare candidates who plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior;

(LVIII) The program shall prepare candidates who select and use specialized instructional strategies appropriate to the abilities and needs of the individual;

(LVIX) The program shall prepare candidates who plan and implement age- and ability- appropriate instruction for individuals with exceptionalities;

(LX) The program shall prepare candidates who can select, design and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication;

(LXI) The program shall prepare candidates who interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans;

(LXII) The program shall prepare candidates who design and implement instructional programs that address independent living and career education for individuals;

(LXIII) The program shall prepare candidates who design and implement curriculum and instructional strategies for medical self-management procedures; and

(LXIV) The program shall prepare candidates who design, implement, and evaluate instructional programs that enhance social participation across environments.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with

exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand the definitions and issues related to the identification of individuals with exceptionalities;

(XVI) The program shall prepare candidates who understand models and theories of deviance and behavior problems;

(XVII) The program shall prepare candidates who understand historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice;

(XVIII) The program shall prepare candidates who understand the legal, judicial, and educational systems to assist individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand the continuum of placement and services available for individuals with exceptionalities;

(XX) The program shall prepare candidates who understand laws and policies related to provision of specialized health care in educational settings;

(XXI) The program shall prepare candidates who understand factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities;

(XXII) The program shall prepare candidates who understand principles of normalization and concept of least restrictive environment;

(XXIII) The program shall prepare candidates who understand the theory of reinforcement techniques in serving individuals with exceptionalities;

(XXIV) The program shall prepare candidates who understand sources of unique services, networks, and organizations for individuals with exceptionalities;

(XXV) The program shall prepare candidates who understand organizations and publications relevant to individuals with exceptionalities;

(XXVI) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XXVII) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXVIII) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXIX) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXX) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXXI) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXXII) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXXIII) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXXIV) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXXV) The program shall prepare candidates who access information on exceptionalities;

(XXXVI) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXXVII) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues.

(XXXVIII) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXIX) The program shall prepare candidates who articulate personal philosophies of special education;

(XL) The program shall prepare candidates who participate in the activities of professional organizations relevant to individuals with exceptionalities; and

(XLI) The program shall prepare candidates who consider it their ethical responsibility to advocate for appropriate services for individuals with exceptionalities.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional

learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who provide parent education programs and behavior management guides that address severe behavior problems and facilitation of communication for individuals with exceptionalities;

(VI) The program shall prepare candidates who understand the collaborative and/or consultative role for the special education teacher in the reintegration of individuals with exceptionalities;

(VII) The program shall prepare candidates who understand the roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities;

(VIII) The program shall prepare candidates who know co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities;

(IX) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(X) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(XI) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(XII) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(XIII) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XIV) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XV) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XVI) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XVII) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs

(XVIII) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XIX) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XX) The program shall prepare candidates who use local community and state and provincial resources to assist in programming with individuals with exceptionalities;

(XXI) The program shall prepare candidates who select, plan, and coordinate activities of related services' personnel to maximize direct instruction for individuals with exceptionalities;

(XXII) The program shall prepare candidates who teach parents to use appropriate behavior management and counseling techniques; and

(XXII) The program shall prepare candidates who collaborate with team members to plan transition to adulthood that encourages full community participation.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.19)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.55
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Nutrition Director Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Curriculum and Instruction Program" adopted. F. Dec. 20, 2011; eff. Jan. 15, 2012.

Repealed: New Rule entitled "Special Education General Curriculum Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.56. Special Education General Curriculum Elementary Education (P-5) Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to provide instruction or instructional support to all students in grades P-5, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) Requirements.

(a) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children 2012 as follows:

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand etiology and diagnosis related to various theoretical approaches;

(XVII) The program shall prepare candidates who understand the impact of sensory impairments, physical and health exceptionalities on individuals, families, and society;

(XVIII) The program shall prepare candidates who understand etiologies and medical aspects of conditions affecting individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand psychological and social-emotional characteristics of individuals with exceptionalities;

(XX) The program shall prepare candidates who understand common etiologies and the impact of sensory exceptionalities on learning and experience;

(XXI) The program shall prepare candidates who understand types and transmission routes of infectious disease;

(XXII) The program shall prepare candidates who understand complications and implications of medical support services;

(XXIII) The program shall prepare candidates who understand the impact of exceptionalities on auditory and information processing skills;

(XXIV) The program shall prepare candidates who understand the impact of multiple disabilities on behavior;

(XXV) The program shall prepare candidates who understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities;

(XXVI) The program shall prepare candidates who understand the communication and social interaction alternatives for individuals who are nonspeaking;

(XXVII) The program shall prepare candidates who understand typical language development and how that may differ for individuals with learning exceptionalities; and

(XXVIII) The program shall prepare candidates who are skilled in relating levels of support to the needs of the individual.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand barriers to accessibility and acceptance of individuals with exceptionalities;

(XII) The program shall prepare candidates who understand adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand methods for ensuring individual academic success in one-to-one, small-group and large-group settings;

(XIV) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XV) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XVI) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XVII) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XVIII) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XIX) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XX) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XXI) The program shall prepare candidates who teach self-advocacy;

(XXII) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXIII) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXIV) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXV) The program shall prepare candidates who design and manage daily routines;

(XXVI) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXVII) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXVIII) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXIX) The program shall prepare candidates who use universal precautions;

(XXX) The program shall prepare candidates who provide instruction in community-based settings;

(XXXI) The program shall prepare candidates who use and maintain assistive technologies;

(XXXII) The program shall prepare candidates who plan instruction in a variety of educational settings;

(XXXIII) The program shall prepare candidates who teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults;

(XXXIV) The program shall prepare candidates who use skills in problem solving and conflict resolution; and

(XXXV) The program shall prepare candidates who establish a consistent classroom routine for individuals with exceptionalities.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to

individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(VI) The program shall prepare candidates who understand specialized terminology used in the assessment of individuals with exceptionalities;

(VII) The program shall prepare candidates who understand laws and policies regarding referral and placement procedures for individuals with exceptionalities;

(VIII) The program shall prepare candidates who understand the types and importance of information concerning individuals with exceptionalities available from families and public agencies;

(IX) The program shall prepare candidates who understand procedures for early identification of young individuals who may be at risk for exceptionalities;

(X) The program shall prepare candidates who gather relevant background information;

(XI) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(XII) The program shall prepare candidates who use technology to conduct assessments;

(XIII) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XIV) The program shall prepare candidates who interpret information from formal and informal assessments;

(XV) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XVI) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XVII) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XVIII) The program shall prepare candidates who create and maintain records;

(XIX) The program shall prepare candidates who implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities;

(XX) The program shall prepare candidates who use exceptionality-specific assessment instruments with individuals with exceptionalities;

(XXI) The program shall prepare candidates who select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities;

(XXII) The program shall prepare candidates who assess reliable methods of response of individuals who lack typical communication and performance abilities; and

(XXIII) The program shall prepare candidates who monitor intragroup behavior changes across subjects and activities.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who are aware of sources of specialized materials, curricula, and resources for individuals with exceptionalities;

(V) The program shall prepare candidates who communicate strategies to prepare for and take tests;

(VI) The program shall prepare candidates who understand advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities;

(VII) The program shall prepare candidates who understand strategies for prevention and intervention strategies for individuals at-risk for a disability;

(VIII) The program shall prepare candidates who know strategies for integrating student-initiated learning experiences into ongoing instruction;

(IX) The program shall prepare candidates who know methods for increasing accuracy and proficiency in math calculations and applications;

(X) The program shall prepare candidates who understand methods for guiding individuals in identifying and organizing critical content;

(XI) The program shall prepare candidates who integrate academic instruction and behavior management for individuals and groups with exceptionalities;

(XII) The program shall prepare candidates who model career, vocational, and transition programs for individuals with exceptionalities;

(XIII) The program shall prepare candidates who identify interventions and services for individuals who may be at risk for exceptionalities;

(XIV) The program shall prepare candidates who understand relationships among exceptionalities and reading instructions;

(XV) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(XVI) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(XVII) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XVIII) The program shall prepare candidates who use task analysis;

(XIX) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XX) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XXI) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XXII) The program shall prepare candidates who prepare lesson plans;

(XXIII) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XXIV) The program shall prepare candidates who use instructional time effectively;

(XXV) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XXVI) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XXVII) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXVIII) The program shall prepare candidates who teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs;

(XXIX) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXX) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXXI) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXXII) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXXIII) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXXIV) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXXV) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXXVI) The program shall prepare candidates who use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities;

(XXXVII) The program shall prepare candidates who use strategies from multiple theoretical approaches for individuals with exceptionalities;

(XXXVIII) The program shall prepare candidates who teach learning strategies and study skills to acquire academic content;

(XXXIX) The program shall prepare candidates who use reading methods appropriate to individuals with exceptionalities;

(XL) The program shall prepare candidates who use methods to teach mathematics appropriate to the individuals with exceptionalities;

(XLI) The program shall prepare candidates who modify pace of instruction and provide organizational cues;

(XLII) The program shall prepare candidates who use appropriate adaptations and technology for all individuals with exceptionalities;

(XLIII) The program shall prepare candidates who identify resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments;

(XLIV) The program shall prepare candidates who use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities;

(XLV) The program shall prepare candidates who identify and teach basic structures and relationships within and across curricula;

(XLVI) The program shall prepare candidates who use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval;

(XLVII) The program shall prepare candidates who use responses and errors to guide instructional decisions and provide feedback to learners;

(XLVIII) The program shall prepare candidates who identify and teach essential concepts, vocabulary, and content across the general curriculum;

(XLIX) The program shall prepare candidates who implement systematic instruction in teaching reading and comprehension and monitoring strategies;

(L) The program shall prepare candidates who teach strategies for organizing and composing written products;

(LI) The program shall prepare candidates who implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;

(LII) The program shall prepare candidates who enhance vocabulary development;

(LIII) The program shall prepare candidates who teach strategies for spelling accuracy and generalization;

(LIV) The program shall prepare candidates who teach individuals with exceptionalities to monitor for errors in oral and written language;

(LV) The program shall prepare candidates who teach methods and strategies for producing legible documents;

(LVI) The program shall prepare candidates who plan instruction based on the use of alternative and augmentative communication systems;

(LVII) The program shall prepare candidates who plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior;

(LVIII) The program shall prepare candidates who select and use specialized instructional strategies appropriate to the abilities and needs of the individual;

(LVIX) The program shall prepare candidates who plan and implement age- and ability- appropriate instruction for individuals with exceptionalities;

(LX) The program shall prepare candidates who can select, design and use technology, materials and resources required

to educate individuals whose exceptionalities interfere with communication;

(LXI) The program shall prepare candidates who interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans;

(LXII) The program shall prepare candidates who design and implement instructional programs that address independent living and career education for individuals;

(LXIII) The program shall prepare candidates who design and implement curriculum and instructional strategies for medical self-management procedures; and

(LXIV) The program shall prepare candidates who design, implement, and evaluate instructional programs that enhance social participation across environments.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand the definitions and issues related to the identification of individuals with exceptionalities;

(XVI) The program shall prepare candidates who understand models and theories of deviance and behavior problems;

(XVII) The program shall prepare candidates who understand historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice;

(XVIII) The program shall prepare candidates who understand the legal, judicial, and educational systems to assist individuals with exceptionalities;

(XIX) The program shall prepare candidates who understand the continuum of placement and services available for individuals with exceptionalities;

(XX) The program shall prepare candidates who understand laws and policies related to provision of specialized health care in educational settings;

(XXI) The program shall prepare candidates who understand factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities;

(XXII) The program shall prepare candidates who understand principles of normalization and concept of least restrictive environment;

(XXIII) The program shall prepare candidates who understand the theory of reinforcement techniques in serving individuals with exceptionalities;

(XXIV) The program shall prepare candidates who understand sources of unique services, networks, and organizations for individuals with exceptionalities;

(XXV) The program shall prepare candidates who understand organizations and publications relevant to individuals with exceptionalities;

(XXVI) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XXVII) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXVIII) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXIX) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXX) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXXI) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXXII) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXXIII) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXXIV) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXXV) The program shall prepare candidates who access information on exceptionalities;

(XXXVI) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXXVII) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues.

(XXXVIII) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXIX) The program shall prepare candidates who articulate personal philosophies of special education;

(XL) The program shall prepare candidates who participate in the activities of professional organizations relevant to individuals with exceptionalities; and

(XLI) The program shall prepare candidates who consider it their ethical responsibility to advocate for appropriate services for individuals with exceptionalities.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a

wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who provide parent education programs and behavior management guides that address severe behavior problems and facilitation of communication for individuals with exceptionalities;

(VI) The program shall prepare candidates who understand the collaborative and/or consultative role for the special education teacher in the reintegration of individuals with exceptionalities;

(VII) The program shall prepare candidates who understand the roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities;

(VIII) The program shall prepare candidates who know co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities;

(IX) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(X) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(XI) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(XII) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(XIII) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XIV) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XV) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XVI) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XVII) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XVIII) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XIX) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XX) The program shall prepare candidates who use local community and state and provincial resources to assist in programming with individuals with exceptionalities;

(XXI) The program shall prepare candidates who select, plan, and coordinate activities of related services' personnel to maximize direct instruction for individuals with exceptionalities; and

(XXII) The program shall prepare candidates who teach parents to use appropriate behavior management and counseling techniques.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(3) The program shall conform to the standards for the preparation of elementary teachers that appear in GaPSC Rule 505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM.

Cite as Ga. Comp. R. & Regs. R. 505-3-.56
Authority: O.C.G.A. § 20-2-200.
History. Original Rule Entitled "Trade and Industrial Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Psychologist Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Special Education General Curriculum Early Childhood Education Program (P-5)." F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: New title "Special Education General Curriculum Elementary Education (P-5) Program." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Rule 505-3-.57. Special Education Deaf Education Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach students who are deaf or hard of hearing in grades P-12. This rule supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS AND Educator Preparation Programs.

(1) **Requirements.**

(a) To receive approval for Special Education Deaf Education, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers of students who are deaf or hard of hearing published by the Council for Exceptional Children 2012 as follows:

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand cognitive and language development of individuals who are deaf and hard of hearing;

(XVII) The program shall prepare candidates who understand the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing;

(XVIII) The program shall prepare candidates who understand the influence of experience and educational placement on all developmental domains;

(XIX) The program shall prepare candidates who understand the influence of cultural identity and language on all developmental domains;

(XX) The program shall prepare candidates who understand components of linguistic and non-linguistic communication;

(XXI) The program shall prepare candidates who understand the importance of early intervention to language development;

(XXII) The program shall prepare candidates who understand the effects of sensory input on the development of language and learning;

(XXIII) The program shall prepare candidates who understand spoken and visual communication modes; and

(XXIV) The program shall prepare candidates who understand current theories of the development of spoken language and signed languages.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities in crisis. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand the influence of family communication and culture on all developmental domains;

(XII) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XIII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XIV) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XV) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XVI) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XVII) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XVIII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XIX) The program shall prepare candidates who teach self-advocacy;

(XX) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXI) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXII) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXIII) The program shall prepare candidates who design and manage daily routines;

(XXIV) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXV) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXVI) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXVII) The program shall prepare candidates who use universal precautions;

(XXVIII) The program shall prepare candidates who provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;

(XXIX) The program shall prepare candidates who provide access to incidental language experiences;

(XXX) The program shall prepare candidates who prepare individuals who are deaf or hard of hearing to use interpreters;

(XXXI) The program shall prepare candidates who manage assistive technology for individuals who are deaf or hard of hearing; and

(XXXII) The program shall prepare candidates who can design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities;

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula;

(VII) The program shall prepare candidates who plan and implement transitions across service continuums; and

(VIII) The program shall prepare candidates who integrate language instruction into academic areas.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(VI) The program shall prepare candidates who are aware of specialized terminology used in assessing individuals who are deaf or hard of hearing;

(VII) The program shall prepare candidates who gather relevant background information;

(VIII) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(IX) The program shall prepare candidates who use technology to conduct assessments;

(X) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XI) The program shall prepare candidates who interpret information from formal and informal assessments;

(XII) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XIII) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XIV) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XV) The program shall prepare candidates who create and maintain records;

(XVI) The program shall prepare candidates who administer assessment tools using the individuals' preferred mode and language of communication;

(XVII) The program shall prepare candidates who develop specialized assessment procedures that allow for alternative forms of expression; and

(XVIII) The program shall prepare candidates who collect and analyze spoken, signed, or written communication samples.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who are aware of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing;

(V) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(VI) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(VII) The program shall prepare candidates who use functional assessments to develop intervention plans;

(VIII) The program shall prepare candidates who use task analysis;

(IX) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(X) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula;

(XI) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XII) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XIII) The program shall prepare candidates who prepare lesson plans;

(XIV) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XV) The program shall prepare candidates who use instructional time effectively;

(XVI) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XVII) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XVIII) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XIX) The program shall prepare candidates who teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs;

(XX) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXI) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXII) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXIII) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXIV) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXV) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXVI) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXVII) The program shall prepare candidates who apply strategies to facilitate cognitive and communicative development;

(XXVIII) The program shall prepare candidates who implement strategies for stimulating and using residual hearing;

(XXIX) The program shall prepare candidates who facilitate independent communication in all contexts;

(XXX) The program shall prepare candidates who use reading methods appropriate to individuals with exceptionalities;

(XXXI) The program shall prepare candidates who implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals;

(XXXII) The program shall prepare candidates who use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing;

(XXXIII) The program shall prepare candidates who develop successful inclusion experiences;

(XXXIV) The program shall prepare candidates who develop proficiency in the languages used to teach individuals who are deaf or hard of hearing;

(XXXV) The program shall prepare candidates who provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community;

(XXXVI) The program shall prepare candidates who apply first- and second-language teaching strategies to the instruction of the individual; and

(XXXVII) The program shall prepare candidates who provide balance among explicit instruction, guided instruction, peer learning, and reflection.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to

assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand model programs for individuals who are deaf or hard of hearing;

(XVI) The program shall prepare candidates who understand the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing;

(XVII) The program shall prepare candidates who are aware of professional resources relevant to the field of education of individuals who are deaf or hard of hearing;

(XVIII) The program shall prepare candidates who have knowledge of professional organizations in the field of deaf education;

(XIX) The program shall prepare candidates who understand the incidence and prevalence figures for individuals who are deaf and hard of hearing;

(XX) The program shall prepare candidates who understand the sociocultural, historical, and political forces unique to deaf education;

(XXI) The program shall prepare candidates who understand etiologies of hearing loss that can result in additional learning challenges;

(XXII) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XXIII) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXIV) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXV) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXVI) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXVII) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXVIII) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXIX) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXX) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXXI) The program shall prepare candidates who access information on exceptionalities;

(XXXII) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXXIII) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXXIV) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXV) The program shall prepare candidates who articulate personal philosophies of special education;

(XXXVI) The program shall prepare candidates who communicate proficiently in spoken language or the sign language indigenous to the Deaf community;

(XXXVII) The program shall prepare candidates who increase proficiency and sustain a life-long commitment to maintaining instructional langue competence;

(XXXVIII) The program shall prepare candidates who can explain historical foundations and research evidence upon which education practices is based; and

(XXXIX) The program shall prepare candidates who develop and enrich cultural competence relative to the Deaf community.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who are aware of services, organizations, and networks that support individuals who are deaf or hard of hearing;

(VI) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(VII) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(VIII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(IX) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(X) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XI) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XII) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XIII) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XIV) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XV) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XVI) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators; and

(XVII) The program shall prepare candidates who provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards

specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See GaPSC Rule 505-3-.19)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.57
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Visually Impaired Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "School Social Worker Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Special Education Deaf Education Program." F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.58. Special Education Physical and Health Disabilities Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to provide instruction or instructional support to P-12 students who have

physical or health-related disabilities for all or part of a student's general or special curriculum needs as indicated in the Individual Education Plan (IEP). This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS AND Educator Preparation Programs.

(1) **Requirements.**

(a) To receive approval for a Special Education Physical and Health Disabilities Program, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers of students with physical and health disabilities published by the Council for Exceptional Children 2012:

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand the characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand the effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand the characteristics, treatment, and course of physical and health disabilities;

(XVII) The program shall prepare candidates who understand secondary conditions and treatment options that accompany physical and health disabilities;

(XVIII) The program shall prepare candidates who understand the implications of physical and health disabilities on development and learning;

(XIX) The program shall prepare candidates who understand the progression of degenerative diseases and the impact on educational performance;

(XX) The program shall prepare candidates who understand issues related to children's perceptions of death and dying;

(XXI) The program shall prepare candidates who understand the effects of physical disabilities on the way information is processed;

(XXII) The program shall prepare candidates who understand the functional effects of the type and severity of physical and health disabilities on individual performance;

(XXIII) The program shall prepare candidates who understand the psychosocial effects of physical and health disabilities;

(XXIV) The program shall prepare candidates who apply knowledge of characteristics of individuals' physical and health disabilities to their treatment interventions.

(XXV) The program shall prepare candidates who monitor the effects of medication on individual performance; and

(XXVI) The program shall prepare candidates who address learned helplessness in individuals with physical and health disabilities.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow

individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand adaptations of educational environments to enhance the potential of individuals with physical and health disabilities;

(XII) The program shall prepare candidates who understand barriers to accessibility by individuals with physical and health disabilities;

(XIII) The program shall prepare candidates who understand evacuation plans for individuals with physical and health disabilities;

(XIV) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XV) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XVI) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XVII) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities.

(XVIII) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XIX) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XX) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XXI) The program shall prepare candidates who teach self-advocacy;

(XXII) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXIII) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXIV) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXV) The program shall prepare candidates who design and manage daily routines;

(XXVI) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXVII) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXVIII) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXIX) The program shall prepare candidates who use universal precautions;

(XXX) The program shall prepare candidates who provide positioning techniques and equipment to promote participation in academic and social environments;

(XXXI) The program shall prepare candidates to demonstrate proper body mechanics to promote individual and

teacher safety in transfer, lifting, positioning and seating;

(XXXII) The program shall prepare candidates who arrange equipment and materials to provide a safe and healthy environment;

(XXXIII) The program shall prepare candidates who provide information that promotes sensitivity towards, and acceptance of, those who have physical and health disabilities including communicable diseases; and

(XXXIV) The program shall prepare candidates who create learning environments to develop self-advocacy and independence when working with personal assistants.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who understand the continuum of nonsymbolic to symbolic forms of communication;

(VI) The program shall prepare candidates who understand the medical terminology related to physical and health disabilities;

(VII) The program shall prepare candidates who understand the types and transmission routes of infectious and communicable diseases;

(VIII) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities;

(IX) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula; and

(X) The program shall prepare candidates who identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning

and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(IV) The program shall prepare candidates who understand valid and reliable assessment instruments for individuals who have poor motor skills and/or are non-verbal;

(V) The program shall prepare candidates who gather relevant background information;

(VI) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(VII) The program shall prepare candidates who use technology to conduct assessments;

(VIII) The program shall prepare candidates who develop or modify individualized assessment strategies;

(IX) The program shall prepare candidates who interpret information from formal and informal assessments;

(X) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including

those from culturally and/or linguistically diverse backgrounds;

(XI) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XII) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XIII) The program shall prepare candidates who create and maintain records;

(XIV) The program shall prepare candidates who teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities;

(XV) The program shall prepare candidates who select, adapt, and use assessment information when tests are not validated on individuals with physical and health disabilities; and

(XVI) The program shall prepare candidates who modify and adapt tools and procedures within the confines of the standardization process.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and

transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who understand the adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities;

(V) The program shall prepare candidates who understand strategies for teaching organization and study skills;

(VI) The program shall prepare candidates who understand strategies for teaching adapted physical education and recreational skills;

(VII) The program shall prepare candidates who demonstrate techniques for teaching human sexuality;

(VIII) The program shall prepare candidates who understand the incorporation of augmentative and assistive communication into instruction and daily living activities;

(IX) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(X) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(XI) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XII) The program shall prepare candidates who use task analysis;

(XIII) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XIV) The program shall prepare candidates who integrate affective, social and life skills with academic curricula;

(XV) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XVI) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XVII) The program shall prepare candidates who prepare lesson plans;

(XVIII) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XIX) The program shall prepare candidates who use instructional time effectively;

(XX) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XXI) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XXII) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXIII) The program shall prepare candidates who teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs;

(XXIV) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXV) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXVI) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXVII) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXVIII) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXIX) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXX) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXXI) The program shall prepare candidates who use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities;

(XXXII) The program shall prepare candidates who use adaptations and assistive technology to provide access to and participation in the general curriculum;

(XXXIII) The program shall prepare candidates who individualize instructional strategies to minimize the functional effects of the disability;

(XXXIV) The program shall prepare candidates who teach how to manage and document personal health care procedures in a safe, healthy environment;

(XXXV) The program shall prepare candidates who teach the use and management of technology.

(XXXVI) The program shall prepare candidates who demonstrate techniques for teaching literacy skills to individuals who are non-verbal;

(XXXVII) The program shall prepare candidates who support the use of primary and secondary forms of communication across environments;

(XXXVIII) The program shall prepare candidates who suggest data driven adjustments to communication systems;

(XXXIX) The program shall prepare candidates who use assistive technology assessment to plan adaptations;

(XL) The program shall prepare candidates who integrate individualized health care plans into daily programming;

(XLI) The program shall prepare candidates who pace instruction based on individual characteristics and health factors;

(XLII) The program shall prepare candidates who implement data driven progress monitoring to document and guide instruction; and

(XLIII) The program shall prepare candidates who include independent living and post-secondary needs in instructional programming and transitional planning.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in

lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand issues and educational definitions of individuals with physical and health disabilities;

(XVI) The program shall prepare candidates who understand historical foundations related to knowledge and practices in physical and health disabilities;

(XVII) The program shall prepare candidates who understand laws and policies related to the provision of specialized health care in the educational setting;

(XVIII) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XIX) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XX) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXI) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXII) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities;

(XXIII) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXIV) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXV) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXVI) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXVII) The program shall prepare candidates who access information on exceptionalities;

(XXVIII) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth.

(XXIX) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXX) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXI) The program shall prepare candidates who articulate personal philosophies of special education;

(XXXII) The program shall prepare candidates who articulate key elements of service delivery for individuals with physical and health disabilities; and

(XXXIII) The program shall prepare candidates who participate in the activities of professional organizations in the field of physical and health disabilities.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication

and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who understand the roles and responsibilities of school and community-based medical and related services' personnel;

(VI) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(VII) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(VIII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(IX) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(X) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XI) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XII) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XIII) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XIV) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XV) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XVI) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XVII) The program shall prepare candidates who collaborate in the selection and implementation of augmentative and alternative communication and assistive technology;

(XVIII) The program shall prepare candidates who use available resources to assist with planning and the design of programs for individuals with physical and health disabilities;

(XIX) The program shall prepare candidates who support individuals with exceptional learning needs as members of augmentative and assistive communication and assistive technology selection teams;

(XX) The program shall prepare candidates who coordinate with related service personnel to maximize direct instruction time for individuals with physical and health disabilities;

(XXI) The program shall prepare candidates who collaborate with service providers, general education teachers, and families to provide integrated services; and

(XXII) The program shall prepare candidates who participate in trans-disciplinary teams.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See GaPSC Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.58
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech and Language Pathology (SLP) Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Repealed: New Rule entitled "Speech and Language Pathology Program" adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.
Repealed: New Rule entitled "Educational Leadership Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Mar. 8, 2007; eff. Apr. 15, 2007.
Repealed: New Rule entitled "Special Education Physical and Health Disabilities Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.59. Special Education Preschool (Ages 3-5).

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach students ages 3-5 (below K) with disabilities. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS AND Educator Preparation Programs.

(1) **Requirements.**

(a) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children 2012 as follows:

(i) <u>Learner and Learning: Learner Development and Individual Learning Differences</u>

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand theories of typical and atypical early childhood development;

(XVII) The program shall prepare candidates who understand the biological and environmental factors that affect pre-, peri-, and postnatal development and learning;

(XVIII) The program shall prepare candidates who understand the impact of medical conditions and related care on development and learning;

(XIX) The program shall prepare candidates who understand the impact of medical conditions on family concerns, resources, and priorities;

(XX) The program shall prepare candidates who understand the specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life;

(XXI) The program shall prepare candidates who understand the factors that affect the mental health and social-emotional development of infants and young children;

(XXII) The program shall prepare candidates who understand that infants and young children develop and learn at varying rates;

(XXIII) The program shall prepare candidates who understand the impact of a child's abilities, needs, and characteristics on development and learning;

(XXIV) The program shall prepare candidates who understand the impact of social and physical environments on development and learning;

(XXV) The program shall prepare candidates who understand the impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development;

(XXVI) The program shall prepare candidates who understand the impact of language delays on behavior;

(XXVII) The program shall prepare candidates who apply current research to the five developmental domains, play and temperament in learning situations;

(XXVIII) The program shall prepare candidates who develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families;

(XXIX) The program shall prepare candidates who develop and match learning experiences and strategies to characteristics of infants and young children;

(XXX) The program shall prepare candidates who support and facilitate family and child interactions as primary contexts for development and learning;

(XXXI) The program shall prepare candidates who support caregivers to respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations; and

(XXXII) The program shall prepare candidates who establish communication systems for young children that support self-advocacy.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and

appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XIII) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XIV) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XV) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XVI) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XVII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XVIII) The program shall prepare candidates who teach self-advocacy;

(XIX) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XX) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXI) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXII) The program shall prepare candidates who design and manage daily routines;

(XXIII) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXIV) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXV) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXVI) The program shall prepare candidates who use universal precautions;

(XXVII) The program shall prepare candidates who select, develop, and evaluate developmentally and functionally appropriate, materials, equipment, and environments;

(XXVIII) The program shall prepare candidates who organize space, time, materials, peers, and adults to maximize progress in natural and structured environments;

(XXIX) The program shall prepare candidates who embed learning opportunities in everyday routines, relationships, activities, and places;

(XXX) The program shall prepare candidates who structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers;

(XXXI) The program shall prepare candidates who provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences;

(XXXII) The program shall prepare candidates who implement basic health, nutrition and safety management procedures for infants and young children; and

(XXXIII) The program shall prepare candidates who use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula; and

(VII) The program shall prepare candidates who manage the learning environment through appropriate use of interest to help determine curriculum priorities.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(IV) The program shall prepare candidates who understand the role of the family in the assessment process;

(V) The program shall prepare candidates who understand the legal requirements that distinguish among at-risk, developmental delay and disability;

(VI) The program shall prepare candidates who understand alignment of assessment with curriculum, content standards, and local, state and federal regulations;

(VII) The program shall prepare candidates who gather relevant background information;

(VIII) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(IX) The program shall prepare candidates who use technology to conduct assessments;

(X) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XI) The program shall prepare candidates who interpret information from formal and informal assessments;

(XII) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XIII) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XIV) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XV) The program shall prepare candidates who create and maintain records;

(XVI) The program shall prepare candidates who assist families in identifying their concerns, resources, and priorities;

(XVII) The program shall prepare candidates who integrate family priorities and concerns in the assessment process;

(XVIII) The program shall prepare candidates who assess progress in the five developmental domains, play, and temperament;

(XIX) The program shall prepare candidates who select and administer assessment instruments in compliance with established criteria;

(XX) The program shall prepare candidates who use informal and formal assessments to make decisions about infants and young children's development and learning;

(XXI) The program shall prepare candidates who gather information from multiple sources and environments;

(XXII) The program shall prepare candidates who use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process;

(XXIII) The program shall prepare candidates who participate as a team member to integrate assessment results in the development and implementation of individualized plans;

(XXIV) The program shall prepare candidates who emphasize a child's strengths and needs in assessment reports;

(XXV) The program shall prepare candidates who produce reports that focus on developmental domains and functional concerns; and

(XXVI) The program shall prepare candidates who conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to

support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who are aware of the concept of universal design for learning;

(V) The program shall prepare candidates who understand the theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children;

(VI) The program shall prepare candidates who understand developmental and academic content;

(VII) The program shall prepare candidates who understand the connection of curriculum to assessment and progress monitoring activities;

(VIII) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(IX) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(X) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XI) The program shall prepare candidates who use task analysis;

(XII) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XIII) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XIV) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XV) The program shall prepare candidates who prepare lesson plans;

(XVI) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XVII) The program shall prepare candidates who use instructional time effectively;

(XVIII) The program shall prepare candidates who make responsive adjustments to instruction based on continual observations;

(XIX) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XX) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXI) The program shall prepare candidates who teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs;

(XXII) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXIII) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXIV) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXV) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXVI) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXVII) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXVIII) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXIX) The program shall prepare candidates who plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family and the community;

(XXX) The program shall prepare candidates who facilitate child-initiated development and learning;

(XXXI) The program shall prepare candidates who use teacher-scaffolded and teacher-initiated instruction to complement child-initiated learning;

(XXXII) The program shall prepare candidates who link development, learning experiences, and instruction to promote educational transitions;

(XXXIII) The program shall prepare candidates who use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;

(XXXIV) The program shall prepare candidates who use strategies to teach social skills and conflict resolution;

(XXXV) The program shall prepare candidates who use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines;

(XXXVI) The program shall prepare candidates who implement and evaluate preventative and reductive strategies to address challenging behaviors;

(XXXVII) The program shall prepare candidates who develop, implement, and evaluate individualized plans with family members and other professionals as a member of a team;

(XXXVIII) The program shall prepare candidates who plan and implement developmentally and individually appropriate curriculum;

(XXXIX) The program shall prepare candidates who design intervention strategies incorporating information from multiple disciplines;

(XL) The program shall prepare candidates who implement developmentally and functionally appropriate activities using a variety of formats based on systematic instruction;

(XLI) The program shall prepare candidates who align individualized goals with developmental and academic content;

(XLII) The program shall prepare candidates who develop individualized plans that support development and learning as well as caregiver responsiveness;

(XLIII) The program shall prepare candidates who develop an individualized plan that supports the child's independent functioning in the child's natural environments; and

(XLIV) The program shall prepare candidates who make adaptations for the unique developmental and learning needs of children including those from diverse backgrounds.

(vi) **Professional Learning and Ethical Practice**

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand the historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;

(XVI) The program shall prepare candidates who know the trends and issues in early childhood education, early special education, and early intervention;

(XVII) The program shall prepare candidates who understand the legal, ethical and policy issues related to educational developmental and medical services for infants and young children, and their families;

(XVIII) The program shall prepare candidates who understand advocacy for professional status and working conditions for those who serve infants and young children and their families;

(XIX) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XX) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXI) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXII) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXIII) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXIV) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXV) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXVI) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXVII) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXVIII) The program shall prepare candidates who access information on exceptionalities;

(XXIX) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXX) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXXI) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXII) The program shall prepare candidates who articulate personal philosophies of special education;

(XXXIII) The program shall prepare candidates who recognize signs of emotional distress, neglect, and abuse and follow reporting procedures;

(XXXIV) The program shall prepare candidates who integrate family systems theories and principles into professional practice;

(XXXV) The program shall prepare candidates who respect family choices and goals;

(XXXVI) The program shall prepare candidates who apply models of team process in early childhood;

(XXXVII) The program shall prepare candidates who participate in activities of professional organizations relevant to early childhood, special education, and early intervention;

(XXXVIII) The program shall prepare candidates who apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds;

(XXXIX) The program shall prepare candidates who advocate on behalf of infants and young children and their families; and

(XL) The program shall prepare candidates who implement family services consistent with due process safeguards.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues, and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who understand the structures supporting interagency collaboration, including interagency agreements, referrals, and consultations;

(VI) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(VII) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(VIII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(IX) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(X) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XI) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XII) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XIII) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XIV) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XV) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XVI) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XVII) The program shall prepare candidates who collaborate with caregivers, professionals, and agencies to support children's development and learning;

(XVIII) The program shall prepare candidates who support families' choices and priorities in the development of goals and intervention strategies;

(XIX) The program shall prepare candidates who implement family-oriented services based on the family's identified resources, priorities, and concerns;

(XX) The program shall prepare candidates who provide consultation in settings serving infants and young children;

(XXI) The program shall prepare candidates who involve families in evaluation of services;

(XXII) The program shall prepare candidates who participate as a team member to identify and enhance team roles, communication, and problem-solving;

(XXIII) The program shall prepare candidates who employ adult learning principles in consulting and training family members and service providers;

(XXIV) The program shall prepare candidates who assist the family in planning for transition; and

(XXV) The program shall prepare candidates who implement processes and strategies that support transitions among settings for infants and young children.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.19)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.59
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Educational Leadership Conversion Process" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule entitled "Special Education Preschool (Ages 3-5)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.60. Special Education Visual Impairments Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach students with visual impairments in grades P-12. This rule supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for

Approving EDUCATOR PREPARATION PROVIDERS AND Educator Preparation Programs.

(1) **Requirements.**

(a) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers who teach students with visual impairments in grade P-12 published by the Council for Exceptional Children 2012 as follows:

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand the development of the human visual system;

(XVII) The program shall prepare candidates who understand the development of secondary senses when vision is impaired;

(XVIII) The program shall prepare candidates who understand the effects of visual impairment on development;

(XIX) The program shall prepare candidates who understand the impact of visual impairment on learning and experience;

(XX) The program shall prepare candidates who understand the psychosocial aspects of visual impairment and cultural identity;

(XXI) The program shall prepare candidates who understand the effects of visual impairment on receptive and expressive literacy and communication;

(XXII) The program shall prepare candidates who select and develop teaching strategies addressing age, visual impairment and visual prognosis;

(XXIII) The program shall prepare candidates who use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individual's self-esteem; and

(XXIV) The program shall prepare candidates who select, adapt and use instructional strategies to address the impact of additional exceptionalities.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-

determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities in crisis. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand the strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who understand classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities;

(XII) The program shall prepare candidates who understand the importance of role models with visual impairments;

(XIII) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XIV) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XV) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XVI) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XVII) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XVIII) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XIX) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XX) The program shall prepare candidates who teach self-advocacy;

(XXI) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XXII) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXIII) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXIV) The program shall prepare candidates who design and manage daily routines;

(XXV) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXVI) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXVII) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXVIII) The program shall prepare candidates who use universal precautions;

(XXIX) The program shall prepare candidates who design multi-sensory learning environments that encourage active participation in group and individual activities; and

(XXX) The program shall prepare candidates who provide access to incidental learning experience.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline and tools of inquiry of the content areas

they teach and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who understand the relationship among assessment, development of individualized education program and placement as they affect vision-related services;

(VI) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities;

(VII) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula;

(VIII) The program shall prepare candidates who sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments; and

(IX) The program shall prepare candidates who obtain and organize specialized materials to implement instructional goals.

(iv) <u>Assessment</u>

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) **The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;**

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(IV) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

(V) The program shall prepare candidates who understand specialized terminology used in the assessment of individuals with visual impairments;

(VI) The program shall prepare candidates who understand alternative assessment techniques for individuals with visual impairments;

(VII) The program shall prepare candidates who understand basic terminology related to the function of the human visual system;

(VIII) The program shall prepare candidates who gather relevant background information;

(IX) The program shall prepare candidates who administer nonbiased formal and informal assessments;

(X) The program shall prepare candidates who use technology to conduct assessments;

(XI) The program shall prepare candidates who develop or modify individualized assessment strategies;

(XII) The program shall prepare candidates who interpret information from formal and informal assessments;

(XIII) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;

(XIV) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;

(XV) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;

(XVI) The program shall prepare candidates who create and maintain records;

(XVII) The program shall prepare candidates who administer and interpret vision-related assessments;

(XVIII) The program shall prepare candidates who use functional evaluations related to the expanded core curriculum;

(XIX) The program shall prepare candidates who select, adapt and use assessment information when tests are not validated on individuals with visual impairments;

(XX) The program shall prepare candidates who participate in the standardization process for local and state assessments; and

(XXI) The program shall prepare candidates who interpret and apply background information and family history related to the individual's visual status.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

(IV) The program shall prepare candidates who understand strategies for teaching new concepts;

(V) The program shall prepare candidates who know strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices;

(VI) The program shall prepare candidates who are aware of strategies for teaching organization and study skills;

(VII) The program shall prepare candidates who demonstrate strategies for teaching tactual perceptual skills;

(VIII) The program shall prepare candidates who demonstrate strategies for teaching adapted physical and recreational skills;

(IX) The program shall prepare candidates who are aware of strategies for teaching social, daily living, and functional life skills;

(X) The program shall prepare candidates who are aware of strategies for teaching career-vocational skills and providing vocational counseling;

(XI) The program shall prepare candidates who understand strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills;

(XII) The program shall prepare candidates who demonstrate techniques for teaching human sexuality;

(XIII) The program shall prepare candidates who are aware of strategies for responding and understanding the implications of non-verbal communication as a substructure of language;

(XIV) The program shall prepare candidates who demonstrate strategies for teaching listening and compensatory auditory skills;

(XV) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(XVI) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(XVII) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XVIII) The program shall prepare candidates who use task analysis;

(XIX) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XX) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XXI) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XXII) The program shall prepare candidates who prepare lesson plans;

(XXIII) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XXIV) The program shall prepare candidates who use instructional time effectively;

(XXV) The program shall prepare candidates who make adjustments to instruction based on continual observations;

(XXVI) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XXVII) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXVIII) The program shall prepare candidates who teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs;

(XXIX) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXX) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXXI) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXXII) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXXIII) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXXIV) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXXV) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXXVI) The program shall prepare candidates who select and use technologies to accomplish instructional objectives;

(XXXVII) The program shall prepare candidates who integrate the individualized health care plan into daily programming;

(XXXVIII) The program shall prepare candidates who teach communication through technology and adaptations specific to visual impairments;

(XXXIX) The program shall prepare candidates who select and adapt materials in Braille, accessible print, and other formats;

(XL) The program shall prepare candidates who teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials;

(XLI) The program shall prepare candidates who teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment;

(XLII) The program shall prepare candidates who prepare individuals for sighted guide and pre-cane orientation and mobility instruction; and

(XLIII) The program shall prepare candidates who teach literacy skills to individuals who have vision loss as well as other disabilities.

(vi) **Professional Learning and Ethical Practice**

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their

practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management, planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who access rights to specialized equipment and materials for individuals with visual impairments;

(XVI) The program shall prepare candidates who understand the historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world;

(XVII) The program shall prepare candidates who understand the incidence and prevalence for individuals with visual impairments;

(XVIII) The program shall prepare candidates who know the basic terminology related to the function of the human visual system;

(XIX) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XX) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXI) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXII) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXIII) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXIII) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXIV) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXVI) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXVII) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXVIII) The program shall prepare candidates who access information on exceptionalities;

(XXIX) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXX) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXXI) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXII) The program shall prepare candidates who articulate personal philosophies of special education;

(XXXIII) The program shall prepare candidates who use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem;

(XXXIV) The program shall prepare candidates who select, adapt and use instructional strategies to address the impact of additional exceptionalities;

(XXXV) The program shall prepare candidates who articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum;

(XXXVI) The program shall prepare candidates who articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options;

(XXXVII) The program shall prepare candidates who participate in the activities of professional organizations in the field of visual impairment; and

(XXXVIII) The program shall prepare candidates who advocate for educational policy related to visual impairment.

(vii) **Collaboration**

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues and use collaboration to promote the well-being of individuals with exceptionalities across a

wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who demonstrate strategies for assisting families and other team members in transition planning;

(VI) The program shall prepare candidates who understand the services, networks, publications for and organizations of individuals with visual impairments;

(VII) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(VIII) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(IX) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(X) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(XI) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XII) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XIII) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XIV) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XV) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XVI) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

(XVII) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

(XVIII) The program shall prepare candidates who structure and supervise the activities of Para-educators and others who work with individuals with visual impairments; and

(XIX) The program shall prepare candidates who plan and implement literacy and communication, and provide consultative support within the general curriculum and the expanded core curriculum.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. 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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See GaPSC Rule 505-3-.19, MIDDLE GRADES EDUCATION PROGRAM)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Cite as Ga. Comp. R. & Regs. R. 505-3-.60
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Alternative Preparation for Educational Leadership Program" adopted. F. May 24, 2013; eff. June 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Special Education Visual Impairments Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.61. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.61
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education General Curriculum Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Adopted: New Rule entitled "Autism Education Endorsement Program." F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Repealed: F. May 25, 2016; eff.June 15, 2016, as specified by the Agency.

Rule 505-3-.62. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.62
Authority: O.C.G.A. Sec. 20-2-200.
History. Original Rule entitled "Special Education General Curriculum Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Special Education Adapted Curriculum Program" adopted F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Computer Science Endorsement Program" adopted F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.63. Curriculum and Instruction Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve in Curriculum and Instruction roles in P-12 educational settings and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Curriculum and Instruction Programs will be classified as Service field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees. Programs leading to initial certification in the field, regardless of degree level, must be approved by the GaPSC.

(2) **Admission Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for program admission.

(3) **Completion Requirements.**

Candidates seeking initial certification in the field must complete the following requirements at the appropriate level:

(a) 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. These hours may be satisfied

through advanced pedagogy courses in which candidates are required to demonstrate advanced pedagogical skills or understandings related to their field(s) of certification. Three (3) of the twelve (12) semester hours may also be satisfied through a thesis focused on the content knowledge of a certificate field held by the educator; or

(b) 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 (9) hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills or understandings 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.

(4) **Program Approval.**

To receive program approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

(a) Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning as indicated in the following:

1. Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design;

2. Completers provide evidence of the ability to align curriculum across local, state, and national standards within and across subject areas;

3. Completers provide evidence of knowledge of resources, including technology, to support best teaching practices; and

4. Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

(b) Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning as indicated in the following:

1. Completers demonstrate the ability to design and modify environments that promote learning and are based on best practices and student performance data;

2. Completers exhibit the ability to differentiate instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy; and

3. Completers give evidence of the ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.

(c) Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy as indicated in the following:

1. Completers exhibit the ability to apply current research and data as they demonstrate content knowledge and identify appropriate resources to promote student success; and

2. Completers exhibit sufficient pedagogical content knowledge to plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit each student.

(d) Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors as indicated in the following:

1. Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning;

2. Completers exhibit the ability to meet the diverse needs of students; and

3. Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

(e) Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession as indicated in the following:

1. Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction, and assessment in P-12 systems to improve student learning, classroom processes, and /or institutional practices; and

2. Completers demonstrate the ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.

(f) Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning as indicated in the following:

1. Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction;

2. Completers demonstrate an understanding of the principles of assessment design;

3. Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning;

4. Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice; and

5. Completers demonstrate the ability to use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information to a variety of audiences.

(g) Professional Practices. Program completers will demonstrate high standards for professional practice as indicated in the following:

1. Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity;

2. Completers participate in and/or lead professional learning experiences to promote effective practices; and

3. Completers advocate for the profession by modeling collaboration, leadership, and professionalism.

Cite as Ga. Comp. R. & Regs. R. 505-3-.63
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education General Curriculum/Early Childhood Education Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: New Rule entitled "Culinary Arts Endorsement Program" adopted. F. Nov. 15, 2007; eff. Dec. 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Curriculum and Instruction Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014,

as specified by the Agency.

Rule 505-3-.64. Instructional Technology Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve in instructional technology roles in P-12 schools, LUAs, and other organizations, and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for program admission.

(b) The program may be offered at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees.

(c) Candidates must complete a minimum of six (6) 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 candidate. All six 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 six semester hours may be satisfied through a thesis (or equivalent culminating project) directly focused on the content of a certificate field held by the candidate.

(d) 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 adapted from the standards published in 2017 by The International Society for Technology in Education (ISTE):

1. Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. The program shall prepare candidates who:

(i) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness;

(ii) Pursue professional interests by creating and actively participating in local and global learning networks; and

(iii) Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader. Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning. The program shall prepare candidates who:

   (i) Shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders;

   (ii) Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students; and

   (iii) Model for colleagues the identification, exploration, evaluation, curation, and adoption of new digital resources and tools for learning.

3. Citizen. Educators inspire students to positively contribute and responsibly participate in the digital world. The program shall prepare candidates who:

   (i) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community;

   (ii) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency;

   (iii) Mentor students in the safe, ethical, and legal practice with digital tools and protection of intellectual rights and property; and

   (iv) Model and promote management of personal data and digital identity, and protect student data privacy.

4. Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems as indicated in the following: The program shall prepare candidates who:

   (i) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology;

   (ii) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues;

(iii) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally; and

(iv) Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.

5. Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability environments. The program shall prepare candidates who:

   (i) Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs;

   (ii) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning; and

   (iii) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. The program shall prepare candidates who:

   (i) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings;

   (ii) Manage the use of technology and student learning strategies in a variety of environments such as digital platforms, virtual environments, hands-on makerspaces, or in the field;

   (iii) Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems; and

   (iv) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals. The program shall prepare candidates who:

   (i) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology;

   (ii) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction; and

   (iii) Use assessments and other qualitative and quantitative data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.

8. Coach. Educators plan, provide, and evaluate the impact of professional learning for educators and leaders to advance teaching and learning with technology. The program shall prepare candidates who:

   (i) Establish coaching relationships to support educators as they explore new instructional strategies and integrate technology to improve student learning;

   (ii) Design and implement professional learning based on needs assessments and the theories and frameworks for adult learning;

   (iii) Evaluate the impact of professional learning and continually reflect on how to improve coaching and professional practice; and

   (iv) Foster educator participation in professional learning networks to help them connect with other educators and stay abreast of current and emerging technologies and innovations.

Cite as Ga. Comp. R. & Regs. R. 505-3-.64
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Administration and Supervision Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Preschool (Ages 3 - 5) Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Birth to Five Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Birth Through Five Endorsement Program" adopted. F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Instructional Technology Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency

Repealed: New Rule of same title adopted. F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-3-.65. Media Specialist Program.

(1) **Purpose.** This rule describes requirements and field-specific content standards for approving programs that prepare media specialists in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs.

(2) **Requirements.** To receive approval, a GaPSC-approved educator preparation provider shall offer a master's level preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Teaching for Learning. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

   (i) Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base instruction on student interests and learning needs and link it to the assessment of student achievement.

   (ii) Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

   (iii) Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

(iv) Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes. Candidates advocate for progressive information literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the current AASL standards for learners and state student curriculum standards.

2. Literacy and Reading. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

   (i) Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

   (ii) Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

   (iii) Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

   (iv) Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

3. Information and Knowledge. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

   (i) Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

(ii) Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

(iii) Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

(iv) Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

4. Advocacy and Leadership. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

(i) Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

(ii) Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and utilizing digital resources. Candidates plan for ongoing professional growth.

(iii) Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

(iv) Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

5. Program Management and Administration. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

(i) Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards to ensure efficient and equitable access to information and resources.

(ii) Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas with particular emphasis on copyright and plagiarism.

(iii) Candidates apply best practices related to planning, budgeting, and evaluating human, information, digital and physical resources. Candidates organize physical spaces and virtual libraries to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

(iv) Candidates communicate and collaborate with students, teachers, colleagues, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Cite as Ga. Comp. R. & Regs. R. 505-3-.65
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Media Services Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Communication Disorders Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Career Exploration (PECE) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Media Specialist Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.

Rule 505-3-.66. Literacy Specialist Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as literacy specialists in grades P-12 and supplements requirements in Rule 505-3-.01 Requirements and Standards for Approving Educator preparation providers and Educator Preparation Programs. This field is classified as a service (S) field and therefore may not be added by passing the state-approved content assessment.

(2) **Requirements.**

(a) Three years of teaching experience and a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate are required for program admission.

(b) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree level or higher described in program planning forms, catalogs, and syllabi addressing the following standards adapted from those published by the International Literacy Association (2017):

1. Foundational Knowledge**.** Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidenced-based foundations of literacy and language and the ways in which they interrelate; demonstrate a knowledge base of effective school-wide professional learning; demonstrate knowledge of research about school-wide literacy programs; and demonstrate understanding of the role of those who support literacy as indicated by the following:

(i) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visual representation from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning;

(ii) Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership;

(iii) Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating school-wide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12; and

(iv) Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.

2. Curriculum and Instruction. Candidates develop, analyze, and evaluate the school's literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices, and improve literacy learning of individuals and groups of students; and facilitate or participate in efforts to develop a vision and goals for the literacy program as indicated by the following:

   (i) Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards;

   (ii) Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school);

   (iii) Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning; and

   (iv) Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines that reflects evidence-based practices and effective integration of all dimensions of language and literacy.

3. Assessment and Evaluation. Candidates foster educators' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate school-wide instruction and interventions; facilitate professional learning and school improvement initiatives; and disseminate and facilitate school-wide assessment communication with relevant stakeholders as a

means of advocating for effective literacy practices as indicated by the following:

(i) Candidates foster educators' use of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system;

(ii) Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and school-wide decisions, instruction, and interventions;

(iii) Candidates facilitate professional learning activities that incorporate focused analyses of assessment data and goal setting across grade levels, content areas, and school improvement initiatives; and

(iv) Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/ guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.

4. Diversity and Equity. Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity, as well as the ability to apply this knowledge to their daily practice of working with teachers and students; facilitate the operation of the school's literacy program; and advocate for change in education practices and institutional structures that are inherently biased or prejudiced as indicated by the following:

(i) Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity;

(ii) Candidates recognize their own cultures, belief systems, and potential biases, and participate in and facilitate teacher engagement in both personal and systematic reflective practice to recognize teachers' cultures, belief systems, and potential biases;

(iii) Candidates collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge; and

(iv) Candidates advocate for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.

5. Learners and the Literacy Environment. Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment as indicated by the following:

   (i) Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors;

   (ii) Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals;

   (iii) Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways; and

   (iv) Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.

6. Professional Learning and Leadership. Candidates demonstrate the ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

   (i) Candidates reflect on their work, belong to professional organizations, and, as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders;

   (ii) Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes;

(iii) Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation-feedback cycles, co-teaching) in their work with individuals and groups of teachers; and

(iv) Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

7. Practicum/Clinical Experiences**.** Candidates complete supervised, integrated, and extended practicum/clinical experiences that include both collaborative and coaching roles with teacher(s), and school-wide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community-school partnerships; practicum experiences are ongoing in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:

(i) Candidates collaborate with and coach individuals and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include the candidate's own school, literacy clinic, other school, or community settings;

(ii) Candidates develop expertise in collaborative and coaching roles at the school-wide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community-school partnerships;

(iii) Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches; and

(iv) Candidate supervision includes observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Cite as Ga. Comp. R. & Regs. R. 505-3-.66
Authority: O.C.G.A. § 20-2-200.

History. Original Rule entitled "Director of Pupil Personnel Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Deaf Education Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Coordinator of Vocational Academic Education (CVAE) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Coordinated Career Academic Education Endorsement Program (CCAE)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Reading Specialist Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Literacy Specialist Program" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Note: The Rule title was incorrectly cited as "Reading Specialist Education Program" on the Rules and Regulations of the State of Georgia website from January 1, 2020 through June 30, 2020 due to an administrative error. The correct title, "Literacy Specialist Program," (as filed Dec. 13, 2019; effective Jan 1, 2020) was updated on the Rules and Regulations website July 1, 2020, as requested by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Rule 505-3-.67. School Counselor Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as school counselors in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. School counselors in Georgia are expected to function as both counselors and educators and to support the academic success, career preparedness, and social/emotional development of all P-12 students. Guidelines accompany this rule and should be used by program providers as a guide to the intent of the content standards in this rule.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program for school counselors described in program planning forms, catalogs, and syllabi addressing the following standards adapted from standards published in July 2016 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1. Foundations

(i) The program shall prepare candidates who have an understanding of the history, purpose, ethics, and philosophy of the school counseling profession, as well as the roles and responsibilities of the professional school counselor in a multicultural society;

(ii) The program shall prepare candidates who understand the techniques of academic, career, and social-emotional counseling in school settings;

(iii) The program shall prepare candidates who understand the nature and needs of persons at all developmental levels and in a multicultural context;

(iv) The program shall prepare candidates who understand career development, related life factors, and the role of the school counselor in promoting college and career readiness;

(v) The program shall prepare candidates who understand the school counselor role as a leader, advocate, collaborator, and systemic change agent in P-12 schools;

(vi) The program shall prepare candidates who engage with professional organizations and know preparation standards and credentials that are relevant to the practice of school counseling;

(vii) The program shall prepare candidates who understand how to design and evaluate comprehensive school counseling programs (e.g., American School Counselor Association National Model);

(viii) The program shall prepare candidates who possess the skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement;

2. Delivery

(i) The program shall prepare candidates who understand the relationship of the school counseling program to the strategic focus of the school;

(ii) The program shall prepare candidates who demonstrate how to design, implement, manage, and evaluate school-to-school and school-to-work transition programs, postsecondary planning, and college admissions counseling;

(iii) The program shall prepare candidates who implement best practices designed to close the achievement gap, promote student academic success, provide effective transitions and informed career choices, and increase promotion and graduation rates;

(iv) The program shall prepare candidates who demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies;

(v) The program shall prepare candidates who understand how to develop and implement programs designed to enhance academic development for all students;

(vi) The program shall prepare candidates who understand how to develop and implement strategies and activities to facilitate student awareness and informed decision making for a full range of postsecondary options and opportunities; and

(vii) The program shall prepare candidates who understand how to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement;

(viii) The program shall prepare candidates who understand how to design, implement, manage, and evaluate programs to enhance the academic, career, and social-emotional development of students; and

(ix) The program shall prepare candidates who understand how to assess barriers that impede students' academic, career, and social-emotional development.

(x) The program shall prepare candidates who understand the use of developmentally appropriate counseling interventions and assessments;

(xi) The program shall prepare candidates who understand how to plan and present school counseling-related educational programs for use with parents and teachers (e.g., parent education programs, core curriculum, suicide prevention training, anti-bullying training, and college and career readiness).

3. Management

(i) The program shall prepare candidates who understand how to develop and implement various needs assessments for academic, career, and social-emotional development;

(ii) The program shall prepare candidates who understand how to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, special needs, and abilities;

(iii) The program shall prepare candidates who understand the school counselor's roles and responsibilities in relation to the school's emergency management plans, and crises, disasters, and trauma;

(iv) The program shall prepare candidates who demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.

4. Accountability

(i) The program shall prepare candidates who understand how to critically evaluate research relevant to the practice of school counseling;

(ii) The program shall prepare candidates who understand models of program evaluation for school counseling programs;

(iii) The program shall prepare candidates who understand basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation);

(iv) The program shall prepare candidates who understand current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card, academic and attendance);

(v) The program shall prepare candidates who understand how to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;

(vi) The program shall prepare candidates who understand the outcome research data and best practices identified in the school counseling research literature;

(vii) The program shall prepare candidates who understand the use of technology in research, program delivery, and evaluation;

(viii) The program shall prepare candidates who understand how to apply relevant research findings to inform the practice of school counseling;

(ix) The program shall prepare candidates who understand how to develop measurable goals for school counseling programs, activities, interventions, and experiences; and

(x) The program shall prepare candidates who understand how to select appropriate assessment strategies that can be used to evaluate a student's academic, career, and social-emotional development;

(xi) The program shall prepare candidates who can demonstrate the ability to use applicable data to inform decision making and advocate for programs and students.

5. Counseling

(i) The program shall prepare candidates who understand the theories and processes of effective counseling for individual students and groups of students;

(ii) The program shall prepare candidates who demonstrate skills necessary to conduct individual/ group counseling and classroom lessons to promote the academic, career, and social-emotional development of students;

(iii) The program shall prepare candidates who demonstrate the ability to locate/design and implement prevention and intervention plans to promote academic, career, and social-emotional development;

(iv) The program shall prepare candidates who demonstrate strategies for helping students identify and utilize strengths and healthy coping skills needed for their academic, career, and social-emotional success;

(v) The program shall prepare candidates who understand group dynamics-including counseling, psycho-educational, task, and peer helping groups-and the facilitation of teams to enable students to overcome barriers and impediments to learning;

(vi) The program shall prepare candidates who understand the potential impact of crises, emergencies, and disasters on students, educators,

schools, families, and communities and know the skills needed for crisis intervention;

(vii) The program shall prepare candidates who demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups;

(viii) The program shall prepare candidates who demonstrate the ability to identify and assess characteristics, risk factors, and warning signs and to use procedures for responding to suicide risk, mental health concerns, and behavioral issues; and

(ix) The program shall prepare candidates who understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, bullying, common medications that affect learning, behavior, and mood in children and adolescents) affecting the personal, social, and academic functioning of students;

(x) The program shall prepare candidates who understand the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs;

(xi) The program shall prepare candidates who understand how to analyze and use data to enhance school counseling programs and counseling interventions.

(xii) The program shall prepare candidates who understand the limitations of the role of the school counselor and will seek consultation when appropriate.

6. Leadership

(i) The program shall prepare candidates who understand the qualities, principles, skills,

and styles of effective leadership;

(ii) The program shall prepare candidates who understand strategies of leadership designed to enhance the learning environment of schools to eliminate inequities and promote the success of all students;

(iii) The program shall prepare candidates who understand how to design, implement, manage, evaluate, and advocate for a comprehensive school counseling program;

(iv) The program shall prepare candidates who understand counselor roles in school leadership and multidisciplinary teams;

(v) The program shall prepare candidates who understand the important role of the school counselor as a systemic change agent;

(vi) The program shall prepare candidates who understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

7. Collaboration and Consultation

(i) The program shall prepare candidates who understand the value of family-school-community collaboration for student development, well-being, and learning;

(ii) The program shall prepare candidates who understand strategies to foster collaboration and teamwork within the school and the larger community to promote academic, career, and social-emotional development of students;

(iii) The program shall prepare candidates who understand systems theories, models, and processes of consultation in school system settings;

(iv) The program shall prepare candidates who understand strategies and methods for working with parents, guardians, families, and communities to empower them to advocate for their children;

(v) The program shall prepare candidates who understand the various peer programming interventions (e.g., peer mediation, peer mentoring, and peer tutoring) and how to coordinate them;

(vi) The program shall prepare candidates who understand how to consult with teachers, staff, and community-based organizations to promote student academic, career, and social-emotional development;

(vii) The program shall prepare candidates who understand how to locate and use resources in the community that can be used in the

school to improve student academic, career, and social-emotional success;

(viii) The program shall prepare candidates who understand how and when to use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families;

(iv) The program shall prepare candidates who understand techniques to foster collaboration and teamwork within schools.

8. Advocacy

(i) The program shall prepare candidates who critically examine the individual, community, environmental, and institutional factors enhancing or impeding-the academic, career, and social-emotional development of students;

(ii) The program shall prepare candidates who know strategies to promote student achievement and post-secondary access, considering the cultural, ethical, economic, legal, and political issues affecting equity and access;

(iii) The program shall prepare candidates who demonstrate the ability to advocate for school counseling roles.

(iv) The program shall prepare candidates who understand legislation and government policy relevant to school counseling;

(v) The program shall prepare candidates who understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families;

(vi) The program shall prepare candidates who understand multicultural counseling and social justice issues, as well as the impact of ability levels, special needs, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement;

(vii) The program shall prepare candidates who demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;

(viii) The program shall prepare candidates who advocate for the learning and academic experiences necessary to promote the academic, career, and social-emotional development of all students;

(ix) The program shall prepare candidates who advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations;

(x) The program shall prepare candidates who engage parents, guardians, and families to promote the academic, career, and social-emotional development of students.

9. Field Experiences / Clinical Practice

(i) The program shall require a minimum of 700 clock hours of clinical practice with 280 direct service clock hours in a school setting under the supervision of an appropriately certified site supervisor as well as a qualified faculty member within the preparation program. A portion of this experience should occur at each of the four grade band requirements for P-12 initial preparation programs specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. To meet the grade band requirement for field experiences, these experiences may occur during field experiences embedded in courses as well as during clinical practice.

Cite as Ga. Comp. R. & Regs. R. 505-3-.67
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Special Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Physical and Health Disabilities Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Diversified Cooperative Training (DCT) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Work-Based Learning Endorsement Program" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "School Counselor Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.

Rule 505-3-.68. School Nutrition Director Program.

(1) **Purpose.** This rule states field-specific content standards for approving certification-only educator preparation programs that prepare individuals to serve as School Nutrition Directors in any school setting 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 educator preparation provider shall offer this field as a certification-only program.

(b) The program shall be planned by taking into consideration the candidate's previous study and experience.

(c) This program shall consist of required graduate-level coursework in foods, nutrition, institutional management and specified education courses embedded in a master's program in a related field or in addition to a master's program in a related-field (i.e., dietetics, nutrition, foods, food service management, hotel/restaurant management, culinary, food science, family and consumer science, education, public health, health or biological sciences, chemistry, and business).

(d) To receive approval, a GaPSC-approved educator preparation provider shall offer initial certification for completion of this graduate preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall broaden candidates' knowledge in the areas of food, nutrition, and/or institutional management;

2. The program shall prepare candidates who have the essential basic and foundational skills to plan, design, implement, and evaluate school nutrition programs that meet the school day nutritional needs of the child, help build healthy food habits, and prepare children for the classroom;

3. The program shall prepare candidates to design, implement, and evaluate financial and operational practices for School Nutrition Programs that are educationally, financially, and nutritionally accountable;

4. The program shall prepare candidates who are able to work with administrators, teachers, and lay people to define individual responsibilities and goals of the school nutritionprogram;

5. **The program shall prepare candidates who promote and maintain good interpersonal relations between school nutrition personnel and students, faculty, school administration, and community;**

6. The program shall prepare candidates who implement processes for continuous professional growth of school nutrition personnel; and

7. The program shall prepare candidates who design, conduct, and interpret appropriate research projects for the improvement of the school nutrition program.

(e) The program shall meet all applicable requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.68
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Director of Vocational Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Visual Impairment Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Mathematics Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "K-5 Mathematics Endorsement Program" adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "School Nutrition Director Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.69. School Psychologist Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as school psychologists in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERSAND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) The minimum preparation for a renewable professional certificate is at the educational specialist's degree level in school psychology. A non-renewable certificate may be issued in some circumstances as outlined in GaPSC Certification Rule 505-2-.146 SCHOOL PSYCHOLOGY.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi designed to develop knowledge and practice competencies in each of the

following standards based on the Domains of Professional Practice outlined in the 2010 National Association of School Psychologists (NASP) *Standards for the Credentialing of School Psychologists*:

1. Data-Based Decision Making and Accountability. The program shall prepare candidates who have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration. The program shall prepare candidates who have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills. The program shall prepare candidates who have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills. The program shall prepare candidates who have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning. The program shall prepare candidates who have knowledge of school and systems structure,

organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services. The program shall prepare candidates who have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family-School Collaboration Services. The program shall prepare candidates who have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

8. Development and Learning. The program shall prepare candidates who have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

9. Research and Program Evaluation. The program shall prepare candidates who have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply

research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice. The program shall prepare candidates who have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

(c) The program shall require practica experiences that include close supervision by program faculty and qualified practicum supervisors.

1. Practica experiences shall include appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and specific professional skills consistent with the above standards.

2. Practica experiences may be completed in a school or clinical setting providing a full range of psychological services.

(d) The program shall require completion of a comprehensive, supervised, and carefully evaluated internship in a school or clinical setting.

1. For specialist level programs, the internship shall consist of a minimum of 1200 clock hours (600 hours in a school setting).

2. For doctoral level programs, the internship shall consist of a minimum of 1500 clock hours (600 hours in a school setting).

Cite as Ga. Comp. R. & Regs. R. 505-3-.69
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Instructional Supervisor Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Birth to Five Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Early Childhood Science Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "K-5 Science Endorsement Program" adopted. F. Dec. 17, 2009; eff. Jan. 15, 2010, as specified by the Agency.
Repealed: New Rule entitled "School Psychologist Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

Rule 505-3-.70. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.70
Authority: O.C.G.A. Sec. 27-1-4.
History. Original Rule entitled "Birth to Five Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: Rule with same title adopted. F. Mar. 8, 2012; eff. Apr. 15, 2012, as specified by the Agency.
Repealed: New Rule entitled "School Social Worker Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Rule 505-3-.71. Speech and Language Pathology Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals as speech and language pathologists who provide related educational support or direct intervention for all students whose individual education program indicates instructional needs in the area of communication disorders. This rule supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) The minimum preparation for a renewable professional certificate is at the master's degree level in speech and language pathology. A non-renewable certificate may be issued in some circumstances as outlined in GaPSC Certification Rule 505-2-.148 SPEECH AND LANGUAGE PATHOLOGY; and

(b) To receive approval for an initial preparation program at the master's level, a GaPSC approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of speech language pathologists published by the American Speech-Language-Hearing Association (ASHA) by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

1. The program shall prepare candidates who know the principles of biological sciences, physical sciences, statistics, and the social/behavioral sciences;

2. The program shall prepare candidates who know basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The program shall prepare candidates with the ability to integrate information pertaining to normal and abnormal human development across the life span;

3. The program shall prepare candidates who know communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

   (i) Articulation;

   (ii) Fluency;

   (iii) Voice and resonance, including respiration and phonation;

   (iv) Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

   (v) Hearing, including the impact on speech and language;

   (vi) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);

   (vii) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);

   (viii) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and

   (ix) Augmentative and alternative communication modalities.

4. The program shall prepare candidates who possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, development, and linguistic and cultural correlates;

5. The program shall prepare candidates who know standards of ethical conduct;

6. The program shall prepare candidates with skills in oral and written or other forms of communication sufficient for entry into professional practice;

7. The program shall prepare candidates who know processes used in research and of the integration of research principles into evidence-based clinical practice;

8. The program shall prepare candidates who demonstrate knowledge of contemporary professional issues;

9. The program shall prepare candidates who demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

10. The program must include experiences in breadth and depth to achieve the following skills outcomes:

    (i) Evaluation:

        (I) Conduct screening and prevention procedures (including prevention activities);

        (II) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals;

        (III) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures;

        (IV) Adapt evaluation procedures to meet client/patient needs;

        (V) Interpret, integrate, and synthesize all information to develop diagnoses, and make appropriate recommendations for intervention;

        (VI) Complete administrative and reporting functions necessary to support evaluation; and

        (VII) Refer clients/patients for appropriate services.

    (ii) Intervention:

        (I) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients'

needs. Collaborate with clients/patients and relevant others in the planning process;

(II) Implement intervention plans (involve clients/ patients and relevant others in the intervention process);

(III) Select or develop and use appropriate materials and instrumentation for prevention and intervention;

(IV) Measure and evaluate client's/ patients' performance and progress;

(V) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/ patients;

(VI) Complete administrative and reporting functions necessary to support intervention; and

(VII) Identify and refer clients/ patients for services as appropriate.

(iii) Interaction:

(I) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/ linguistic background of the client/ patient, family, caregivers, and relevant others;

(II) Collaborate with other professionals in case management;

(III) Provide counseling regarding communication and swallowing disorders to clients/ patients, family caregivers, and relevant others; and

(IV) Adhere to the ASHA Code of Ethics and behave professionally.

(c) The program shall include a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including twenty-five hours in clinical observations and 375 hours in direct client/ patient contact.

(d) At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology

by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

(e) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.71
Authority: O.C.G.A § 20-2-200.
History. Original Rule entitled "Special Education Deaf Education Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Gifted In-Field Education Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Speech and Language Pathology Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.

Rule 505-3-.72. Teacher Leadership Program.

(1) **Purpose.** This rule states specific content standards and requirements for approving initial Teacher Leadership preparation programs designed to prepare individuals to serve in teacher leader roles in grades P-12 and to supplement requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Admission Requirements**. A GaPSC-approved educator preparation provider in partnership with the employing school(s)/local unit(s) of administration as delineated in an agreement by all partners shall offer this program as a service field to candidates who hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate, and:

(a) Are recommended by the school system administrator (superintendent) or designee;

(b) Have at least one year of successful classroom teaching experience; and

(c) Meet the criteria for specific program delivery methods:

1. Certification-only candidates must have a Master's Degree or higher;

2. Advanced degree candidates must have a Bachelor's degree or higher.

(3) **Completion Requirements.**

(a) Certification-only candidates must meet the following criteria:

1. Have intensive support by coaches trained in the Coaching Endorsement standards delineated in GaPSC Rule 505-3-.85;

2. Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and coach(es); and

3. Have individual work samples or other artifacts that demonstrate that the candidate has met program standards;

(b) Advanced degree candidates must meet the following criteria:

1. Have intensive support by coaches trained in the Coaching Endorsement standards in GaPSC Rule 505-3-.85;

2. Have an Individualized Growth Plan (IGP) which the coaches will use to coach the candidate;

3. Have individual work samples or other artifacts that demonstrate that the candidate has met program standards; and

4. Must complete the following requirements at the appropriate level:

(i) 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; or

(ii) 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.

(4) **Program Approval.** 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:

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. The teacher leader:

   (i) Applies knowledge and strategies of adult learning theories across teacher leadership practices;

   (ii) Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education;

   (iii) Works with others to build viable professional learning communities designed to support the collaborative work of schools;

   (iv) Identifies staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;

   (v) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback;

   (vi) Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs;

   (vii) Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;

   (viii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;

   (ix) Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;

   (x) Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments; and

   (xi) Designs, facilitates, and implements professional development aligned to state and national professional learning standards.

2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. The teacher leader:

   (i) Works with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed;

   (ii) Uses team building and effective conflict management, including consensus-building skills, in a variety of contexts to build a culture of collaboration, equity, trust and high expectations;

   (iii) Works with others to create an environment that encourages needed change using a research-informed change model;

   (iv) Supports analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning;

   (v) Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;

   (vi) Considers the ethical and legal implications of decisions made and actions executed individually and collectively;

   (vii) Remains current on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;

   (viii) Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success;

   (ix) Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school's success; and

   (x) Works with others to build a culture that personalizes the work and learning of colleagues and students.

3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:

(i) Possesses an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;

(ii) Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies;

(iii) Uses a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;

(iv) Uses appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students;

(v) Demonstrates deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards;

(vi) Identifies and recommends content specific resources that are important in the curriculum implementation process; and

(vii) Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators. The teacher leader:

(i) Models and articulates exemplary instructional practices and strategies based on current research;

(ii) Models the effective application of curriculum standards, instructional choices, student engagement, and monitoring of student learning;

(iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;

(iv) Promotes and encourages teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;

(v) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways; and

(vi) Models and assists teachers in the integration of technology to support classroom instruction and student learning.

5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. The teacher leader:

   (i) Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

   (ii) Assists teachers in identifying resources and providing appropriate support services for specific student needs;

   (iii) Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

   (iv) Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes;

   (v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

   (vi) Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis.

6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning. The teacher leader:

   (i) Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

   (ii) Conducts and engages others in appropriate research to improve educational outcomes and to help address critical educational issues;

   (iii) Follows appropriate legal and ethical procedures when conducting research;

   (iv) Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community;

   (v) Analyzes a variety of valid, reliable, and published research before making decisions;

   (vi) Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making; and

(vii) Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues.

7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. The teacher leader:

(i) Facilitates group processes and builds alliances necessary for school improvement;

(ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;

(iii) Supports colleagues in the development and improvement of interpersonal skills;

(iv) Develops and sustains trusting, productive, and supportive relationships with stakeholders;

(v) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;

(vi) Promotes effective communication and collaboration with diverse groups of people;

(vii) Articulates and advocates to various audiences the rationale and processes of school improvement;

(viii) Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices;

(ix) Identifies and utilizes resources to promote school and community relations;

(x) Advocates for student needs and for practices that promote student achievement; and

(xi) Facilitates colleagues' understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students.

Cite as Ga. Comp. R. & Regs. R. 505-3-.72
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Physical and Health Disabilities Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Intervention Specialist Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Teacher Leadership Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Rule 505-3-.73. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.73
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Preschool Special Education (Ages 3- 5) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Leadership Endorsements: Director of Media Centers, Director of Pupil Personnel, Director of Special Education, Director of Technology/Career Education, and Instructional Supervision" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Mar. 8, 2007; eff. Apr. 15, 2007.
Repealed: New Rule entitled "Teacher Leader Endorsement Program" adopted. F. Mar. 8, 2007; eff. Apr. 15, 2007.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.74. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.74
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Transition Specialist Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New Rule entitled "Middle Grades Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.75. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.75
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Visual Impairment Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Reading Endorsement: Classroom Teacher of Reading" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency. R
Repealed: New Rule entitled "Reading Endorsement Program" adopted. F. Mar. 26, 2013; eff. Apr. 15, 2013.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.76. Alternative Preparation for Educational Leadership Program.

(1) **Purpose.** This rule states specific content standards and requirements for approving Tier I and Tier II alternative preparation programs designed for the preparation of individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUA), and it is designed to meet recruitment and hiring needs in various areas of the state. This rule supplements requirements and definitions of terms in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The number of programs approved by the Commission will be limited in number until sufficient program effectiveness data are available to determine effectiveness of the alternative preparation model. Implementation guidelines accompany this rule.

(2) **Definitions.**

(a) Alternative preparation is defined as a post-baccalaureate program designed for individuals who have not prepared as leaders in a traditional leadership preparation program. These preparation programs, which lead to an Educator Preparation Provider's verification of meeting requirements for Georgia certification, but not a degree, recognize candidates' earlier academic preparation and life experiences.

(b) Certificate Levels are assigned to Georgia educator certificates based on the degree(s) an educator holds. See GaPSC Rule 505-2-.02 Classification.

(c) The term leadership position refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

(d) Tier I prepares candidates for entry level leadership positions that include P-12 school level positions below the principal and system level positions that do not supervise principals.

(e) Tier II prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(3) **Requirements.**

(a) The standards and requirements set forth in this rule are intended to guide the development of an alternative preparation program in two phases of preparation (Tier I and Tier II). The goal is to ensure completers of each tier are able to demonstrate knowledge of leadership content, skills, and dispositions to positively impact teacher performance and student growth. Each tier includes a minimum one-year residency which provides opportunity for candidates to experience guided practice of skills in authentic leadership situations.

(b) To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved educator preparation provider (EPP) shall offer a preparation program described in program planning forms, websites, catalogs, and syllabi conforming to the Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. Programs will be assessed at the standard level; elements listed under each standard give guidance regarding the breadth and depth of each standard and are adapted from PSEL. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (GaPSC Rule 505-3-.72), the Model Principal Supervisor Standards, and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES). GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (Rule 505-2-.36, RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. Guidelines that accompany this rule, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, provide detailed information to support development of the program. Effective educational leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

    (i) Using relevant data and in collaboration with school and community members, develop an educational mission, vision and statement of core values for the school to promote student success and well-being.

(ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv) Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2. Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

(iv) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3. Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values diversity. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

   (i) Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

   (ii) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

   (iii) Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

   (iv) Develop and communicate expectations and codes of conduct to address student behavior in a positive, fair, and unbiased manner.

(v) Confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support equitable and intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

(i) Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction and assessment with academic standards that are culturally responsive.

(ii) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii) Promote the effective use of technology.

(viii) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix) Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v) Cultivate and reinforce student engagement in school and positive student conduct.

(vi) Infuse the school's learning environment with the cultures and languages of the school's community.

6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

   (i) Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

   (ii) Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

   (iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

   (iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix) Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

(i) Are approachable, accessible, and welcoming to all families and community members.

(ii) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii) Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.

(iv) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

(v) Create means for the school community to partner with families to support student learning in and out of school.

(vi) Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.

(vii) Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities.

(viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

(ix) Advocate publicly for the needs and priorities of the school, district, students, families, and the community.

(x) Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9. Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

(ii) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

(iii) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning

community; professional capacity and community; and family and community engagement.

(iv) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

(v) Protect teachers' and other staff members' work and learning from disruption.

(vi) Employ technology to improve the quality and efficiency of operations and management.

(vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x) Develop and manage productive relationships with the central office and school board.

(xi) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10. Act as agents of continuous improvement to promote each student's academic success and well-being. Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that

engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(c) The Alternative Preparation for Educational Leadership program shall conform to the criteria for Georgia's alternative preparation option defined as a program that prepares the candidate holding the appropriate degree level for a professional

leadership certificate. In addition to meeting the standards listed above, program requirements must include the following:

1. Tier I Program Admission.

   (i) Non-educator candidates seeking admission to a Tier I program must:

      (I) Receive from a LUA an offer of employment and recommendation for admission to the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;

      (II) Hold, at a minimum, a bachelor's degree from a GaPSC-accepted accredited college or university;

      (III) Document five (5) or more years of successful leadership experience and related leadership training, preferably in an executive management, supervisory, or leadership role;

      (IV) Provide references documenting evidence of successful performance in a leadership role;

      (V) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the educator preparation provider; and

      (VI) Provide evidence of experience in engaging employees in organizational development or professional learning opportunities.

   (ii) Candidates currently employed as educators and seeking admission must:

      (I) Receive the recommendation of a Georgia LUA for participation in the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;

      (II) Hold a GaPSC Level 5 or higher professional certificate; candidates who also have national board certification, the Teacher Leadership endorsement, Coaching or Teacher Support and Coaching endorsements are ideal.

      (III) Provide evidence of successful teacher leadership experience;

(IV) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the educator preparation provider;

(V) Provide evidence of experience in engaging colleagues in professional learning opportunities; and

(VI) Provide evidence of successful teaching.

(iii) Upon admission, candidates accepted into the Tier I Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met.

(iv) Candidates who enroll in a Tier I Alternative Preparation program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework.

2. Tier II Program Admission.

(i) Candidates must be employed in a leadership position in a LUA requiring professional performance-based leadership certification at Tier II.

(ii) In addition, practicing educators seeking admission must:

(I) Receive the recommendation of the employing LUA for participation in the program and assurance that the system will support the work of the candidate in the program;

(II) Hold a level 5 or higher Standard Professional Educational Leadership Tier I certificate or hold a valid, Standard Professional L certificate in Educational Leadership Tier II based on completion of a non- performance-based program; and

(III) Provide references documenting evidence of successful performance in a leadership position that requires Tier I leadership certification.

3. Alternative Preparation Program. All alternative preparation programs require structured supervision and guidance by a team of qualified mentors and coaches for a minimum of a twelve (12) month cycle during Tier I and a

minimum of a twelve (12) month cycle during Tier II. The LUA shall provide a mentor with successful leadership experience at the Tier II level relative to the candidate being mentored. The alternative preparation program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership. It is incumbent upon the program provider to ensure individuals providing developmental support (coach and mentor, for example) have successfully completed appropriate training as described in the guidelines.

4. The alternative preparation program shall develop a performance-based program addressing the following:

   (i) Tier I Program.

      (I) A Pre-Residency component shall address through courses, modules, seminars or other modes of content delivery, at a minimum school law, the Georgia Code of Ethics for Educators, and organizational leadership with a focus on teaching, learning, and using data in the school improvement process. The pre-residency educational leadership requirements are described in program approval documents submitted to the GaPSC as part of the program approval process for educator preparation programs;

      (II) Residency requirements must be successfully completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier I leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier I include the following:

         I. Candidates shall participate in carefully designed experiences in addition to completing appropriate coursework, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates to apply the knowledge and guided practice to develop the skills and dispositions identified in the program standards through substantial, sustained, standards-based work in actual Tier I settings;

         II. Candidates shall participate in a residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership

dispositions. Candidates' performances shall be planned and guided cooperatively by a candidate support team, throughout the program, to provide inclusion of appropriate opportunities to demonstrate knowledge, skills, and dispositions reflective of current leadership research and program standards. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

III. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity, and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and shall include multiple formative and summative measures used throughout the residency to measure candidate progress in acquiring knowledge, demonstrating skills, and refining dispositions. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

IV. Successful Tier I completers may choose to delay further participation in the program or may choose to apply to an approved college or university Educational Leadership program or continue to Tier II of the Alternative Preparation Educational Leadership program. Delaying further participation in the program may result in additional Tier II requirements as determined by the LUA and the program provider.

V. Candidates who do not successfully complete the program may be counseled out of further participation by the Candidate Support Team. Candidates who fail to complete Tier I successfully cannot continue in a leadership position.

(ii) Tier II Program.

(I) Alternative preparation program advanced residency requirements shall be completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier II level leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier II shall include the following:

(II) Candidates shall participate in performances developed by the candidate support team based on individual performance assessment data, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates through guided practice to apply knowledge, develop skills, and refine dispositions identified in the program standards while engaged in substantial, sustained, standards-based work in actual P-12 school/ system settings;

(III) Candidates shall participate in a performance-based residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances shall be planned and guided cooperatively by a candidate support team, throughout the program, to provide inclusion of appropriate opportunities to demonstrate knowledge, skills, and dispositions reflective of current leadership research and program standards. At a minimum, the candidate support team shall be composed of the candidate, a leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

(IV) The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount

and complexity, and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as P-12 school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and will include multiple formative and summative measures used throughout the residency to measure candidate progress. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

5. Upon admission, candidates accepted into the Tier II Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met. If the Georgia Ethics for Educational Leadership Assessment was not passed upon enrollment in a Tier I program, it must be passed prior to beginning Tier II coursework. An educator working in a Tier II position who does not hold Tier I certification will be issued a Non-Renewable Professional certificate in each tier. If the Tier I certificate is converted to a Standard Professional certificate, the Non-Renewable Performance-Based Professional certificate in Educational Leadership - Tier II may be extended for an additional three (3) years. While in the program, candidates shall demonstrate continual progress.

6. Exit requirements for successful completion of the alternative preparation program at each tier shall provide the candidates an opportunity to demonstrate a foundation of knowledge, skills, and dispositions necessary for work in leadership positions in P-12 schools and LUAs. Requirements for each tier shall include the following:

   (i) Successful defense of their leadership work before the candidate support team;

   (ii) A successful evaluation of the candidate's performance by the superintendent or the superintendent's designee; and

(ii) A passing score on the GACE content assessment for educational leadership for Tier I candidates; for Tier II candidates, a passing score on the Georgia-approved leadership performance assessment.

7. Upon successful completion of all program exit requirements, the GaPSC-approved program provider shall notify the GaPSC that the candidate has met all program requirements and is qualified for a professional Performance-based Tier II certificate.

8. Continuous Improvement as Part of the Program Approval Process

   (i) As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures.*

9. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, providing an overview and guidance regarding program expectations, conditions for admission, pre-residency and residency requirements, coaching and mentoring responsibilities, guidance on establishing partnership agreements, elements pertaining to the defense of leadership work, support of new leaders during an induction period as described in the partnership agreement, and other pertinent information.

10. The program shall meet all requirements for EPPs as specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(4) **Eligible Program Providers**. The Alternative Preparation for Educational Leadership program may be proposed by any GaPSC-approved EPP that can verify, through the program approval process, the ability to provide an alternative preparation program complying with the definitions, standards, and requirements of the Alternative Preparation for Educational Leadership program as delineated in this rule and accompanying guidelines. The eligible provider shall create a preparation program for both Tier I and Tier II; a provider is not required to offer a Tier II program. All new requests for approval of an alternative preparation program from a GaPSC-approved educator preparation provider shall indicate the provider's intent to seek approval for the Alternative Preparation for Educational Leadership program. GaPSC-approved educator preparation providers at LUAs, private schools, or charter schools shall offer an approved

alternative preparation program only to those candidates employed by that LUA or P-12 school. Regional Educational Service Agencies (RESAs), universities, currently approved providers administratively-based in the state of Georgia, and national organizations that have non-profit status and that achieve GaPSC approval as an EPP that serve audiences beyond a LUA shall be eligible to seek program approval as long as formal partnership agreements are established with each candidate's LUA or, in the case of private or charter schools, with each candidate's school. The Commission will approve only a limited number of programs as pilots until sufficient program effectiveness data is available to determine effectiveness of the alternative preparation model.

Cite as Ga. Comp. R. & Regs. R. 505-3-.76
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Media Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Related Vocational Instruction (RVI) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Career Technical Instruction Endorsement Program (CTI)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Alternative Preparation for Educational Leadership Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: New Rule of same title adopted. F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Repealed: New Rule of same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. June 25, 2018; eff. July 15, 2018.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-3-.77. Educational Leadership Program.

(1) **Purpose**. This rule states field-specific content standards and requirements for approving programs that prepare individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUAs), and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The term leadership position refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

(2) **Two-tiered Educational Leadership Preparation**.

(a) Tier I, or entry level certification, in the field of Educational Leadership shall prepare candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

(b) Tier II, or advanced level certification, in the field of educational leadership shall prepare candidates for advanced leadership positions that include P-12 school

level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(c) The Educator Preparation Provider (EPP) must seek and receive GaPSC approval to offer Tier I and Tier II preparation programs and shall comply with all GaPSC reporting requirements for preparation programs that offer both Tier I and Tier II preparation. The EPP shall offer and actively enroll candidates in both a Tier I and a Tier II program.

(3) **Preparation Program Requirements**.

(a) To receive approval, a GaPSC-approved EPP shall offer Tier I and Tier II Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. The elements accompanying the standards are adapted from PSEL Standards. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES). GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (Rule 505-2-.36, RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. The elements accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. The *Guidelines for EPPs: Georgia Tier I and Tier II Performance-Based Educational Leadership Programs* accompanying this rule provide direction, model performances, and other resources to support development of quality leadership preparation programs. Effective leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students

should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

(i) Using relevant data and in collaboration with school and community members, develop an educational mission, vision and statement of core values for the school to promote student success and well-being.

(ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv) Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2. Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

   (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

   (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

   (iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

   (iv) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

   (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

   (vi) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3. Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values diversity. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

   (i) Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

(ii) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

(iii) Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

(iv) Develop and communicate expectations and codes of conduct to address student behavior in a positive, fair, and unbiased manner.

(v) Confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support equitable and intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

(i) Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum,

instruction and assessment with academic standards that are culturally responsive.

(ii) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii) Promote the effective use of technology.

(viii) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix) Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v) Cultivate and reinforce student engagement in school and positive student conduct.

(vi) Infuse the school's learning environment with the cultures and languages of the school's community.

6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i) Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii) Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix) Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of

each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

   (i) Are approachable, accessible, and welcoming to all families and community members.

(ii) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii) Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.

(iv) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

(v) Create means for the school community to partner with families to support student learning in and out of school.

(vi) Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.

(vii) Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities.

(viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

(ix) Advocate publicly for the needs and priorities of the school, district, students, families, and the community.

(x) Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9. Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

(ii) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

(iii) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

(iv) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

(v) Protect teachers' and other staff members' work and learning from disruption.

(vi) Employ technology to improve the quality and efficiency of operations and management.

(vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x) Develop and manage productive relationships with the central office and school board.

(xi) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10. Act as agents of continuous improvement to promote each student's academic success and well-being. Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students,

staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(b) Tier I. Educational Leadership preparation programs leading to entry level certification may be offered by GaPSC-approved EPPs as Master's degree programs or non-degree granting certification-only programs for educators who already hold Master's degrees. To receive approval, a GaPSC-approved EPP shall offer an educator preparation program for entry level preparation described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established in the rule.

2. Program Curriculum. Programs leading to Tier I Entry Level Educational Leadership certification shall address all the GEL Standards referenced in paragraph (3) (a), but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning. Guidelines accompanying this rule provide additional information regarding program curriculum.

3. Partnerships. A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

4. Candidate Support. At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA and who has been trained to be a leader mentor. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

(c) Tier II. Educational Leadership preparation programs leading to Tier II advanced level certification may be offered by GaPSC-approved EPPs as Education Specialist or Doctoral degree programs or as non-degree certification-only programs for educators who already hold Education Specialist or doctoral degrees. To receive approval, a GaPSC-approved EPP shall offer a performance-based educator preparation program described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall require potential candidates to:

   (i) Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate;

   (ii) Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and

   (iii) Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

2. Program Curriculum. Programs leading to Tier II Educational Leadership certification shall address all standards through clinical performances required in the program. In coursework emphasis shall be on those standards not emphasized in the Tier I program Guidelines accompanying this rule provide additional information regarding program curriculum.

3. Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each potential candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical requirements. Partnership agreements:

   (i) Shall be developed collaboratively by the LUA, agency, or organization and the program provider;

   (ii) Shall establish mutually agreed upon responsibilities; and

(iii) Shall be regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

4. Candidate Support. The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP). These individuals shall work as a team to meet candidate and program needs as described in the guidelines accompanying this rule.

(4) **Clinical Practice Requirements and Candidate Performance Expectations.**

(a) Tier I Entry Leader Preparation.

1. Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels-elementary, middle, high school, and central office.

2. Performance Expectations. Candidates in Tier I entry level preparation programs shall demonstrate at a proficient level the knowledge, skills, and dispositions required for entry level educational leaders by demonstrating performance proficiency in the Georgia Educational Leadership Standards referenced in paragraph (3) (a).

(b) Tier II Advanced Level Leader Preparation.

1. Tier II Clinical Practice - Residency. Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through

substantial, sustained, standards-based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

2. Performance Expectations. Candidates in Tier II preparation programs shall demonstrate knowledge, skills, and dispositions required for advanced level educational leaders by demonstrating performance proficiency in the standards referenced in paragraph (3) (a). The candidate's program shall be planned and guided cooperatively by the EPP and LUA, agency, or organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

   (i) Candidates shall demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by principals, supervisors of principals, and superintendents. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members. The preponderance of experiences shall engage candidates in leading rather than observing or participating;

   (ii) Candidates shall participate in a performance-based residency cooperatively planned and guided by a candidate support team during the course of the program, including assessment of candidate application of knowledge, skills, and leadership dispositions;

   (iii) Candidates shall apply skills and knowledge articulated in national and state standards for educational leaders in experiences designed to accommodate candidates' individual needs;

   (iv) Candidates' shall demonstrate performances in settings that allow for the demonstration of a wide range of relevant knowledge, skills, and dispositions while working with faculty and other LUA personnel, students, parents, and appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards; and

   (v) Candidates' performances shall be planned cooperatively by the candidate support team and provide appropriate opportunities to apply skills, knowledge, and research contained in the standards.

(5) **Testing Requirements.**

(a) Tier I Entry Level. Candidates completing an entry level preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state entry level certification in Educational Leadership.

(b) Tier II Advanced Level Preparation. Candidates completing a Tier II program shall be required to take the Georgia Performance Assessment for Educational Leadership (PASL). A passing score on the state-approved performance assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for Tier II certification in Educational Leadership.

(c) Candidates who enroll in a GaPSC-approved Tier I Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework. Any candidate enrolling in a Tier II program who did not pass the Ethics Assessment prior to enrolling in a Tier I program must pass the assessment prior to beginning Tier II program coursework.

(6) **Conversion of Previously Issued Leadership Certificates to "PL" and/or Tier II Certificates**.

(a) Educators who hold "L" certificates may convert to "PL" certificates by completing a GaPSC-approved certification-only Tier II program in Educational Leadership or a Tier II degree program if the educator holds only Level 5 certification. Such a program shall be performance-based and shall include extensive residency experiences meeting the requirements described in this rule. Educators who hold "FLD704 Educational Leadership (P-12)" certificates are exempted from meeting requirements to hold any position requiring educational leadership certification.

(b) Educators holding a PL certificate (FLD706 Building Level or FLD707 System Level; FLD706 and FLD707 were combined and became FLD710 after July 1, 2015) are eligible to hold any position requiring leadership certification. Holders of PL - Building Level or PL - System level shall not be required to meet any additional requirements for leadership certification.

(7) **Continuous Improvement as Part of the Program Approval Process.**

(a) As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as

reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures.*

(8) **Implementation**. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*, which provide a timeline for phasing in new standards and elements, as well as other rule revisions, and guidance regarding expectations, program curricula, residency requirements and sample candidate performances, coaching and mentoring responsibilities, guidance on establishing partnership agreements, and other pertinent information.

(9) Educational Leadership programs shall meet the requirements appropriate for educational leaders as specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PROGRAMS.

Cite as Ga. Comp. R. & Regs. R. 505-3-.77
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Counselor Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Safety and Driver Education Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Educational Leadership Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.
Amended: F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.
Repealed: New Rule of same title adopted. F. June 25, 2018; eff. July 15, 2018.
Amended: F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

Rule 505-3-.78. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.78
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Nutrition Director Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Deaf Education Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Amended: F. June 18, 2007; eff. July 15, 2007, as specified by the Agency.
Repealed: New Rule entitled "Educational Leadership Conversion Process" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.

Rule 505-3-.79. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.79
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Psychologist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: New Rule entitled "Special Education Physical and Health Disabilities Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.80. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.80
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "School Social Worker Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Student Support Team (SST) Coordinator Endorsement Program" adopted. F. June 23, 2005; eff. July 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Special Education Preschool (Ages 3 - 5) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.81. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.81
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Speech and Language Pathologist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Transition Specialist Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Rule 505-3-.82. Birth Through Kindergarten Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to work with and teach children from Birth through Kindergarten and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Educators seeking to add the Birth Through Kindergarten Endorsement must be certified in Elementary Education (P-5). Therefore, completers of the Birth Through Kindergarten Endorsement are qualified to teach children from birth through age five.

(3) **Requirements.**

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program for candidates holding Elementary Education certification or as an endorsement program embedded in a GaPSC-approved initial preparation Elementary

Education 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. (ix) 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 an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following standards for initial Early Childhood Professional Preparation programs published by the National Association for the Education of Young Children (NAEYC) (2012):

(i) Promoting Child Development and Learning. Candidates prepared in Birth through Kindergarten programs are grounded in a child development knowledge base. They use their understanding of young 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. Indicators are as follows:

(I) Knowing and understanding Birth through Kindergarten 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 Birth through Kindergarten children.

(ii) Building Family and Community Relationships. Candidates prepared in Birth through Kindergarten programs understand that successful Birth through Kindergarten education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Indicators are as follows:

(I) Knowing about and understanding diverse family, family structures and community characteristics;

(II) Supporting and engaging families and communities through respectful, reciprocal relationships; and

(III) Involving families and communities in children's development and learning.

(iii) Observing, Documenting, and Assessing to Support Children and Families. Candidates prepared in Birth through Kindergarten programs understand that child observation, documentation, and other forms of assessment are central to the practice of all Birth through Kindergarten professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. Indicators are as follows:

(I) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for Birth through Kindergarten;

(II) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;

(III) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities; and

(IV) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments.

(iv) Using Developmentally Effective Approaches. Candidates prepared in Birth through Kindergarten programs understand that teaching and learning with children is a complex enterprise, and its 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. 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 Birth through Kindergarten 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 Birth through Kindergarten children develop intellectual curiosity, solve problems, and make decisions; and

(IV) Reflecting on own practice to promote positive outcomes for each child.

(v) Using Content Knowledge to Build Meaningful Curriculum. Candidates prepared in Birth through Kindergarten programs use their knowledge of academic disciplines 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 Birth through Kindergarten curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, 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. Indicators are as follows:

(I) Understanding content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety;

(II) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(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.

(vi) Becoming a Professional. Candidates prepared in Birth through Kindergarten programs identify and conduct themselves as members of the Birth through Kindergarten profession. They know and use ethical guidelines and other professional standards related to Birth through Kindergarten practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Indicators are as follows:

(I) Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;

(II) Engaging in continuous, collaborative learning to inform practice; using technology effectively with Birth through Kindergarten children, with peers, and as a professional resource;

(III) Integrating knowledgeable, reflective, and critical perspectives on education;

(IV) Engaging in informed advocacy for Birth through Kindergarten children and the profession; and

(V) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

(vii) Early Childhood Field Experiences. Field experiences are planned and sequenced so that candidates develop the knowledge, skills and

professional dispositions necessary to promote the development and learning of Birth through Kindergarten children.

(I) Observe and participate under supervision of qualified professionals in programs that involve Ages 0-2, Ages 3-4, and kindergarten for at least 100 clock hours; and

(II) Work effectively with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems.

(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 for initial early childhood education programs published by the Council for Exceptional Children (2012):

(i) Learner and Learning: Learner Development and Individual Learning Differences. Beginning Birth through Kindergarten professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;:

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

(XVI) The program shall prepare candidates who understand theories of typical and atypical early childhood development;

(XVII) The program shall prepare candidates who understand the impact of medical conditions and related care on development and learning;

(XVIII) The program shall prepare candidates who understand the impact of medical conditions on family concerns, resources, and priorities;

(XIX) The program shall prepare candidates who understand the specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life;

(XX) The program shall prepare candidates who understand the factors that affect the mental health and social-emotional development of infants and young children;

(XXI) The program shall prepare candidates who understand the impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development; and

(XXII) The program shall prepare candidates who understand the impact of language delays on behavior;

(ii) Learning Environments. Beginning Birth through Kindergarten professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning Birth through Kindergarten professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped; and

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism.

(iii) Curricular Content Knowledge. Beginning Birth through Kindergarten professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. They understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. Beginning Birth through Kindergarten professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to

individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards; and

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(iv) Assessment. Beginning Birth through Kindergarten professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning Birth through Kindergarten professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications; and

(VI) The program shall prepare candidates who understand the legal requirements that distinguish among at-risk, developmental delay and disability.

(v) Instructional Planning and Strategies. Beginning Birth through Kindergarten professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning Birth through Kindergarten professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies; and

(IV) The program shall prepare candidates who are aware of the concept of universal design for learning.

(vi) Professional Learning and Ethical Practice. Beginning Birth through Kindergarten professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform Birth through Kindergarten practice, to engage in lifelong learning and to advance the profession. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools and that complex human issues can interact with the delivery of Birth through Kindergarten services. Beginning Birth through Kindergarten professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for Birth through Kindergarten practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management planning and implementation;

(III) The program shall prepare candidates who understand the relationship of Birth through Kindergarten to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) The program shall prepare candidates who understand the historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;

(XVI) The program shall prepare candidates who know the trends and issues in early childhood education, early Birth through Kindergarten, and early intervention; and

(XVII) The program shall prepare candidates who understand the legal, ethical and policy issues related to educational developmental and medical services for infants and young children, and their families.

(vii) Collaboration. Beginning Birth through Kindergarten professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative

resource to colleagues, and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; and

(V) The program shall prepare candidates who understand the structures supporting interagency collaboration, including interagency agreements, referrals, and consultations.

Cite as Ga. Comp. R. & Regs. R. 505-3-.82
Authority: O.C.G.A. § 20-2-20.
History. Original Rule entitled "Teacher Support Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: New Rule entitled "Special Education Visual Impairment Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.
Repealed: New Rule entitled "Birth through Kindergarten Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.83. Autism Education Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare general and special education teachers to teach students with Autism. This rule supplements requirements in Rule 505-3-.01 REQUIREMENTS AND

STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Autism Endorsement have strengthened and enhanced competencies for teaching children with autism in the grade levels and/or subjects of their base certificate(s).

(3) **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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. To receive approval for an Autism Education Program a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the Council for Exceptional Children 2012 as follows:

(i) Learner and Learning: Learner Development and Individual Learning Differences. General and Special Educational professionals, in collaboration with Special Education staff, understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand core and associated characteristics of individuals with autism spectrum disorders;

(II) The program shall prepare candidates who understand co-existing conditions and ranges that exist at a higher rate than in the general population;

(III) The program shall prepare candidates who understand the sensory challenges of individuals with autism spectrum disorders;

(IV) The program shall prepare candidates who understand the speech, language, and communication of individuals with autism spectrum disorders;

(V) The program shall prepare candidates who understand the adaptive behavior needs of individuals with autism spectrum disorders;

(VI) The program shall prepare candidates who understand the impact of theory of mind, central coherence, and executive function on learning and behavior;

(VII) The program shall prepare candidates who understand the impact of neurological differences on learning and behavior; and

(VIII) The program shall prepare candidates who understand the impact of self-regulation on learning and behavior.

(ii) Learning Environments. General and Special Educational professionals, in collaboration with Special Education staff, create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior that enhances full community participation;

(II) The program shall prepare candidates who plan and implement instruction and related services for individuals with autism spectrum disorders that is both age-appropriate and ability-appropriate; and

(III) The program shall prepare candidates who use specialized instruction to enhance social participation across environments to include formal and informal social interactions.

(iii) Curricular Content Knowledge. General and Special Educational professionals, in collaboration with Special Education staff, use knowledge of general and specialized curricula to individualize

learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand evidence-based career/vocational transition programs for individuals with autism spectrum disorders;

(II) The program shall prepare candidates who provide pragmatic language instruction and other specialized instruction that facilitates social skills;

(III) The program shall prepare candidates who provide individuals with autism spectrum disorders strategies to avoid and repair miscommunications;

(IV) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior;

(V) The program shall prepare candidates who plan and implement instruction and related services - with enhanced knowledge of assistive technology - for individuals with autism spectrum disorders that is both age-appropriate and ability-appropriate; and

(VI) The program shall prepare candidates who plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

(iv) Assessment. General and Special Educational professionals, in collaboration with Special Education staff, use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who demonstrate specialized terminology used in the assessment of individuals with autism spectrum disorders;

(II) The program shall prepare candidates who understand assessments of environmental conditions that promote maximum performance of individuals with autism spectrum disorders;

(III) The program shall prepare candidates who understand components of assessment for the core areas for individuals with autism spectrum disorders;

(IV) The program shall prepare candidates who can identify individual strengths, skills and learning preferences;

(V) The program shall prepare candidates who select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders;

(VI) The program shall prepare candidates develop strategies for monitoring and analyzing challenging behavior and its communicative intent; and

(VII) The program shall prepare candidates who conduct functional behavior assessments that lead to development of behavior support plans.

(v) Instructional Planning and Strategies. General and Special Educational professionals, in collaboration with Special Education staff, select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who are aware of specialized curriculum designed to meet the needs of individuals with autism spectrum disorders;

(II) The program shall prepare candidates who match levels of support to changing needs of the individual;

(III) The program shall prepare candidates who implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with autism spectrum disorder;

(IV) The program shall prepare candidates who provide specialized instruction for spoken language, reading and writing for individuals with autism spectrum disorders;

(V) The program shall prepare candidates who use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context;

(VI) The program shall prepare candidates who consistently use proactive strategies and positive behavioral supports;

(VII) The program shall prepare candidates who involve individuals with autism spectrum disorders in the transition planning process;

(VIII) The program shall prepare candidates who plan for transition needs including linkages to supports and agencies focusing on lifelong needs;

(IX) The program shall prepare candidates who demonstrate transfer, lifting and positioning techniques;

(X) The program shall prepare candidates who structure the physical environment to provide optimal learning for individuals with autism spectrum disorders;

(XI) The program shall prepare candidates who provide instruction in self-regulation;

(XII) The program shall prepare candidates who utilize student strengths to reinforce and maintain social skills;

(XII) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior; and

(XIV) The program shall prepare candidates who plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

(vi) Professional Learning and Ethical Practice. General and Special Educational professionals, in collaboration with Special Education staff, use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders;

(II) The program shall prepare candidates who can identify continuum of placement and services available for individuals with autism spectrum disorders;

(III) The program shall prepare candidates who understand historical foundations and classic studies of autism spectrum disorders;

(IV) The program shall prepare candidates who understand the trends and practices in the field of autism spectrum disorders;

(V) The program shall prepare candidates who recognize theories of behavior problems of individuals with autism spectrum disorders; and

(VI) The program shall prepare candidates who understand perspectives held by individuals with autism spectrum disorders.

(vii) Collaboration. General and Special Educational professionals, in collaboration with Special Education staff, collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

(I) The program shall prepare candidates who services, networks, and organizations for individuals, professionals, and families with autism spectrum disorders; and

(II) The program shall prepare candidates who collaborate with team members to plan transition to adulthood that encourages post-secondary education, employment and full community participation.

Cite as Ga. Comp. R. & Regs. R. 505-3-.83
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "History" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.
Repealed: New Rule entitled "Mental Retardation" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.
Amended: F. June 21, 1996; eff. July 11, 1996.
Amended: F. Mar. 7, 2000; eff. Apr. 1, 2000, as specified by the Agency.
Amended: F. July 13, 2001; eff. August 5, 2001, as specified by the Agency.
Amended: F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Feb. 20, 2004; eff. Mar. 15, 2004, as specified by the Agency.
Repealed: Rule reserved. F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Sep. 22, 2011; eff. Oct. 15, 2011.
Repealed: New Rule entitled "Career Exploration (PECE) Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Adopted: New Rule entitled "Autism Education Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.84. Career Technical Instruction (CTI) Endorsement Program.

(1) **Purpose.** This rule states field-specific standards for approving endorsement programs that prepare individuals to coordinate and teach Career Technical Instruction programs in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Educators seeking to add the Career Technical Instruction (CTI) Endorsement must be certified in Special Education. Completers of the Career Technical Instruction Endorsement are qualified to coordinate and provide Career, Technical, and Agricultural Education (CTAE) instruction to students in grades 6-12 identified as having special educational needs.

(3) **Requirements.**

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold Special Education certification or as an endorsement program embedded in a GaPSC-approved initial preparation Special Education 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. (ix) 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:

1. The program shall prepare candidates who have knowledge of youth with disabilities, Georgia's career technical education programs, development and implementation of the IEP, transition of students from school to life and work, and opportunities for post-secondary education and/or employment;

2. The program shall prepare candidates who know principles of career development, employability and retention, and implement techniques for assisting students and their parents in making educational and occupational choices;

3. The program shall prepare candidates who can plan curriculum and provide necessary accommodations or modifications, implement instructional techniques, accommodate students' learning styles and/or learning disabilities, assess student progress, and garner community based support for Georgia's career technical programs;

4. The program shall require demonstrated competence in the promotion, organization, instruction, budget, and coordination required to sustain a CTI program at the local level;

5. The program shall require demonstrated competence in the staffing process, due process, career technical placement, job placement, screening selection, guidance, assessment and counseling of students with disabilities enrolled in secondary career and technical programs;

6. The program shall require demonstrated competence in the knowledge of federal and state laws and regulations governing the assurances of programs serving students in special education;

7. The program shall require demonstrated competence to assure that each student will be guided in the development of a positive self-image, job entrance and retention skills, self-motivation, life coping skills, and the tools to make sound decisions;

8. The program shall require demonstrated competence in the mastery of technical skills, problem solving, and understanding subject matter thereby raising student expectations as much as possible, and intervening with CTI services to accelerate success in career and technical courses;

9. The program shall require demonstrated competence in the ability to utilize the community, business, industry, local and state support agencies, family,

and school to assume the realistic opportunity to complete high school and transition to work and/or post-secondary education;

10. The program shall require demonstrated competence in the knowledge of remedial techniques; CTI enrichment camp; national, state, and local intervention services; advisory committees; instructional equipment; tools; safety procedures; facilities; life skills; and the documentation and progress of individual special education students enrolled in career and technical courses;

11. The program shall require demonstrated competence in the knowledge of the technical workplace, including various work-based learning options;

12. The program shall require demonstrated competence in an understanding of poverty, economically disadvantaged, unsupportive families, social and economic barriers, and other problems that CTI students face in a technical society;

13. The program shall require demonstrated competence in the knowledge of benchmarks for evaluating CTI students;

14. The program shall require demonstrated competence in the knowledge of annual evaluation of goals, objectives, delivery, and outcomes for the local CTI program;

15. The program shall require demonstrated competence in the use of available technology, particularly multimedia, for children with special needs, including the application of computer hardware and software and techniques for evaluating software for instruction; and

16. The program shall require supervised school/field-based internship in conducting a CTI program.

Cite as Ga. Comp. R. & Regs. R. 505-3-.84
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Support Specialist Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Career Technical Instruction Endorsement Program (CTI)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: New title "Career Technical Instruction (CTI) Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.85. Coaching Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to use performance assessment data to provide specific feedback to individuals that will assist them in meeting criteria for performance in various educational positions such as, but not limited to, a supervisor/coach of individuals completing student teaching requirements or a non-traditional teacher preparation program, a mentor/coach of interns/beginning teachers, an instructional/academic coach of classroom teachers, a classroom teacher providing professional learning for peers, or a coach of candidates seeking educational leadership positions. This rule supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the P-12 Service (S) field Coaching Endorsement are qualified to use performance assessment data to provide specific feedback to other educators or prospective educators in a variety of roles or educational positions, such as but not limited to the examples provided in paragraph (1).

(3) **Requirements**.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as a stand-alone endorsement program to candidates who hold a valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate. A recommendation from a school district is required for program admission.

(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:

1. The program shall prepare the coach to have the knowledge, skills, and dispositions to identify performance criteria:

(i) The program shall prepare the coach to analyze the context in order to identify organizational criteria with the coachee's performance. The coach will know and be able to:

(I) Identify the organization's mission, vision, beliefs and goals;

(II) Analyze the alignment of the mission, vision, beliefs and goals to the roles, responsibilities and performances required for the coachee's position; and

(III) Communicate this alignment.

(ii) The program shall prepare the coach to analyze the strengths and opportunities for growth of the coachee to meet the organization's performance criteria. The coach will know and be able to:

(I) Communicate the expected performance criteria;

(II) Assess the coachee's understanding of the performance criteria;

(III) Analyze the strengths of the coachee against performance criteria;

(IV) Help the coachee self-assess against performance criteria;

(V) Determine the coachee's "opportunities for growth" against the performance criteria;

(VI) Help the coachee self-assess his/her "opportunities for growth" against the performance criteria; and

(VII) Support the coachee in the development of confidence in her/his ability to achieve the performance criteria.

2. The program shall prepare the coach to have the knowledge, skills, and dispositions to demonstrate knowledge and understanding of performance assessments and analysis of results:

(i) The program shall prepare the coach to identify and know how to use assessments for coachee based on roles, responsibilities, positions and performance criteria. The coaches know and are able to:

(I) Identify and use various assessments available;

(II) Identify and use appropriate assessments for role and context;

(III) Identify and use appropriate questioning techniques for diagnostic purposes; and

(IV) Identify and use appropriate questioning techniques for clarifying purposes.

(ii) The program shall prepare the coach to implement appropriate assessments based on roles, positions, responsibilities, and performance criteria. The coach will know and be able to:

(I) Use active and empathetic listening skills for diagnostic and/or clarifying purposes;

(II) Demonstrate the effective use of appropriate assessments; and

(III) Demonstrate the effective use of coaching processes.

(iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to analyze results from assessments. The coach will know and be able to:

(I) Demonstrate effective analysis skills for performance assessments for coachee's strengths and areas of growth;

(II) Analyze and identify barriers to performance;

(III) Compare areas for improvement identified by coach, coachee, and the district;

(IV) Communicate results of assessments effectively; and

(V) Demonstrate data interpretation/analysis.

3. The program shall prepare the coach to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan:

(i) The program shall prepare the coach to develop goals and a plan to achieve them in collaboration with coachee. The coach will know and be able to:

(I) Create a plan with results that are specific, measurable, attainable, and realistic and have target dates (SMART goals);

(II) Encourage the coachee to take on new and challenging tasks;

(III) Define actions that will enable the coachee to demonstrate practice and deepen new learning; and

(IV) Adjust plan as warranted.

(ii) The program shall prepare the coach to demonstrate ability to manage progress and accountability. The coach will know and be able to:

(I) Monitor the plan to keep coaching on track; and

(II) Develop a system to help the coach self-monitor.

(iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to provide opportunities to practice. The coach will know and be able to:

(I) Identify willing participants for practice;

(II) Identify resources used to practice; and

(III) Schedule agreed upon time to practice.

4. The program shall prepare the coach to have the knowledge, skills, and dispositions to provide feedback to an individual or group of individuals in an effort to build capacity and improve performance:

(i) The program shall prepare the coach to provide feedback based on performance criteria. The coach will know and be able to:

(I) Provide feedback that reflects best practice based on current research;

(II) Utilize a process to provide feedback;

(III) Develop specific and purposeful feedback; and

(IV) Formulate and use effective questioning techniques.

(ii) The program shall prepare the coach to demonstrate ability to use feedback to collaborate with the coachee to plan strategies. The coach will know and be able to:

(I) Provide resources that align with the identified needs;

(II) Prioritize and develop a timeline;

(III) Develop and utilize strategies to build a support network;

(IV) Develop coachee's recognition of incremental improvement and growth; and

(V) Recognize the fluid nature of coachee's plan for continuous improvement.

5. The program shall prepare the coach to have the knowledge, skills, and dispositions to communicate effectively with the coachee:

   (i) The program shall prepare the coach to utilize effective verbal skills. The coach will know and be able to:

      (I) Utilize effective questioning skills;

      (II) Utilize effective clarifying skills; and

      (III) Utilize positive phrasing.

   (ii) The program shall prepare the coach to use effective written skills. The coach will know and be able to:

      (I) Write for varied audiences and situations;

      (II) Write clear statements for improved performance;

      (III) Understand the legal implications of the written word; and

      (IV) Demonstrate proper grammar, usage, and mechanics.

   (iii) The program shall prepare the coach to use effective non-verbal skills to communicate independently of spoken or written words. The coach will know and be able to:

      (I) Use active listening skills;

      (II) Recognize and analyze body language; and

      (III) Recognize the non-verbal implications of the coaching environment.

6. The program shall prepare the coach to have the knowledge, skills, and dispositions to effectively establish the relationship of trust with all stakeholders in the coaching process:

(i) The program shall prepare the coach to establish and maintain a highly confidential relationship:

(I) Understand the importance of confidentiality and trust;

(II) Protect and maintain confidentiality and trust; and

(III) Communicate to others the importance of confidentiality in the coach/coachee relationship.

(ii) The program shall prepare the coach to recognize and address the significance of relationship building skills:

(I) Foster a positive relationship for high performance;

(II) Demonstrate respect for coachee's perception, learning style, and individuality;

(III) Recognize and address cross-generational/cultural/other differences; and

(IV) Demonstrate effective listening and reflection.

(iii) The program shall prepare the coach to maintain a professional ethical environment:

(I) Demonstrate professional conduct at all times;

(II) Recognize and address personal issues that may impair, conflict, or interfere with coaching performance or professional relationships; and

(III) Show genuine concern for the coachee's welfare and future.

(iv) The program shall prepare the coach to demonstrate collaboration skills:

(I) Participate effectively in partnerships and networks of support to include all stakeholders;

(II) Serve as a member of coachee's professional team; and

(III) Provide on-going support and advocacy.

Cite as Ga. Comp. R. & Regs. R. 505-3-.85
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Online Teaching Endorsement Program" adopted. F. Nov. 9, 2006; eff. Dec. 15, 2006, as specified by the Agency.
Repealed: New Rule entitled "Coaching Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.86. Computer Science Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards and requirements for approving endorsement programs that prepare individuals to teach computer science in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Educators holding a level four (4) or higher renewable professional certificate in any P-12 or secondary (6-12) teaching field and who complete the Computer Science Endorsement are qualified to teach computer science to students in grades P-12.

(3) **Requirements.**

(a) A GaPSC approved 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. (ix) 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 as described in program planning forms, catalogs, and syllabi, addressing the following standards adapted from the Standards for Computer Science Educators published in 2011 by the International Society for Technology Education (ISTE), and the Computer Science Teachers Association Interim Standards published in 2016:

1. The program shall prepare candidates who demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and ability for applying computational thinking skills including

decomposition, abstraction, and pattern recognition in problem solving;

(ii) The program shall prepare candidates who demonstrate skills in devising algorithms for solving computational problems and checking for the correctness of the algorithms;

(iii) The program shall prepare candidates who demonstrate understanding of limitations of computing; and

(iv) The program shall prepare candidates who perform activities demonstrating applications of computational thinking skills.

2. The program shall prepare candidates who demonstrate proficiency in at least one third-generation programming language such as Java, Python, C, or C++, as indicated by the following:

   (i) The program shall prepare candidates who demonstrate knowledge of and skill regarding the syntax and semantics of a third-generation programming language, its control structures, and its data types;

   (ii) The program shall prepare candidates who demonstrate knowledge of and skill regarding common abstraction mechanisms including functions, data structures, and application programming interfaces (APIs);

   (iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust programs and testing and debugging these programs for correctness;

   (iv) The program shall prepare candidates who perform laboratory-based activities that demonstrate programming concepts proficiency in a third-generation programming language; and

   (v) The program shall prepare candidates who can document a program so that others can understand its design and implementation.

3. The program shall prepare candidates who demonstrate proficiency in basic computer system components and organization as indicated by the following:

   (i) The program shall prepare candidates who demonstrate knowledge of how data are represented on a computer including bits, bytes, words

and binary, and both octal and hexadecimal number systems as well as conversions among them;

(ii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, I/O devices, and peripherals;

(iii) The program shall prepare candidates who demonstrate knowledge of various types of storage options in a computing environment including hard drive, cloud storage, flash drives, DVDs; and

(iv) The program shall prepare candidates who demonstrate knowledge and understanding of how components of a computer system work together to produce programs and applications to solve computational problems.

4. The program shall prepare candidates who demonstrate proficiency in fundamental principles of computer networks and the Internet as indicated by the following:

   (i) The program shall prepare candidates who demonstrate knowledge of network components including hardware and software;

   (ii) The program shall prepare candidates who can explain how network topologies and protocols enable users, devices, and systems to communicate and collaborate with each other;

   (iii) The program shall prepare candidates who can examine the factors such as bandwidth, latency, and server capability that impact network functionality;

   (iv) The program shall prepare candidates who can explain the abstractions in the Internet and how the Internet functions including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols; and

   (v) The program shall prepare candidates who can explain the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems.

5. The program shall prepare candidates who demonstrate proficiency in effectively and responsibly using computer applications to create digital

artifacts, analyze data, model and simulate phenomena suggested by research and/or data as indicated by the following:

(i) The program shall prepare candidates who can effectively use computer applications to create digital artifacts such as audio, video, animation, presentation, and websites;

(ii) The program shall prepare candidates who can extract information from data to discover, explain, and visualize connections or trends;

(iii) The program shall prepare candidates who can create models and simulations to help formulate, test and refine hypotheses;

(iv) The program shall prepare candidates who can form a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis; and

(v) The program shall prepare candidates to use industry best practices in application development.

6. The program shall prepare candidates who demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications as indicated by the following:

(i) The program shall prepare candidates who can describe main tenets of information security including confidentiality, integrity, availability, authentication, and nonrepudiation;

(ii) The program shall prepare candidates who can explain fundamental design principles;

(iii) The program shall prepare candidates who can describe types of threats and vulnerabilities to computer systems and the appropriate incident response and handling as well as imaging and backup procedures;

(iv) The program shall prepare candidates who can describe common network vulnerabilities (cyberattacks, identity theft, privacy) and their associated responses;

(v) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; use effective strategies to evaluate the quality, credibility, and validity of websites; and understand the current and future implications of careless digital decisions;

(vi) The program shall prepare candidates to educate students on their role in the prevention of cyber- bullying and to take an active role in building positive online communities; and

(vii) The program shall prepare candidates to provide students with the ability to use effective search strategies to evaluate the quality, credibility, and validity of websites.

7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching computational thinking principles, computer programming and its applications as indicated in the following:

   (i) The program shall prepare candidates who identify resources, strategies, activities, and manipulatives appropriate to teaching computer science including related curricular areas, professional teacher and student organizations, and careers;

   (ii) The program shall prepare candidates who know how to plan and implement instruction that allows students to use computer science in problem-solving and decision-making situations;

   (iii) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups for a diverse student population;

   (iv) The program shall prepare candidates who create and implement multiple forms of assessment and use resulting data to gauge student progress and adjust instruction accordingly;

   (v) The program shall prepare candidates to prepare students for the emerging technologies and educate them to become responsible digital citizens with safe, secure, ethical and professional digital behavior; and

   (vi) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase their students' intentions to continue advanced studies in computer science.

8. The program shall prepare candidates who work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

Cite as Ga. Comp. R. & Regs. R. 505-3-.86
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Coaching Endorsement Program" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.
Repealed: New Rule entitled "Computer Science Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Repealed: New Rule of same title adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.87. Coordinated Career Academic Education (CCAE) Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach Coordinated Career Academic Education (CCAE) in grades 6-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Coordinated Career Academic Education (CCAE) Endorsement are qualified to coordinate Career Technical and Agricultural Education (CTAE) programs in grades 6-12.

(3) **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. (ix) 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:

1. The program shall prepare candidates who implement career development, employability, and retention skills, as well as techniques for assisting students and their parents in making appropriate educational and occupational choices;

2. The program shall prepare candidates who can plan curriculum; incorporate different learning styles, instructional techniques, and delivery systems in

coordinated career academic education; and implement evaluation methods and processes for CCAE and/or Project Success programs;

3. The program shall prepare candidates who are familiar with the nature of at-risk disadvantaged students who are potential school dropouts;

4. The program shall prepare candidates who understand the impact of poverty, economic deprivation, unsupportive families, barriers, and other problems that CCAE students face in a technical society;

5. The program shall prepare candidates who plan, promote, instruct, budget for, coordinate, and organize an intervention curriculum;

6. The program shall prepare candidates who select, screen, guide, assess, and counsel disadvantaged at-risk students enrolled in secondary coordinated career academic education programs;

7. The program shall prepare candidates who know the laws, statutes, guidelines, regulations, federal, state and local grants, and policies that govern program assurances for special populations;

8. The program shall prepare candidates who design and implement programs that provide opportunities for each student to develop a positive self-image, values, motivation, and the tools to make appropriate job and life decisions;

9. The program shall prepare candidates who are familiar with Georgia's Coordinated Career Academic Education programs so that they can intervene with the necessary services to accelerate educational success;

10. The program shall prepare candidates who can serve as co-curricular youth club advisors or co-advisors;

11. The program shall prepare candidates who can collaborate with career academic education teachers, counselors, and administrators;

12. The program shall prepare candidates who utilize school, family, and community resources to assure the realistic opportunity to complete high school and transition to work or to post-secondary education;

13. The program shall prepare candidates who can apply remedial techniques, intervention services, advisory committees, instructional equipment, tools, facilities, safety practices, life skills, and documentation to promote the progress of individual at-risk students;

14. The program shall prepare candidates who are familiar with the technical workplace in the private sectors of business and industry, including various work-based learning options;

15. The program shall prepare candidates who can develop and apply benchmarks for student and program evaluation;

16. The program shall prepare candidates who are familiar with and can apply the practices and procedures of Coordinated Career Academic Education to establish and sustain the program;

17. The program shall prepare candidates who can manage and utilize a wide variety of career related resources and instructional materials that increase student success; and

18. The program shall prepare candidates who can apply a system of measuring annual goals and objectives to the local CCAE and/or Project Success program.

Cite as Ga. Comp. R. & Regs. R. 505-3-.87
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Paraprofessional Preparation Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.
Repealed: New Rule entitled "Coordinated Career Academic Education Endorsement Program (CCAE)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: New title "Coordinated Career Academic Education (CCAE) Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.88. Culinary Arts Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach culinary arts in grades 6-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Educators seeking to add the Culinary Arts Endorsement must be certified in Family and Consumer Sciences (6-12). Completers of the Culinary Arts Endorsement are qualified to teach culinary arts curriculum to students in grades 6-12.

(3) **Requirements.**

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program for candidates who hold Family and Consumer Science certification or as an endorsement program embedded in a GaPSC-approved initial preparation Family and Consumer Sciences 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. (ix) 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:

1. Pre-requisites

   (i) Candidates must have earned and documented 120 hours of industry experience consisting of 40 hours completed in front of the house service (defined as dining room area, table service, point of service system/electronic ordering system, wait staff management and table etiquette) and 80 hours in back of the house service (defined as hot line, grill, sauté, cold, fry, dessert stations, kitchen food preparation, and plating for service); and

   (ii) Candidates must have earned the ServSafe Certificate issued by the National Restaurant Association by having passed the ServSafe Certification test with a score of 75% or above.

2. Knowledge of Nutrition

   (i) The program shall prepare candidates who demonstrate and apply knowledge of nutrition principles applicable to cooking.

3. Knife Skills

   (i) The program shall prepare candidates who demonstrate and apply knife skills to culinary production and fabrication.

4. Cooking Methods

   (i) The program shall prepare candidates who demonstrate and apply basic food preparation (proteins, vegetables and starches, stocks, soups and sauces) using moist, dry and combination cooking methods.

5. Professionalism

   (i) The program shall prepare candidates who display professionalism to include professional culinary attire;

   (ii) The program shall prepare candidates who are familiar with organizations and publications relevant to the field;

   (iii) The program shall prepare candidates who can identify and understand industry segments; and

   (iv) The program shall prepare candidates who will serve as an advisor for a Career Tech Student Organization and participate in culinary competitions.

6. Professional Kitchen Equipment

   (i) The program shall prepare candidates who know, apply and demonstrate the use and safety of all kitchen equipment; and

   (ii) The program shall prepare candidates who know and demonstrate the proper use and safe handling of equipment and small wares.

7. Baking & Pastry

   (i) The program shall prepare candidates who understand and apply basic baking and pastry concepts, techniques and preparations to include yeast, bread-making-doughs, basic cake preparation, double-boilers, icing and decorating principles.

8. Basic Garde Manger/Pantry

   (i) The program shall prepare candidates who understand and apply the preparation of salads, sandwiches, dressings, appetizers, canapés, and breakfast cookery.

9. Front of the House Service

   (i) The program shall prepare candidates who know and demonstrate table settings, service styles, correct etiquette of service, and table side service.

10. Menu Planning, Purchasing, Cost Control, Math Skills, Receiving and Storage, Standardized Recipes, and Inventory

(i) The program shall prepare candidates who know and demonstrate the principles of receiving, storage and inventory control; and

(ii) The program shall prepare candidates who know and demonstrate the principles of menu development, food costs, conversions, food handling procedures, writing a recipe, portion control, sales cost, math skills, and organic and sustainable foods.

11. Regional and International cuisines

(i) The program shall prepare candidates who know and demonstrate American regional and Asian, Indian, European, and Central American cuisines.

12. Demonstrating

(i) The program shall prepare candidates who can present live demonstrations using rigorous lesson plans demonstrating the principles of lecture, demo and student practice.

13. Butchery

(i) The program shall prepare candidates who can demonstrate chicken butchery, key protein groups (beef, poultry, pork and fish), muscle fiber directions, and tenderness as it relates to correct cooking methods.

Cite as Ga. Comp. R. & Regs. R. 505-3-.88
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Culinary Arts Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.89. English to Speakers of Other Languages (ESOL) Endorsement Program.

(1) **Purpose**. This rule states field-specific content standards for approving endorsement programs that prepares individuals to teach English to Speakers of Other Languages (ESOL) in grades P-12 and supplements requirements in Rule 505-3-.01,

REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the English to Speakers of Other Languages (ESOL) Endorsement program are qualified to teach ESOL courses in grades P-12.

(3) **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. (ix) 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 adapted from the standards published in 2018 by the specialized professional association, Teachers of English to Speakers of Other Languages, Inc.:

1. Knowledge about Language: Candidates demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas as indicated by the following:

(i) The program shall prepare candidates who understand and apply theories and research in language acquisition and development to support ELL English language and literacy learning and content-area achievement;

(ii) Candidates demonstrate knowledge of second language acquisition theory and research pertaining to pedagogy and developmental processes of language acquisition to set achievable expectations for, facilitate, and monitor ELs' language learning; and

(iii) Candidates demonstrate knowledge of English academic language functions (e.g., compare, describe, explain), content-specific language and discourse structures, and vocabulary to promote ELs' academic achievement across content areas.

2. Language and Culture: Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and

sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories. Candidates investigate the academic, cultural and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, culture, race, gender, class and biases impact the interpretation of ELs' strengths and needs as indicated by:

(i) Candidates demonstrate pedagogical language knowledge and critical language awareness that can help understand and challenge the normative discourses and the ways in which dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELs;

(ii) Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote critical literacy and critical pedagogies, to support academic achievement and English language acquisition;

(iii) Candidates devise and implement methods and strategies to understand each ELs' academic characteristics, including background knowledge, educational history, English Language Proficiency (ELP) and current performance data, to develop effective, individualized instructional and assessment practices;

(iv) Candidates devise and implement methods to learn about personal characteristics of the individual ELs (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices; and

(v) Candidates use their own and ELs' multiple identities (e.g., professional, cultural, linguistic, multilingual, transnational etc.) as pedagogical resources to empower ELs, by describing their own personal biases, critical consciousness, and conscious knowledge of U.S. culture on their interpretation of the educational strengths and needs of ELs.

3. Planning and Implementing Instruction: Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction as indicated by:

(i) Candidates plan for culturally and linguistically relevant, supportive environments that promote ELs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELs' in the content areas;

(ii) Candidates instruct ELs using evidence-based, student-centered, developmentally appropriate interactive approaches;

(iii) Candidates adjust instructional decisions after critical reflection on individual ELs' learning outcomes in both language and content;

(iv) Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELs' learning of language and literacies in the content areas;

(v) Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELs, support communication with other educators, school personnel, and ELs and to foster student learning of language and literacies in the content areas; and

(vi) Candidates utilize WIDA Consortium English Language Development (ELD) standards and ELD assessment results aligned with the state-adopted content standards to effectively plan, develop, implement and communicate data-driven instruction for ELs.

4. Assessment and Evaluation: Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELs, and ELs' families as indicated by the following:

(i) Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced, criterion-referenced, and authentic ongoing assessments. Candidates recognize biases in language testing and make informed instructional decisions that support language learning and assessment;

(ii) Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment;

(iii) Candidates continuously determine language and content learning goals based on assessment data;

(iv) Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELs for standardized and other assessments; and

(v) Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification and communicate these results to other educators, EL's families, and other stakeholders.

5. Professionalism and Leadership

(i) Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for EL instruction, support educators and school staff, and advocate for ELs;

(ii) Candidates apply knowledge of school, district, and state policies as well as state and federal legislation that impact ELs educational rights in order to advocate for ELs;

(iii) Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching; and

(iv) Candidates engage in field experiences to apply their knowledge and further develop their understanding of language, sociocultural context, planning and implementing instruction for ELs, and assessment and evaluation of ELs to improve their professional practice.

Cite as Ga. Comp. R. & Regs. R. 505-3-.89
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "English to Speakers of Other Languages (ESOL) Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Apr. 7, 2020; eff. Apr. 15, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.90. Gifted In-Field Education Endorsement Program.

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

(2) **In-Field Statement**. Completers of the Gifted In-Field Endorsement program are qualified to provide direct instruction to gifted students in the grade levels and/or field(s) of their base teaching certificate(s), or to serve as a resource teacher for indirect gifted education services in any content area in grades P-12.

(3) **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. (ix) 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 the preparation of teachers of students with gifts and talents developed by the National Association for Gifted Children and the Council for Exceptional Children:

1. Standard 1: Learner Development and Individual Learning Differences: Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities as evidenced by the following:

(i) The program shall prepare candidates who understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents; and

(ii) The program shall prepare candidates who use their understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

2. Standard 2: Learning Environments: Beginning gifted education professionals create safe, inclusive, and culturally responsive learning

environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being as evidenced by the following:

(i) The program shall prepare candidates who create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talent in meaningful and rigorous learning activities and social interactions;

(ii) The program shall prepare candidates who use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills;

(iii) The program shall prepare candidates who adjust their communication to an individual's language proficiency and cultural and linguistic differences; and

(iv) The program shall prepare candidates who demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

3. Standard 3: Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general (core content) and specialized (interventions that are designed to address the unique needs of individuals with gifts and talents) to advance learning for individuals with gifts and talents as evidenced by:

(i) The program shall prepare candidates who understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels;

(ii) The program shall prepare candidates who design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains;

(iii) The program shall prepare candidates who use assessments to select, adapt, and create materials to differentiate instructional

strategies and general and specialized curricula to challenge individuals with gifts and talents; and

(iv) The program shall prepare candidates who understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

4. Standard 4: Assessment: Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning as evidenced by the following:

   (i) The program shall prepare candidates who understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services;

   (ii) The program shall prepare candidates who use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;

   (iii) The program shall prepare candidates who collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making;

   (iv) The program shall prepare candidates who use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity; and

   (v) The program shall prepare candidates who engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

5. Standard 5: Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents as evidenced by the following:

(i) The program shall prepare candidates who know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents;

(ii) The program shall prepare candidates who apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents;

(iii) The program shall prepare candidates who collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula;

(iv) The program shall prepare candidates who emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents; and

(v) The program shall prepare candidates who use instructional strategies that enhance the affective development of individuals with gifts and talents.

6. Standard 6: Professional Learning and Ethical Practice: Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession as evidenced by the following:

(i) The program shall prepare candidates who use professional ethical principles and specialized program standards to guide their practice;

(ii) The program shall prepare candidates who understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society;

(iii) The program shall prepare candidates who model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services;

(iv) The program shall prepare candidates who are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities; and

(v) The program shall prepare candidates who advance the profession by engaging in activities such as advocacy and mentoring.

7. Standard 7: Collaboration: Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences as evidenced by the following:

   (i) The program shall prepare candidates who apply elements of effective collaboration;

   (ii) The program shall prepare candidates who serve as a collaborative resource to colleagues; and

   (iii) The program shall prepare candidates who use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

Cite as Ga. Comp. R. & Regs. R. 505-3-.90
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Gifted In-Field Education Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.
Repealed: New Rule of same title adopted. F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.91. Intervention Specialist Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach in Georgia's early intervention programs and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Intervention Specialist Endorsement program are qualified to teach, in the grade levels and field(s) of their base certificates, students in

early intervention programs who are at risk of not reaching or maintaining academic grade level.

(3) **Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in Elementary Education (P-5), Middle Grades Education (with a language arts and/or mathematics area of concentration), or Special Education General Curriculum (with a language arts and/or mathematics concentration) is required for program admission.

(b) A GaPSC-approved educator preparation provider shall offer a program described in program planning forms, catalogs, and syllabi addressing the following standards, published by the Council for Exceptional Children 2012.

1. Education of Students Who are At-Risk. The program shall prepare candidates who:

(i) Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, curriculum goals and content, and effective instructional practices for at-risk learners;

(ii) Develop and implement curriculum that focuses on individual students' needs and interests, and takes into account culturally valued content and students' home experiences;

(iii) Develop and implement learning activities that correlate with the Common Core Curriculum and Georgia Performance Standards and with the content domains of the Georgia Criterion Referenced Content Tests;

(iv) Assess students' cognitive, social-emotional, communication, motor, adaptive and aesthetic development and use assessment results to appropriately differentiate instruction;

(v) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health, and the importance of supportive relationships;

(vi) Establish and maintain positive, collaborative relationships with families; and

(vii) Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being.

(c) Certificate-Specific Requirements. The program shall incorporate the following certificate-specific requirements:

1. For Elementary Education (P-5) certificate holders, the program shall meet the standards for the Reading In-Field Endorsement specified in GaPSC Rule 505-3-.96 or the standards for the K-5 Mathematics Endorsement specified in GaPSC Rule 505-3-.92.

2. For Middle Grades certificate holders, the program shall meet the standards for the Middle Grades areas of specialization in mathematics or reading specified in GaPSC Rule 505-3-.19.

3. For Special Education General Curriculum certificate holders, the program shall meet the standards for either Elementary certificate holders or Middle Grades certificate holders, as appropriate to the candidate's job assignment.

Cite as Ga. Comp. R. & Regs. R. 505-3-.91
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Intervention Specialist Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.92. K-5 Mathematics Endorsement Program.

(1) **Purpose.**

(a) This rule describes requirements and field-specific content standards for approving endorsement programs that prepare mathematics specialists for teaching students in grades K-5 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS.

(b) This endorsement is designed to strengthen and enhance educator competency levels. Individuals teaching mathematics in grades K-5 who hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate and this endorsement will be eligible to earn salary incentives when funded by the General Assembly. The endorsement applies to educators teaching within grades K-5 but it does not modify the grade levels of the base certificate. For example, educators with the Middle Grades Mathematics (4-8) certificate and this K-5 endorsement are only in-field to teach mathematics in grades 4-8. They will be eligible for salary incentives only if they are assigned to teach mathematics in grades 4 or 5.

(c) Individuals with the following certificates will be eligible for pay incentives if they are assigned to teach mathematics in the grade levels defined below:

1. Elementary Education (P-5) certificate holders will be eligible to earn pay incentives if they are assigned to teach mathematics to children in grades K-5.

2. Middle Grades Mathematics (4-8) certificate holders will be eligible to earn pay incentives if they are assigned to teach mathematics to children in grades 4-5.

3. Special Education General Curriculum/Elementary Education (P-5) certificate holders will be eligible to earn pay incentives if they are assigned to teach mathematics to children in grades K-5.

4. Educators holding the following certificates and a core academic content concentration in mathematics will be eligible to earn pay incentives if they are assigned to teach mathematics to children in grades K-5:

   (i) Special Education General Curriculum (P-12)

   (ii) Special Education Adapted Curriculum (P-12)

   (iii) Special Education Behavior Disorders (P-12)

   (iv) Special Education Learning Disabilities (P-12)

   (v) Special Education Deaf Education (P-12)

   (vi) Special Education Physical and Health Disabilities (P-12)

   (vii) Special Education Visual Impairment (P-12)

   (viii) Gifted Education (P-12)

(2) **In-Field Statement.** Completers of the K-5 Mathematics Endorsement program have strengthened and enhanced competency levels in mathematics content and instruction for teaching students in grades Kindergarten through five, based on the grade levels of their base certificate.

(3) **Requirements.**

(a) To be eligible to enroll in this endorsement program, the educator must have:

1. A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, in one of the following fields:

(i) Elementary Education (P-5);

(ii) Middle Grades Mathematics (4-8);

(iii) Special Education General Curriculum/Elementary Education (P-5); or

(iv) Any of the following certificates combined with a core academic content concentration in mathematics:

(I) Special Education General Curriculum (P-12);

(II) Special Education Adapted Curriculum (P-12);

(III) Special Education Behavior Disorders (P-12);

(IV) Special Education Learning Disabilities (P-12);

(V) Special Education Deaf Education (P-12);

(VI) Special Education Physical and Health Disabilities (P-12);

(VII) Special Education Visual Impairment (P-12); or

(VIII) Gifted Certificate (P-12); and

2. A minimum of one year of teaching experience.

(b) The program may be offered only by a GaPSC-approved educator preparation provider.

(c) The program shall be offered as a post-baccalaureate endorsement and may not be embedded in an initial preparation program.

(d) The program shall require candidates to complete an authentic residency. An authentic residency is defined as a supervised and coordinated series of real applications of knowledge and skills occurring in actual classroom settings that allow candidates to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills delineated in program content standards. Authentic residency experiences shall occur in candidates' assigned classrooms, as well as in settings other than candidates' assigned classrooms to ensure experiences with diverse students and with students in the grade levels of the candidate's base certificate. The authentic residency must include a portfolio component.

(e) Prior to the creation of this rule a certificate known as the Early Childhood Mathematics Endorsement was available. Those holding the Early Childhood Mathematics Endorsement issued prior to June 30, 2010 may keep the endorsement; however, it will not result in eligibility for salary incentives. The K-5 Mathematics Endorsement program shall include a process by which educators holding the Early Childhood Mathematics Endorsement may add the K-5 Mathematics Endorsement and thereby become eligible to earn salary incentives without repeating the full endorsement program. The process shall include but not be limited to the submission of a portfolio which will be assessed by the program provider. Based on the assessment of the portfolio, the program provider may prescribe coursework or performance-based assessments as necessary to ensure that all standards and requirements herein are met before notifying the GaPSC the candidate has met all requirements for the K-5 Mathematics Endorsement. The portfolio option for converting to the K-5 endorsement will sunset on July 1, 2022.

(f) The portfolio shall include but not be limited to: evidence of observations by supervisors, student work samples including analysis of student work, self-reflection and evidence of competence in the six standards specified below.

(g) The preparation program described in program planning forms, catalogs, and syllabi shall require a minimum of three courses of which two courses shall be focused on the advancement of content knowledge and one course shall be focused on content-specific pedagogy and proven strategies that address the following standards adapted from the standards published in 2020 by the National Council of Teachers of Mathematics (NCTM), as well as portions of the 2014 NCTM document titled, *Principles to actions*.

1. Knowing and Understanding Meaningful Mathematics: Candidates demonstrate conceptual understanding, procedural fluency, application, and progression within and among the major concepts of mathematics appropriate for grades K-5:

   (i) Number and Operations

      (I) Prenumeration concepts and numeracy progression;

      (II) Development, use, and multiple representation of numbers and number systems;

      (III) Numbers (whole numbers, fractions, decimals, percents) and their relationships;

      (IV) Place value, in the study of base ten and other number systems, and flexible use with operations;

(V) Model the use of the four basic operations in multiple contexts with the understanding of common additive/multiplicative problem situations/types;

(VI) Four basic operations with positive and negative rational numbers;

(VII) Use a variety of mental computation techniques or computational strategies;

(VIII) Apply estimation strategies to quantities, measurements, and computation to determine the reasonableness of results;

(ii) Algebraic Thinking

(I) Describe, extend, and generate patterns; model various kinds of growth, both numerical and geometric;

(II) Symbols - such as representing unknowns or relationships (e.g. equals sign);

(III) Generalization;

(IV) Relationships - describe and represent mathematical relationships;

(V) Algebraic concepts that focus on properties of the number system and their connection to the order of operations;

(VI) Model, explain, and develop a variety of (invented and standard) computational algorithms;

(VII) Write, interpret, and evaluate numerical expressions within real-life problems;

(VIII) Logical conjectures and conclusions using quantifiers such as "all", "some", and "none";

(iii) Statistical Reasoning

(I) The nature and use of data;

(II) Categorical and numerical data;

(III) Statistical investigative questions;

(IV) Data collection, organization, and representation;

(V) Elementary data analysis;

(VI) Drawing conclusions and making inference;

(iv) Geometry and Measurement

(I) Measurement as a concept, an attribute of a shape (what does it mean to have a measure, and what are you measuring);

(II) Measurement of time;

(III) Measurement of one-, two- and three-dimensional objects using nonstandard, customary and metric units;

(IV) Conversion of measurement units;

(V) 1D, 2D and 3D shapes and their properties;

(VI) Spatial visualization;

(VII) Location;

(VIII) Use geometric concepts and relationships to describe and model mathematical ideas and real world constructs.

2. Knowing and Using Mathematical Processes: Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of:

(i) Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve cognitively-demanding tasks, both contextual and non-contextual.

(ii) Reasoning and Communicating. Candidates organize their mathematical thinking and use the language of mathematics to express ideas precisely in verbal and written formats.

(iii) Modeling. Candidates apply their mathematical knowledge to analyze and model contextual problems. They use models such as manipulatives, tables, diagrams, and graphs, equations, and

technological tools to represent the mathematical relationships in contextual problems.

3. Knowing Students and Planning for Mathematical Learning: Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting all students' access and learning. The mathematics instruction that is developed provides equitable, culturally responsive opportunities for all students to go deep with mathematics, leverage multiple mathematical competencies, affirm mathematical identities, challenge spaces of marginality, and draw on multiple resources of knowledge.

   (i) Student Diversity. Candidates design lessons in which all students have access to engage in meaningful mathematics, drawing upon cultural, linguistic, and academic diversity. Candidates draw on student and community assets during lesson preparation that draw on student thinking and experiences.

   (ii) Student Mathematical Strengths. Candidates recognize the mathematical strengths in each and every student. Candidates plan instruction to draw upon the variety of mathematical strengths present in the classroom.

   (iii) Student Thinking about Mathematical Content. Candidates anticipate students' mathematical thinking. Candidates plan for instruction that attends to this thinking and is grounded in mathematical learning progressions.

   (iv) Student Mathematical Identities. Candidates design learning experiences and plan instruction that develop and foster positive mathematical identities, grounded in the understanding that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative. They build lessons in which students are able to see themselves. Candidates purposefully group students to promote positive mathematical learning and identities, with the awareness of the negative impacts of homogeneous and static grouping practices.

4. Teaching Meaningful Mathematics: Candidates plan and implement effective and equitable teaching practices to support rigorous mathematical learning for each and every student drawing upon their knowledge of students.

(i) Establish mathematics goals to focus learning. Candidates establish clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

(ii) Implement tasks that promote reasoning and problem solving. Candidates engage students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

(iii) Use and connect mathematical representations. Candidates engage students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

(iv) Facilitate meaningful mathematical discourse. Candidates facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

(v) Pose purposeful questions. Candidates use purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

(vi) Build procedural fluency from conceptual understanding. Candidates build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

(vii) Support productive struggle in learning mathematics. Candidates consistently provide students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with mathematical ideas and relationships.

(viii) Elicit and use evidence of student thinking. Candidates use evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

5. Assessing Impact on Student Learning: Candidates use appropriate assessment methods to collect and analyze evidence of students' mathematics learning, modify instruction, monitor teaching effectiveness, and evaluate program effectiveness.

(i) Assessing for Learning. Candidates select, modify, and create a variety of formative methods to elicit information on students' progress toward mathematical learning goals.

(ii) Modify Instruction. Candidates use formal and informal formative assessment data regarding learning of individual students, the class as a whole, and subgroups in order to analyze the effectiveness of their instruction. Candidates propose adjustments and modify instruction.

(iii) Analyze Assessment Data. Candidates collect and use summative assessment data regarding learning of individual students, the class as a whole, and subgroups in order to determine mastery of learning goals.

6. Personal, Social, and Professional Context of Mathematics Education: Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, and foster and advocate for equitable mathematics learning environments.

(i) Demonstrate a Positive Mathematical Identity. Candidates reflect on and pursue continuous growth of a positive mathematical identity.

(ii) Collaborate with Families and Community. Candidates collaborate with families and other stakeholders to share and discuss strategies for ensuring children's mathematical success.

(iii) Participate in Professional Organizations and Communities. Candidates are involved in and draw upon the resources of professional communities in mathematics education.

(iv) Consider Social Context of Mathematics Teaching and Learning. Because social, historical, and institutional contexts of mathematics affect teaching and learning, candidates will know about and integrate these ideas in their instruction.

Cite as Ga. Comp. R. & Regs. R. 505-3-.92
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "K-5 Mathematics Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.
Repealed: New Rule with the same title adopted. F. Sep. 24, 2021; eff. Oct. 15, 2021, as specified by the Agency.

Rule 505-3-.93. K-5 Science Endorsement Program.

(1) **Purpose.**

(a) This rule describes requirements and field-specific content standards for approving endorsement programs that prepare science specialists for teaching students in grades K-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) This endorsement program is designed to strengthen and enhance educator competency levels. This endorsement is designed to advance science content knowledge, provide professional growth, and promote changes in practice that impact student achievement.

(2) **In-Field Statement**. Completers of the K-5 Science Endorsement program have strengthened and enhanced competency levels in science content and instruction for teaching students in grades Kindergarten through five, based on the grade levels of their base certificate.

(3) **Requirements.**

(a) To be eligible to enroll in this endorsement program, the educator must have:

1. A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in one of the following fields:

(i) Elementary Education (P-5);

(ii) Middle Grades Science (4-8);

(iii) Special Education General Curriculum/ Elementary Education (P-5); or

(iv) The following certificates combined with a core academic content concentration in Science:

(I) Special Education General Curriculum (P-12);

(II) Special Education Adapted Curriculum (P-12);

(III) Special Education Behavior Disorders (P-12);

(IV) Special Education Learning Disabilities (P-12);

(V) Special Education Deaf Education (P-12);

(VI) Special Education Physical and Health Disabilities (P-12);

(VII) Special Education Visual Impairment (P-12); or

(VIII) Gifted Certificate (P-12); and

2. A minimum of one year of teaching experience.

(b) The program may be offered only by a GaPSC-approved educator preparation provider.

(c) The program shall be offered as a post-baccalaureate endorsement and may not be embedded in an initial preparation program.

(d) The program shall require candidates to complete an authentic residency. An authentic residency is defined as a supervised and coordinated series of real applications of knowledge and skills occurring in actual classroom settings that allow candidates to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills delineated in program content standards. Authentic residency experiences shall occur in candidates' assigned classrooms, as well as in settings other than candidates' assigned classrooms to ensure experiences with diverse students and with students in the grade levels of the candidate's base certificate. The authentic residency must include a portfolio component.

(e) Prior to the creation of this rule a certificate known as the Early Childhood Science Endorsement was available. Those holding the Early Childhood Science Endorsement issued prior to June 30, 2010 may keep the endorsement; however, it will not result in eligibility for salary incentives. The K-5 Science Endorsement program shall include a process by which educators holding the Early Childhood Science Endorsement may add the K-5 Science Endorsement and thereby become eligible to earn salary incentives without repeating the full endorsement program. The process shall include but not be limited to the submission of a portfolio which will be assessed by the program provider. Based on the assessment of the portfolio, the program provider may prescribe coursework or performance-based assessments as necessary to ensure that all standards and requirements herein are met before recommending the candidate for the K-5 Science Endorsement.

(f) The portfolio shall include but not be limited to: evidence of observations by supervisors, student work samples, student work samples with analysis, self-reflection, and evidence of the effective use of technology to assist in student learning.

(g) The preparation program described in program planning forms, catalogs, and syllabi shall require a minimum of three courses of which two courses shall be focused on the advancement of content knowledge and one course shall be focused on content-specific pedagogy and proven strategies that address the following standards:

1. The program shall prepare candidates who structure and interpret concepts, ideas and relationships in science at a level appropriate to K-5 students as indicated in the following:

   (i) The program shall prepare candidates who understand the major concepts and principles of the science disciplines (life, physical, and earth and space) and interdisciplinary science perspectives as defined by *A Framework for K-12 Science Education - Practices, Crosscutting Concepts, and Core Ideas 2012*.

      (I) In relation to the life sciences, candidates shall understand

         I. From Molecules to Organisms: Structures and Processes - How organisms live, grow, respond to their environment, and reproduce including:

            A. Structure and Function - How the structures of organisms enable life's functions;

            B. Growth and Development of Organisms - How organisms grow and develop;

            C. Organization for Matter and Energy Flow in Organisms - How organisms obtain and use the matter and energy they need to live and grow; and

            D. Information Processing - How organisms detect, process, and use information about the environment.

         II. Ecosystems: Interactions, Energy, and Dynamics - How and why organisms interact with their environment and the effects of the interactions including:

            A. Interdependent Relationships in Ecosystems - How organisms interact with the living and nonliving environments to obtain matter and energy;

B. Cycles of Matter and Energy Transfer in Ecosystems - How matter and energy move through an ecosystem;

C. Ecosystem Dynamics, Functioning, and Resilience - What happens to ecosystems when the environment changes; and

D. Social Interactions and Group Behavior - How organisms interact in groups so as to benefit individuals.

III. Heredity: Inheritance and Variation of Traits - How characteristics of one generation pass to the next and how individuals of the same species and even siblings have different characteristics including:

A. Inheritance of Traits - How the characteristics of one generation relate to the previous generation; and

B. Variation of Traits - How individuals of the same species vary in how they look, function, and behave.

IV. Biological Evolution: Unity and Diversity - How there can be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms and how biodiversity affects humans including:

A. Evidence of Common Ancestry and Diversity - What evidence shows that different species are related;

B. Natural Selection - How genetic variation among organisms affects survival and reproduction;

C. Adaptation - How the environment influences populations of organisms over multiple generations; and

D. Biodiversity and Humans - Biodiversity, how humans affect it, and how it affects humans;

(II) In relation to the physical sciences, candidates shall understand

I. Matter and Its Interactions - How one explains the structure, properties, and interactions of matter including:

A. Structure and Properties of Matter - How particles combine to form the variety of matter one observes; and

B. Chemical Reactions - How substances combine or change (react) to make new substances and how one characterizes and explains these reactions and makes predictions about them.

II. Motion and Stability: Forces and Interactions - How one explains and predicts interactions between objects and within systems of objects including:

A. Forces and Motion - How one predicts an object's continued motion, changes in motion, or stability;

B. Types of Interactions - What underlying forces explain the variety of interactions observed; and

C. Stability and Instability in Physical Systems - Why some physical systems are more stable than others.

III. Energy - How energy is transferred and conserved including:

A. Definitions of Energy;

B. Conservation of Energy in Energy Transfer - What is meant by conservation of energy and

how energy is transferred between objects or systems;

C. Relationship Between Energy and Forces- How forces are related to energy; and

D. Energy in Chemical Processes and Everyday Life - How food and fuel provide energy and if energy is conserved, why people say it is produced or used;

IV. Waves and Their Application in Technologies for Information Transfer - How waves are used to transfer energy and information including:

A. Wave Properties -The characteristics, properties, and behaviors of waves;

B. Electromagnetic Radiation - What is light, how one explains the varied effects that involve light, and other forms of electromagnetic radiation; and

C. Information Technologies and Instrumentation - How instruments that transmit and detect waves are used to extend human senses.

(III) In relation to the Earth and space sciences, candidates shall understand

I. Earth's Place in the Universe Including:

A. The Universe and Its Stars;

B. Earth and the Solar System - The predictable patterns caused by Earth's movement in the solar system; and

C. The History of Planet Earth - How people reconstruct and date events in Earth's planetary history.

II. Earth's Systems - How and why Earth is constantly changing including:

A. Earth Materials and Systems - How Earth's major systems interact;

B. Plate Tectonics and Large-Scale System Interactions - Why the continents move, and what causes earthquakes and volcanoes;

C. The Roles of Water in Earth's Surface Processes - How the properties and movements of water shape Earth's surface and affect its systems;

D. Weather and Climate - What regulates weather and climate; and

E. Biogeology - How living organisms alter Earth's processes and structures.

III. Earth and Human Activity - How Earth's surface processes and human activities affect each other including:

A. Natural Resources - How humans depend on Earth's resources;

B. Natural Hazards - How natural hazards affect individuals and societies;

C. Human Impacts on Earth Systems - How humans change the planet; and

D. Global Climate Change - How people model and predict the effects of human activities on Earth's climate.

(ii) The program shall prepare candidates who understand how the major crosscutting concepts and scientific and engineering practices, which include inquiry, are integrated with the scientific disciplinary core ideas to create a three dimensional learning experience as indicated in the following:

(l) Scientific and Engineering Practices including:

l. Asking questions (for science) and defining problems (for engineering):

A. Developing and using models;

B. Planning and carrying out investigations;

C. Analyzing and interpreting data;

D. Using mathematics and computational thinking;

E. Constructing explanations (for science) and designing solutions (for engineering);

F. Engaging in argument from evidence; and

G. Obtaining, evaluating, and communicating information.

II. Crosscutting Concepts including:

A. Patterns;

B. Cause and effect: Mechanism and explanation;

C. Scale, proportion, and quantity;

D. Systems and system models;

E. Energy and matter: Flows, cycles, and conservation;

F. Structure and function; and

G. Stability and change.

2. The program shall prepare candidates who are able to engage K-5 students regularly and effectively integrate core ideas, crosscutting concepts, and science and engineering practices and who understand the roles the three dimensions of the Framework play in the development of scientific knowledge as indicated in the following:

(i) The program shall prepare candidates who understand scientific and engineering practices and their relationship to the development of scientific knowledge;

(ii) The program shall prepare candidates who engage K-5 students effectively in scientific and engineering practices appropriate for their grade level and abilities;

(iii) The program shall prepare candidates who understand how to engage K-5 students effectively in studies of the nature of science and conventions of scientific explanations; and

(iv) The program shall prepare candidates who use appropriate technology to teach K-5 students science.

3. The program shall prepare candidates who relate science to the daily lives and interests of students, understand the relationships of science to society and the community, and use human and institutional resources to advance the science education of their students understanding as indicated in the following:

   (i) The program shall prepare candidates who relate science to the personal lives, needs, and interests of K-5 students;

   (ii) The program shall prepare candidates who understand the values and needs of the community and their effect on science teaching and learning;

   (iii) The program shall prepare candidates who use community, human, and institutional resources to advance science learning in the classroom and in the field;

   (iv) The program shall prepare candidates who understand the nature of science.

4. The program shall prepare candidates who are able to engage a diverse community of student learners through differentiated strategies as indicated in the following:

   (i) The program shall prepare candidates who value and respect the experiences that all students bring from their backgrounds (e.g., homes or communities) and who tailor instruction by using culturally relevant pedagogy.

(ii) The program shall prepare candidates to support a diverse population of students, to include economically disadvantaged, by connecting science education to students' sense of "place" by physical, historical, and/or sociocultural dimensions.

(iii) The program shall prepare candidates to positively impact the achievement and confidence of underrepresented groups, including females and other minority groups, by incorporating instructional strategies to increase their intentions to continue studies in science and curricula to improve their achievement and confidence in science.

(iv) The program shall prepare candidates to support students with limited English proficiency by using adequate literacy strategies for all students, language support strategies with ELLs, and discourse strategies with ELLs.

5. The program shall prepare candidates who use a variety of contemporary science formative and summative assessments to determine, guide, and inform science instruction and then use the results of these assessments to improve their practice and increase student achievement.

6. The program shall prepare candidates who create and maintain a psychologically, socially, and ethically safe and supportive learning environment and a science teaching environment that conforms to the National Science Teachers Association's National Science Safety Standards. To this end, the program will include instruction and training on the safe handling, distribution, disposal and storage of chemicals and other laboratory equipment and the safe and ethical treatment of animals in the classroom.

7. The program shall prepare candidates through authentic experiences who participate in the professional community and improve practices through their personal actions, education, and development.

Cite as Ga. Comp. R. & Regs. R. 505-3-.93
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "K-5 Science Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Jun. 13, 2014; eff. July 3, 2014.
Repealed: New Rule of same title adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.94. STEM Education Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to model STEM content pedagogy in the field and at the grade level of their base certification and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the STEM Endorsement program have strengthened and enhanced competency in STEM content and instruction for teaching students in the field(s) and at the grade levels of their base certificate(s).

(3) **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. (ix) 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 the preparation of teachers of STEM and STEM related content:

1. The program will prepare candidates who demonstrate their understanding of STEM education as an interdisciplinary endeavor by demonstrating their ability to apply rigorous content across STEM and STEM related disciplines as indicated by the following:

(i) Candidates will demonstrate a comprehensive understanding of and the ability to integrate STEM content standards;

(ii) Candidates will be able to articulate a clear definition and understanding of what STEM education is and what it looks like in practice as both interdisciplinary and process driven;

(iii) Candidates will demonstrate the ability to apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional and global issues to make connections and to develop solutions for challenges and real world problems; and

(iv) Candidates will demonstrate knowledge of the benefits of STEM education for all citizens, enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them.

2. The program will prepare candidates who demonstrate that they understand and can engage learners in the ways of thinking and habits of mind used in STEM and STEM related disciplines as indicated by the following:

   (i) Candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format.

   (ii) Candidates will demonstrate the ability to engage students in STEM reasoning that reveals how STEM professionals think and solve problems.

   (iii) Candidates will demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective perseverance).

3. The program will prepare candidates who understand and demonstrate the role of meaningful collaboration and partnerships as evidenced by the following:

   (i) Candidates will demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons;

   (ii) Candidates will demonstrate the ability to involve business partners in identifying and solving relevant problems; and

   (iii) Candidates will demonstrate the ability to engage local STEM experts in their programs.

4. The program will prepare candidates who demonstrate the ability to engage students using STEM and STEM related discipline pedagogical practices as indicated by the following:

(i) Candidates will demonstrate the ability to effectively engage students in engineering design processes to solve open-ended problems or complete design challenges;

(ii) Candidates will demonstrate the ability to effectively engage students in authentic or investigative research to answer relevant questions;

(iii) Candidate will demonstrate the ability to effectively engage students in using STEM reasoning abilities (i.e., computational reasoning, model-based reasoning, quantitative reasoning, engineering design-based reasoning and complex systems thinking);

(iv) Candidates will demonstrate the ability to effectively engage students in experiential learning;

(v) Candidates will demonstrate the ability to effectively engage students in project management techniques;

(vi) Candidates will demonstrate proficiency in differentiating instruction related to integrated STEM concepts;

(vii) Candidates will demonstrate the ability to effectively assess students using interdisciplinary STEM performance tasks, and portfolio assessments and create rubrics for these assessments;

(vii) Candidates will be able to demonstrate the ability to facilitate student-led learning and to apply knowledge and skills to novel, relevant and authentic situations;

(viii) Candidates will demonstrate the implementation of authentic teaching and learning strategies, including project-based learning, problem-based learning, and place-based education;

(ix) Candidates will foster a learning environment which encourages risk taking, innovation and creativity; and

(x) Candidates will demonstrate the ability to facilitate student-led team-based learning with appropriate etiquette.

5. The program will provide candidates with authentic experiences in STEM and STEM related careers and teaching environments (a clinical component) as indicated by the following:

(i) Candidates will show evidence of an interaction with a STEM related business or externships with STEM professionals to gain perspective of what it is to work in a STEM or STEM related field;

(ii) Candidates will show evidence of field based experiences that includes observation of classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation; and

(iii) Candidates will complete an interdisciplinary STEM culminating project.

Cite as Ga. Comp. R. & Regs. R. 505-3-.94
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Middle Grades Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.
Adopted: New Rule entitled "STEM Education Endorsement Program." F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.95. Online Teaching Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach classes within online and blended learning environments and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Definitions.**

(a) Accessibility: Ensuring the content, tools, and technologies used in online and blended learning are designed and developed so that learners with disabilities can use them.

(b) Blended: Learning that combines face-to-face and online learning experiences, ideally benefitting from the strengths of each.

(c) Content Management System (CMS): A software program used to create and modify digital content for online and blended learning environments.

(d) Culturally responsive pedagogy: Using students' cultural knowledge, prior experiences, and frames of reference to select and convey content, enrich classroom experiences, and keep students actively engaged in learning.

(e) Digital citizenship: Knowledge and willingness to communicate and act civilly, appropriately, and safely in online environments.

(f) Digital learning tools: Software programs, websites, or online resources used to facilitate learning.

(g) Digital pedagogy: The use of digital technologies when teaching and learning in online, blended, or face-to-face learning environments.

(h) Instructional design: A systematic process for designing instruction by determining the needs of the learners, defining the end goals and objectives of instruction, and designing and planning learning activities and assessments to ensure effective learning experiences.

(i) Learner-centered instructional strategies: An approach to learning that gives learners more agency and responsibility for their learning and puts learners' interests and needs first, in which students are actively learning and have greater input into what they learn, how they learn, and when they learn.

(j) Learning Management System (LMS): A web-based program that contains and curates all materials and digital activities for a class or other learning experience, from content and communication to assessments.

(k) Netiquette: Guidelines for civil and appropriate communication in the online environment.

(l) Personalized learning: An approach to learning that values learner differences and harnesses technology to allow the educator and learner to co-plan a unique educational experience that addresses the distinct learning needs, interests, goals, and background of each individual student.

(m) Universal Design for Learning (UDL): A framework for designing learning goals, materials, methods, and assessments that give learners multiple means of engagement, representation, action, and expression. UDL includes but is not limited to concerns related to accessibility, and focuses on supporting the success of ALL learners.

(3) **In-Field Statement**. Completers of the Online Teaching Endorsement program have strengthened and enhanced competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

(4) **Requirements.**

(a) A GaPSC approved 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. (ix) 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 adapted from the standards published in 2019 by the Virtual Learning Leadership Alliance (VLLA) and Quality Matters (QM). These standards include portions of the National Standards for Quality Online Learning initially developed by The International Association for K-12 Online Learning (iNACOL).

1. Digital Proficiency. The online teacher supports learning and facilitates engagement with digital pedagogy in online and blended learning environments. The program shall prepare candidates who:

   (i) Select and utilize a range of digital pedagogical tools for communication, productivity, collaboration, analysis, presentation, research, content delivery, interaction and assessment;

   (ii) Select and utilize a variety of content-specific and developmentally appropriate digital learning tools and resources to meet individualized learning needs;

   (iii) Use a variety of communication technologies (e.g., learning management systems [LMS], content management systems [CMS], email, phone, video, audio, instant messaging, social media) in a variety of contexts to enhance online learning; and

   (iv) Apply troubleshooting skills to address basic technical issues of online learners and access additional technical support as needed.

2. Instructional Design and Best Practices. The online teacher incorporates instructional design principles and best practices when designing and facilitating online and blended learning environments. The program shall prepare candidates who:

   (i) Provide a syllabus with measurable objectives, grading criteria, expectations for interactions for both teacher and learners, and appropriate behavior criteria for learners;

(ii) Utilize principles of universal design for learning (UDL) to design instruction and present content in a variety of ways using a digital learning platform;

(iii) Incorporate sufficient support, directions, and guidelines to ensure navigation is logical, consistent, and efficient for online learners;

(iv) Differentiate instruction so all learners can be successful in online learning environments;

(v) Design or incorporate flexible, digital, interactive and collaborative learning experiences that engage students in the learning process and promote higher order thinking and creativity;

(vi) Employ learner-centered instructional strategies incorporating authentic learning experiences;

(vii) Continually review and update all content materials and resources for relevancy, appropriateness, functionality, and alignment with course assignments, assessments, and standards-based learning goals;

(viii) Create and maintain a community of learners by communicating clear expectations for both teacher and learners, creating a relationship of trust, and establishing consistent and reliable classroom procedures;

(ix) Facilitate active learning among learners by providing opportunities for regular and frequent teacher-learner interaction, learner-learner interaction, learner-content interaction, learner-interface interaction, teacher-parent interaction, and teacher-mentor interaction;

(x) Lead synchronous online instructional sessions using best practices that support the learning goals and are meaningful, project-based, and inquiry-oriented; and

(xi) Model frequent, effective and timely communications regarding learner progress with stakeholders through various formats (e.g., emails, phone calls, video conferences, social media) and maintain records of communications with students, parents, and other school personnel.

3. Assessment and Feedback. The online teacher designs and implements a variety of assessments and provides high-quality feedback in online learning

and blended learning environments. The program shall prepare candidates who:

(i) Assess student readiness for content and method of delivery;

(ii) Continually measure learner proficiency through a variety of valid and reliable formative and summative assessments;

(iii) Design, select, and implement assignments, projects, and assessments that align with learning goals and promote research-based best practices (e.g., higher order thinking, problem-solving, authentic assessment);

(iv) Provide a clear description of learning goals, assessment expectations, and evaluation criteria for each assignment, assessment, and project;

(v) Provide timely, specific, constructive, and personalized feedback to learners about assignments, projects, tests, and questions;

(vi) Provide a clear explanation of the expectations of teacher response time and feedback to students;

(vii) Use student feedback data and assessments to inform instruction; and

(viii) Create opportunities for peer review and learner self-assessment.

4. Data Analysis, Reflection, and Professional Growth. The online teacher engages in data analysis and reflection to increase student learning in online and blended learning environments and enhance professional growth. The program shall prepare candidates who:

(i) Use assessment data to plan instruction, modify instructional methods and content, monitor learner progress, and develop intervention and enrichment plans;

(ii) Use learner analytics or other observational data (e.g., tracking data in electronic courses, Web logs, email, student postings, discussions) to monitor learner progress, engagement, and success;

(iii) Use assessment data to personalize learning experiences and enable a learner customized pace and/or path through instruction, aligned with learner goals, needs and interests;

(iv) Empower learners to establish learning goals, self-assess, and reflect on learning;

(v) Engage in regular self-reflection and evaluation of teaching to improve and strengthen teaching effectiveness (e.g., LMS analytics, student surveys, teacher evaluations, teacher peer reviews);

(vi) Demonstrate continual growth in knowledge and skills of digital pedagogy and current and emerging technologies, and apply them to improve productivity and professional practice; and

(vii) Develop a professional learning network and stay abreast of issues, trends, research, and best practices on teaching and learning in online and blended learning environments.

5. Digital Citizenship. The online teacher models, guides, and encourages legal, ethical, and safe behavior in online and blended learning environments. The program shall prepare candidates who:

   (i) Ensure academic integrity and the security of learner assessment data;

   (ii) Identify the risks of academic dishonesty for learners and create assessment opportunities that limit this risk;

   (iii) Model and facilitate the safe, legal, ethical, and credible uses of digital information and technologies;

   (iv) Create expectations for appropriate use of the internet and interaction among learners, including establishing netiquette requirements and enforcing the Acceptable Use Policy (AUP) and other similar guidelines/requirements; and

   (v) Comply with the Family Educational Rights and Privacy Act (FERPA) and communicate privacy guidelines to protect student privacy and maintain confidentially of student information, including in the use of technology tools.

6. Diversity and Accessibility. The online teacher recognizes the diversity of student academic needs, ensures accessibility of online learning, and incorporates appropriate accommodations in online and blended learning environments. The program shall prepare candidates who:

(i) Address learner preference and abilities by creating multiple paths to meet learning goals and standards;

(ii) Identify students who are struggling with various learning obstacles and apply appropriate strategies to support student learning;

(iii) Ensure accessibility through compliance with legal mandates and other guidelines such as providing alternative text for images, synchronizing captions or including transcripts for video and audio files, formatting documents for screen readers, and choosing accessible digital tools and resources;

(iv) Utilize culturally responsive pedagogy demonstrating respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the online environment; and

(v) Collaborate with appropriate school staff to make appropriate accommodations or modifications to meet the needs of all learners, to include the use of assistive technologies when appropriate.

Cite as Ga. Comp. R. & Regs. R. 505-3-.95
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Online Teaching Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Repealed: New Rule of same title adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.
Repealed: New Rule of same title adopted. F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 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 students in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Completers of the Reading Endorsement program are qualified to teach reading to students in grades P-12.

(3) **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. (ix) 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 Literacy Association (2017).

1. Standard Foundational Knowledge. Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate as indicated by the following:

   (i) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development;

   (ii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task;

   (iii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing; and

   (iv) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.

2. Curriculum and Instruction. Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy

program that addresses both general and discipline specific literacy processes as indicated by the following:

(i) Candidates demonstrate the ability to critically examine literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program;

(ii) Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for all learners;

(iii) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of all learners; and

(iv) Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visual representation skills and processes of all learners.

3. Assessment and Evaluation. Candidates understand, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes as indicated by:

(i) Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments;

(ii) Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs;

(iii) Candidates select and administer other formal and informal assessments appropriate for assessing students' language and literacy development;

(iv) Candidates use results of various assessment measures to inform and/or modify instruction: and

(v) Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.

4. Diversity and Equity. Candidates examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction as indicated by the following:

   (i) Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities;

   (ii) Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity;

   (iii) Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials; and

   (iv) Candidates forge family, community, and school relationships to enhance students' literacy learning.

5. Learners and The Literacy Environment. Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies as indicated by the following:

   (i) Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners;

   (ii) Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment;

   (iii) Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences; and

   (iv) Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.

6. Professional Learning and Leadership. Candidates are lifelong learners who reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning as indicated by the following:

   (i) Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations;

   (ii) Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change;

   (iii) Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities; and

   (iv) Candidates advocate for the teaching profession and their students, schools, and communities.

Cite as Ga. Comp. R. & Regs. R. 505-3-.96
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reading Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.97. Repealed and Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.97
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Safety and Driver Education Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Repealed: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.98. Special Education Deaf Education Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers to teach students who are deaf or hard of hearing in grades P-12. This rule supplements requirements in GaPSC Rule 505-3-.01 Requirements and

Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **In-Field Statement.** Completers of the Special Education Deaf Education Endorsement program are qualified to provide educational services for students with hearing impairments in grades P-12 and preschool students (ages three [3] to five [5]), subject to the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as the teacher of record, the educator may teach only the content subjects of her/his base certificate field(s) and the Special Education academic content concentrations with designated cognitive levels identified on their certificate.

(3) **Requirements.**

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold Special Education P-12 certification or Special Education General Curriculum/Elementary Education (P-5) certification or as an endorsement program embedded in a GaPSC-approved initial preparation Special Education or Special Education/Elementary Education (P-5) 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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of all beginning special education teachers of students who are deaf or hard of hearing published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand cognitive and language development of individuals who are deaf and hard of hearing;

(II) The program shall prepare candidates who understand the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing;

(III) The program shall prepare candidates who understand the influence of experience and educational placement on all developmental domains;

(IV) The program shall prepare candidates who understand the influence of cultural identity and language on all developmental domains;

(V) The program shall prepare candidates who understand components of linguistic and non-linguistic communication;

(VI) The program shall prepare candidates who understand the importance of early intervention to language development;

(VII) The program shall prepare candidates who understand the effects of sensory input on the development of language and learning;

(VIII) The program shall prepare candidates who understand spoken and visual communication modes; and

(IX) The program shall prepare candidates who understand current theories of the development of spoken language and signed languages.

(ii) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who understand the influence of family communication and culture on all developmental domains;

(II) The program shall prepare candidates who provide ongoing opportunities for interactions between individuals who are

deaf or hard of hearing with peers and role models who are deaf or hard of hearing;

(III) The program shall prepare candidates who provide access to incidental language experiences;

(IV) The program shall prepare candidates who prepare individuals who are deaf or hard of hearing to use interpreters;

(V) The program shall prepare candidates who manage assistive technology for individuals who are deaf or hard of hearing; and

(VI) The program shall prepare candidates who can design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.

(iii) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who plan and implement transitions across service continuums; and

(II) The program shall prepare candidates who integrate language instruction into academic areas.

(iv) Assessment. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who are aware of specialized terminology used in assessing individuals who are deaf or hard of hearing;

(II) The program shall prepare candidates who administer assessment tools using the individual's preferred mode and language of communication;

(III) The program shall prepare candidates who develop specialized assessment procedures that allow for alternative forms of expression; and,

(IV) The program shall prepare candidates who collect and analyze spoken, signed, or written communication samples.

(v) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who are aware of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing;

(II) The program shall prepare candidates who apply strategies to facilitate cognitive and communicative development;

(III) The program shall prepare candidates who implement strategies for stimulating and using residual hearing;

(IV) The program shall prepare candidates who facilitate independent communication in all contexts;

(V) The program shall prepare candidates who use reading methods appropriate to individuals with exceptionalities;

(VI) The program shall prepare candidates who implement strategies for developing spoken language in orally communicating individuals, and sign language proficiency in signing individuals;

(VII) The program shall prepare candidates who use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing;

(VIII) The program shall prepare candidates who develop successful inclusion experiences;

(IX) The program shall prepare candidates who develop proficiency in the languages used to teach individuals who are deaf or hard of hearing;

(X) The program shall prepare candidates who provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community;

(XI) The program shall prepare candidates who apply first and second language teaching strategies to the instruction of the individual; and

(XII) The program shall prepare candidates who provide balance among explicit instruction, guided instruction, peer learning, and reflection.

(vi) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand model programs for individuals who are deaf or hard of hearing;

(II) The program shall prepare candidates who understand the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing;

(III) The program shall prepare candidates are aware of professional resources relevant to the field of education of individuals who are deaf or hard of hearing;

(IV) The program shall prepare candidates who have knowledge of professional organizations in the field of deaf education;

(V) The program shall prepare candidates who understand the incidence and prevalence figures for individuals who are deaf and hard of hearing;

(VI) The program shall prepare candidates who understand the sociocultural, historical, and political forces unique to deaf education;

(VII) The program shall prepare candidates who understand etiologies of hearing loss that can result in additional learning challenges;

(VIII) The program shall prepare candidates who communicate proficiently in spoken language or the sign language indigenous to the Deaf community;

(IX) The program shall prepare candidates who increase proficiency and sustain a life-long commitment to maintaining instructional language competence;

(X) The program shall prepare candidates who can explain historical foundations and research evidence upon which educational practices are based; and

(XI) The program shall prepare candidates who develop and enrich cultural competence relative to the Deaf community.

(vii) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

(I) The program shall prepare candidates who are aware of services, organizations, and networks that support individuals who are deaf or hard of hearing; and

(II) The program shall prepare candidates who provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

Cite as Ga. Comp. R. & Regs. R. 505-3-.98
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Deaf Education Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.99. Special Education Physical and Health Disabilities Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to provide instruction or instructional support to P-12 students who have physical or health-related disabilities for all or part of a student's general or special curriculum needs as indicated in the Individual Education Plan (IEP). This rule supplements requirements in GaPSC Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **In-Field Statement.** Completers of the Special Education Physical and Health Disabilities Endorsement program are qualified to provide educational services for students with physical or health related disabilities in grades Pre-school (P) through twelve (12) and for special education preschool students, aged three (3) to five (5), subject to the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as the teacher of record, the educator may teach only the content subjects of her/his base certificate field(s) and the Special Education academic content concentrations with designated cognitive levels identified on their certificate.

(3) **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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of all beginning special education teachers of students with physical and health disabilities published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning

experiences for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the characteristics, treatment, and course of physical and health disabilities;

(II) The program shall prepare candidates who understand secondary conditions and treatment options that accompany physical and health disabilities;

(III) The program shall prepare candidates who understand the implications of physical and health disabilities on development and learning;

(IV) The program shall prepare candidates who understand the progression of degenerative diseases and the impact on educational performance;

(V) The program shall prepare candidates who understand issues related to children's perceptions of death and dying;

(VI) The program shall prepare candidates who understand the effects of physical disabilities on the way information is processed;

(VII) The program shall prepare candidates who understand the functional effects of the type and severity of physical and health disabilities on individual performance;

(VIII) The program shall prepare candidates who understand the psychosocial effects of physical and health disabilities;

(IX) The program shall prepare candidates who apply knowledge of characteristics of individual's physical and health disabilities to their treatment interventions;

(X) The program shall prepare candidates who monitor the effects of medication on individual performance; and

(XI) The program shall prepare candidates who address learned helplessness in individuals with physical and health disabilities.

(ii) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who understand adaptations of educational environments to enhance the potential of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand barriers to accessibility by individuals with physical and health disabilities;

(III) The program shall prepare candidates who understand evacuation plans for individuals with physical and health disabilities;

(IV) The program shall prepare candidates who provide positioning techniques and equipment to promote participation in academic and social environments;

(V) The program shall prepare candidates to demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning and seating;

(VI) The program shall prepare candidates who arrange equipment and materials to provide a safe and healthy environment;

(VII) The program shall prepare candidates who provide information that promotes sensitivity towards, and acceptance of, those who have physical and health disabilities including communicable diseases; and

(VIII) The program shall prepare candidates who create learning environments to develop self-advocacy and independence when working with personal assistants.

(iii) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the continuum of nonsymbolic to symbolic forms of communication;

(II) The program shall prepare candidates who understand the medical terminology related to physical and health disabilities;

(III) The program shall prepare candidates who understand the types and transmission routes of infectious and communicable diseases; and

(IV) The program shall prepare candidates who identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities.

(iv) Assessment. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who understand valid and reliable assessment instruments for individuals who have poor motor skills and/or are non-verbal;

(II) The program shall prepare candidates who teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities;

(III) The program shall prepare candidates who select, adapt, and use assessment information when tests are not validated on individuals with physical and health disabilities; and

(IV) The program shall prepare candidates who modify and adapt tools and procedures within the confines of the standardization process.

(v) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand strategies for teaching organization and study skills;

(III) The program shall prepare candidates who understand strategies for teaching adapted physical education and recreational skills;

(IV) The program shall prepare candidates who demonstrate techniques for teaching human sexuality;

(V) The program shall prepare candidates who understand the incorporation of augmentative and assistive communication into instruction and daily living activities;

(VI) The program shall prepare candidates who use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities;

(VII) The program shall prepare candidates who use adaptations and assistive technology to provide access to and participation in the general curriculum;

(VIII) The program shall prepare candidates who individualize instructional strategies to minimize the functional effects of the disability;

(IX) The program shall prepare candidates who teach how to manage and document personal health care procedures in a safe, healthy environment;

(X) The program shall prepare candidates who teach the use and management of technology;

(XI) The program shall prepare candidates who demonstrate techniques for teaching literacy skills to individuals who are non-verbal;

(XII) The program shall prepare candidates who support the use of primary and secondary forms of communication across environments;

(XIII) The program shall prepare candidates who suggest data driven adjustments to communication systems;

(XIV) The program shall prepare candidates who use assistive technology assessment to plan adaptations;

(XV) The program shall prepare candidates who integrate individualized health care plans into daily programming;

(XVI) The program shall prepare candidates who pace instruction based on individual characteristics and health factors;

(XVII) The program shall prepare candidates who implement data driven progress monitoring to document and guide instruction; and

(XVIII) The program shall prepare candidates who include independent living and post-secondary needs in instructional programming and transitional planning.

(vi) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand issues and educational definitions of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand historical foundations related to knowledge and practices in physical and health disabilities;

(III) The program shall prepare candidates who understand laws and policies related to the provision of specialized health care in the educational setting;

(IV) The program shall prepare candidates who articulate key elements of service delivery for individuals with physical and health disabilities; and

(V) The program shall prepare candidates who participate in the activities of professional organizations in the field of physical and health disabilities.

(vii) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

(I) The program shall prepare candidates who understand the roles and responsibilities of school- and community-based medical and related services personnel;

(II) The program shall prepare candidates who collaborate in the selection and implementation of augmentative and alternative communication and assistive technology;

(III) The program shall prepare candidates who use available resources to assist with planning and the design of programs for individuals with physical and health disabilities;

(IV) The program shall prepare candidates who support individuals with exceptional learning needs as members of augmentative and assistive communication and assistive technology selection teams;

(V) The program shall prepare candidates who coordinate with related service personnel to maximize direct instruction time for individuals with physical and health disabilities;

(VI) The program shall prepare candidates who collaborate with service providers, general education teachers, and families to provide integrated services; and

(VII) The program shall prepare candidates who participate in trans-disciplinary teams.

Cite as Ga. Comp. R. & Regs. R. 505-3-.99
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Physical and Health Disabilities Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.100. Special Education Preschool (Ages 3-5) Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers holding renewable professional certification in Elementary Education (P-5) or any Special Education field to teach students ages 3-5 (below K) with disabilities. This rule supplements requirements in Rule 505-3-.01 Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **In-Field Statement.** Completers of the Special Education Preschool (ages 3-5) Endorsement program are qualified to provide educational services for students aged 3-5 (below K) with disabilities other than visual and hearing impaired, under the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as the teacher of record, the educator may teach only the content subjects of his/her base certificate fields(s).

(3) **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 in Elementary Education (P-5) or any Special Education field, 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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand theories of typical and atypical early childhood development;

(II) The program shall prepare candidates who understand the biological and environmental factors that affect pre-, peri-, and postnatal development and learning;

(III) The program shall prepare candidates who understand the impact of medical conditions and related care on development and learning;

(IV) The program shall prepare candidates who understand the impact of medical conditions on family concerns, resources, and priorities;

(V) The program shall prepare candidates who understand the specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life;

(VI) The program shall prepare candidates who understand the factors that affect the mental health and social-emotional development of infants and young children;

(VII) The program shall prepare candidates who understand that infants and young children develop and learn at varying rates;

(VIII) The program shall prepare candidates who understand the impact of a child's abilities, needs, and characteristics on development and learning;

(IX) The program shall prepare candidates who understand the impact of social and physical environments on development and learning;

(X) The program shall prepare candidates who understand the impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development;

(XI) The program shall prepare candidates who understand the impact of language delays on behavior;

(XII) The program shall prepare candidates who apply current research to the five developmental domains, play and temperament in learning situations;

(XIII) The program shall prepare candidates who develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children and their families;

(XIV) The program shall prepare candidates who develop and match learning experiences and strategies to characteristics of infants and young children;

(XV) The program shall prepare candidates who support and facilitate family and child interactions as primary contexts for development and learning;

(XVI) The program shall prepare candidates who support caregivers to respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations; and

(XVII) The program shall prepare candidates who establish communication systems for young children that support self-advocacy.

(ii) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who select, develop, and evaluate developmentally and functionally appropriate, materials, equipment, and environments;

(II) The program shall prepare candidates who organize space, time, materials, peers, and adults to maximize progress in natural and structured environments;

(III) The program shall prepare candidates who embed learning opportunities in everyday routines, relationships, activities, and places;

(IV) The program shall prepare candidates who structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers;

(V) The program shall prepare candidates who provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences;

(VI) The program shall prepare candidates who implement basic health, nutrition and safety management procedures for infants and young children; and

(VII) The program shall prepare candidates who use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

(iii) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who manage the learning environment through appropriate use of interest to help determine curriculum priorities for infants and young children.

(iv) Assessment. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who understand the role of the family in the assessment process;

(II) The program shall prepare candidates who understand the legal requirements that distinguish among at-risk, developmental delay and disability;

(III) The program shall prepare candidates who understand alignment of assessment with curriculum, content standards, and local, state and federal regulations;

(IV) The program shall prepare candidates who assist families in identifying their concerns, resources, and priorities;

(V) The program shall prepare candidates who integrate family priorities and concerns in the assessment process;

(VI) The program shall prepare candidates who assess progress in the five developmental domains, play, and temperament;

(VII) The program shall prepare candidates who select and administer assessment instruments in compliance with established criteria;

(VIII) The program shall prepare candidates who use informal and formal assessments to make decisions about infants and young children's development and learning;

(IX) The program shall prepare candidates who gather information from multiple sources and environments;

(X) The program shall prepare candidates who use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process;

(XI) The program shall prepare candidates who participate as a team member to integrate assessment results in the development and implementation of individualized plans;

(XII) The program shall prepare candidates who emphasize a child's strengths and needs in assessment reports;

(XIII) The program shall prepare candidates who produce reports that focus on developmental domains and functional concerns; and

(XIV) The program shall prepare candidates who conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

(v) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who are aware of the concept of universal design for learning;

(II) The program shall prepare candidates who understand the theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children;

(III) The program shall prepare candidates who understand developmental and academic content;

(IV) The program shall prepare candidates who understand the connection of curriculum to assessment and progress monitoring activities;

(V) The program shall prepare candidates who plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family and the community;

(VI) The program shall prepare candidates who facilitate child-initiated development and learning;

(VII) The program shall prepare candidates who use teacher-scaffolded and teacher-initiated instruction to complement child-initiated learning;

(VIII) The program shall prepare candidates who link development, learning experiences, and instruction to promote educational transitions;

(IX) The program shall prepare candidates who use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;

(X) The program shall prepare candidates who use strategies to teach social skills and conflict resolution;

(XI) The program shall prepare candidates who use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines;

(XII) The program shall prepare candidates who implement and evaluate preventative and reductive strategies to address challenging behaviors;

(XIII) The program shall prepare candidates who develop, implement, and evaluate individualized plans with family members and other professionals as a member of a team;

(XIV) The program shall prepare candidates who plan and implement developmentally and individually appropriate curriculum;

(XV) The program shall prepare candidates who design intervention strategies incorporating information from multiple disciplines;

(XVI) The program shall prepare candidates who implement developmentally and functionally appropriate activities, using a variety of formats based on systematic instruction;

(XVII) The program shall prepare candidates who align individualized goals with developmental and academic content;

(XVIII) The program shall prepare candidates who develop individualized plans that support development and learning as well as caregiver responsiveness;

(XIX) The program shall prepare candidates who develop an individualized plan that supports the child's independent functioning in the child's natural environments; and

(XX) The program shall prepare candidates who make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

(vi) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand the historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;

(II) The program shall prepare candidates who know the trends and issues in early childhood education, early special education, and early intervention;

(III) The program shall prepare candidates who understand the legal, ethical and policy issues related to educational developmental, and medical services for infants and young children and their families;

(IV) The program shall prepare candidates who understand advocacy for professional status and working conditions for those who serve infants and young children and their families;

(V) The program shall prepare candidates who recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures;

(VI) The program shall prepare candidates who integrate family systems theories and principles into professional practice;

(VII) The program shall prepare candidates who respect family choices and goals;

(VIII) The program shall prepare candidates who apply models of team process in early childhood;

(IX) The program shall prepare candidates who participate in activities of professional organizations relevant to early childhood, special education, and early intervention;

(X) The program shall prepare candidates who apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds;

(XI) The program shall prepare candidates who advocate on behalf of infants and young children and their families; and

(XII) The program shall prepare candidates who implement family services consistent with due process safeguards.

(vii) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

(I) The program shall prepare candidates who understand the structures supporting interagency collaboration, including interagency agreements, referral, and consultation;

(II) The program shall prepare candidates who collaborate with caregivers, professionals, and agencies to support children's development and learning;

(III) The program shall prepare candidates who support families' choices and priorities in the development of goals and intervention strategies;

(IV) The program shall prepare candidates who implement family-oriented services based on the family's identified resources, priorities, and concerns;

(V) The program shall prepare candidates who provide consultation in settings serving infants and young children;

(VI) The program shall prepare candidates who involve families in evaluation of services;

(VII) The program shall prepare candidates who participate as a team member to identify and enhance team roles, communication, and problem-solving;

(VIII) The program shall prepare candidates who employ adult learning principles in consulting and training family members and service providers;

(IX) The program shall prepare candidates who assist the family in planning for transition; and

(X) The program shall prepare candidates who implement processes and strategies that support transitions among settings for infants and young children.

Cite as Ga. Comp. R. & Regs. R. 505-3-.100
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Preschool Endorsement (Ages 3-5)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: New title "Special Education Preschool (Ages 3-5) Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.101. Special Education Transition Specialist Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers to serve as transition specialists in grades 9-12. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **In-Field Statement.** Completers of the Special Education Transition Specialist Endorsement Program are qualified to serve as a transition specialist in grades 9-12 who provides assistance in establishing post-school goals and objectives and facilitates the transition to work and community environments.

(3) **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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR

APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of all beginning special education teachers of students served by transition specialists in grades 9-12 published by the Council for Exceptional Children 2012.

   (i) Assessment.

      (I) The program shall prepare candidates who understand the procedures and requirements for referring individuals to community service agencies;

      (II) The program shall prepare candidates who understand the implications of individual characteristics with respect to post-school outcomes and support needs;

      (III) The program shall prepare candidates who understand the formal and informal approaches for identifying students' interests and preferences related to educational experiences and post school goals;

      (IV) The program shall prepare candidates who match skills and interests of the individuals to skills and demands required by vocational and post-school settings;

      (V) The program shall prepare candidates who interpret results of career and vocational assessment for individuals, families, and professionals;

      (VI) The program shall prepare candidates who use a variety of formal and informal career, transition, and vocational assessment procedures;

      (VII) The program shall prepare candidates who evaluate and modify transitional goals on an ongoing basis; and

      (VIII) The program shall prepare candidates who assess and develop natural support systems to facilitate transition to post-school environments.

   (ii) Programs, Services, and Outcomes.

(I) The program shall prepare candidates who understand school and post-school services available to specific populations of individuals with exceptional learning needs;

(II) The program shall prepare candidates who understand the methods for providing community-based education for individuals with exceptional learning needs;

(III) The program shall prepare candidates who understand the methods for linking academic content to transition goals;

(IV) The program shall prepare candidates who understand strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation;

(V) The program shall prepare candidates who understand job seeking and job retention skills identified by employers as essential for successful employment;

(VI) The program shall prepare candidates who understand vocational education methods, models, and curricula;

(VII) The program shall prepare candidates who understand the range of post-school options within specific outcome areas;

(VIII) The program shall prepare candidates who identify and facilitate modifications within work and community environments;

(IX) The program shall prepare candidates who arrange and evaluate instructional activities in relation to post-school goals;

(X) The program shall prepare candidates who identify outcomes and instructional options specific to the community and the individual; and

(XI) The program shall prepare candidates who use support systems to facilitate self-advocacy in transition planning.

(iii) Research and Inquiry.

(I) The program shall prepare candidates who understand theoretical and applied models of transitions; and

(II) The program shall prepare candidates who understand research on relationships between individual outcomes and transition practices.

(iv) Leadership and Policy.

(I) The program shall prepare candidates who understand transitional related laws and policies; and

(II) The program shall prepare candidates who understand the history of national transition initiatives.

(v) Professional Learning and Ethical Practice.

(I) The program shall prepare candidates who understand the scope and role of the transition specialist;

(II) The program shall prepare candidates who understand the scope and role of agency personnel related to transition;

(III) The program shall prepare candidates who are aware of organizations and publications relevant to the field of transition;

(IV) The program shall prepare candidates who show positive regard for the capacity and operating constraints of community organizations involved in transition services;

(V) The program shall prepare candidates who participate in activities of professional organizations in the field of transition;

(VI) The program shall prepare candidates who ensure the inclusion on transition-related goals in the educational program plan; and

(VII) The program shall prepare candidates who develop post-school goals and objectives, using interests and preferences of the individual.

(vi) Collaboration

(I) The program shall prepare candidates who are aware of methods to increase transition service delivery through interagency agreements and collaborative funding;

(II) The program shall prepare candidates who understand transition planning strategies that facilitate input from team members;

(III) The program shall prepare candidates who design and use procedures to evaluate and improve transition education and services in collaboration with team members;

(IV) The program shall prepare candidates who provide information to families about transition education, services, support networks, and post-school options;

(V) The program shall prepare candidates who involve team members in establishing transition policy;

(VI) The program shall prepare candidates who provide transition-focused technical assistance and professional development in collaboration with team members;

(VII) The program shall prepare candidates who collaborate with transition-focused agencies;

(VIII) The program shall prepare candidates who develop interagency strategies to collect, share, and use student assessment data;

(IX) The program shall prepare candidates who use strategies for resolving differences in collaborative relationships and interagency agreements;

(X) The program shall prepare candidates who assist teachers to identify educational program planning team members; and

(XI) The program shall prepare candidates who assure individual, family, and agency participation in transition planning and implementation.

Cite as Ga. Comp. R. & Regs. R. 505-3-.101
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Special Education Transition Specialist Endorsement Program" adopted. F. Apr. 24,

2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.102. Special Education Visual Impairment Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving an endorsement program that shall conform to all cross-specialty area knowledge and skills listed in the seven Council for Exceptional Children Initial Preparation Standards for the preparation of entry-level special education teachers. Such endorsement programs admitting candidates who are currently certified in an area of special education may accept this certification as a candidate meeting the required knowledge and skills. This rule supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Special Education Visual Impairment Endorsement are qualified to work with visually impaired students in grades P-12 and special education pre-school students (ages 3-5) under the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as a teacher of record, the educator may teach only the content subjects of the base certificate field(s) and the Special Education academic content concentration with designated cognitive levels identified on the certificate.

(3) **Requirements**.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold Special Education P-12 certification or Special Education General Curriculum/Elementary Education (P-5) certification or as an endorsement program embedded in a GaPSC-approved initial preparation Special Education or Special Education/Elementary Education (P-5) 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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the

following standards adapted from the Council for Exceptional Children standards published in 2012.

1. Foundations.

   (i) The program shall prepare candidates who are aware of access rights to specialized equipment and materials for individuals with visual impairments;

   (ii) The program shall prepare candidates who know the historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world;

   (iii) The program shall prepare candidates who know educational definitions, identification criteria, labeling issues, and incidence and prevalence for individuals with visual impairments;

   (iv) The program shall prepare candidates who know basic terminology related to the function of the human visual system;

   (v) The program shall prepare candidates who know basic terminology related to diseases and disorders for the human visual system;

   (vi) The program shall prepare candidates who can articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum; and

   (vii) The program shall prepare candidates who can articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum instructional options.

2. Development and Characteristics of Learners.

   (i) The program shall prepare candidates who understand the development of the human visual system;

   (ii) The program shall prepare candidates who understand the development of secondary senses when vision is impaired;

   (iii) The program shall prepare candidates who understand the effects of visual impairment on human development;

   (iv) The program shall prepare candidates who help families and other team members understand the impact of visual impairment on learning and experience;

(v) The program shall prepare candidates who understand the impact of visual impairment on learning and experience;

(vi) The program shall prepare candidates who understand psychosocial aspects of visual impairment; and

(vii) The program shall prepare candidates who select and develop teaching strategies addressing age, visual impairment and visual prognosis.

3. Individual Learning Differences.

(i) The program shall prepare candidates who understand the effects of visual impairment on receptive and expressive literacy and communication;

(ii) The program shall prepare candidates who use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem;

(iii) The program shall prepare candidates to address the loss of incidental learning and the development of concepts and lexicon as related to incidental learning; and

(iv) The program shall prepare candidates who select, adapt and use instructional strategies to address the impact of additional exceptionalities.

4. Instructional Strategies.

(i) The program shall prepare candidates who know effective strategies for teaching new concepts;

(ii) The program shall prepare candidates who know effective strategies for teaching sensory efficiency skills and use of print adaptations, optical devices, and non-optical devices;

(iii) The program shall prepare candidates who know effective strategies for teaching organization and study skills;

(iv) The program shall prepare candidates who know effective strategies for teaching tactual perceptual skills;

(v) The program shall prepare candidates who know effective strategies for teaching adapted physical and recreational skills;

(vi) The program shall prepare candidates who know effective strategies for teaching social, independent living, and functional life skills;

(vii) The program shall prepare candidates who know effective strategies for teaching career-vocational skills and providing vocational counseling;

(viii) The program shall prepare candidates who know effective strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills;

(ix) The program shall prepare candidates who know effective techniques for teaching human sexuality;

(x) The program shall prepare candidates who select and adapt materials in appropriate Braille code, accessible print, and other formats;

(xi) The program shall prepare candidates who use braillewriter, slate and stylus, and computer technology to produce Braille materials and other related adapted and assistive technologies;

(xii) The program shall prepare candidates who can teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment and other related adapted and assistive technologies;

(xiii) The program shall prepare candidates who know strategies to prepare individuals for human guide and pre-cane orientation and mobility screening and instruction; and

(xiv) The program shall prepare candidates who can teach literacy skills to individuals who have vision loss as well as other disabilities.

5. Learning Environments/Socials Interactions.

(i) The program shall prepare candidates who know techniques of classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities;

(ii) The program shall prepare candidates who know the importance of role models with visual impairments;

(iii) The program shall prepare candidates who design multisensory learning environments that encourage active participation in group and individual activities; and

(iv) The program shall prepare candidates who provide access to incidental learning experiences.

6. Language.

(i) The program shall prepare candidates who know strategies for responding and understanding the implications of nonverbal communication as a substructure of language;

(ii) The program shall prepare candidates who know strategies for teaching listening and compensatory auditory skills; and

(iii) The program shall prepare candidates who know strategies for teaching communication through technology and adaptations specific to visual impairments.

7. Instructional Planning.

(i) The program shall prepare candidates who understand the relationship among assessment, development of individualized education program, and placement as they affect vision-related services;

(ii) The program shall prepare candidates who select and use technologies to accomplish instructional objectives;

(iii) The program shall prepare candidates who sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments;

(iv) The program shall prepare candidates who obtain and organize specialized materials to implement instructional goals; and

(v) The program shall prepare candidates who integrate the individualized health care plan into daily programming.

8. Assessment.

(i) The program shall prepare candidates who know specialized terminology used in assessing individuals with visual impairments;

(ii) The program shall prepare candidates who know alternative assessment techniques for individuals with visual impairments;

(iii) The program shall prepare candidates who administer and interpret vision-related assessments;

(iv) The program shall prepare candidates who use functional evaluations related to the expanded core curriculum;

(v) The program shall prepare candidates who select, adapt, and use assessment information when tests are not validated on individuals with visual impairments;

(vi) The program shall prepare candidates who participate in the standardization process for local and state assessments; and

(vii) The program shall prepare candidates who interpret and apply background information and family history related to the individual's visual status.

9. Professional and Ethical Practice.

(i) The program shall prepare candidates who are familiar with ethical considerations, laws, and policies for assessment of individuals with visual impairments.

10. Collaboration.

(i) The program shall prepare candidates who know strategies for assisting families and other team members in transition planning;

(ii) The program shall prepare candidates who are familiar with services, networks, publications for and organization of individuals with visual impairments;

(iii) The program shall prepare candidates who structure and supervise the activities of para-educators and others who work with individuals with visual impairments; and

(iv) The program shall prepare candidates who plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

Cite as Ga. Comp. R. & Regs. R. 505-3-.102
Authority: O.C.G.A. 20-2-200.
History. Original Rule entitled "Special Education Visual Impairment Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 26, 2015; eff. June 15, 2015, as specified by the Agency.

Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.103. Multi-Tiered System of Supports Facilitator Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to serve as the multi-tiered system of supports (MTSS) facilitator for schools in Georgia that use a systematic process to address the needs of the whole child (P-12). This rule supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Multi-Tiered System of Supports Facilitator Endorsement Program are qualified to perform the duties assigned to individuals in the MTSS Facilitator position.

(3) **Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate is required for program admission.

(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 adapted from the essential components and fidelity rubrics from the Center for Response to Intervention (2014).

1. The Learner. The program shall prepare facilitators of multi-tiered system of supports who:

(i) Are knowledgeable about the methodology of teaching and learning and stages of child development, including the importance of family, school, and peer contexts for understanding student academic performance and behavior and for intervention selection to address student difficulties;

(ii) Are aware of individual differences in learning, including but not limited to the influence of culture, language, and disability, in response to instruction/intervention;

(iii) Have knowledge of and communicate theories and practices of behavior and classroom management;

(iv) Have knowledge on the management of intervention and instruction, and differentiated instructional practices;

(v) Have knowledge of universal, targeted, and intensive levels of academic and behavioral interventions; and

(vi) Have knowledge of how to promote and assess treatment fidelity and integrity of implementation.

2. Leadership**.** The program shall prepare facilitators of multi-tiered system of supports who:

   (i) Collaborate with leaders about the rights and/or needs of students, secure additional resources within the building or district that support student learning, and facilitate effective communication with targeted audiences;

   (ii) Foster a collaborative culture of responsibility, respect, and trust to support educator development and student learning;

   (iii) Are knowledgeable about school improvement and research proven best practice frameworks;

   (iv) Lead changes by modeling effective communication skills, building consensus, and utilizing data to generate solutions to issues of mutual importance;

   (v) Access, disaggregate, and analyze MTSS, and other data sources to inform school and system improvement planning and improve student learning;

   (vi) Help students to become self-advocates: understand their own learning and the need for self-directed learning skills; actively participate in the learning process; and know how to get assistance;

   (vii) Facilitate discussion to compare student needs with curriculum standards to determine intervention intensity; and

   (viii) Give and solicit continuous objective feedback and acknowledge credit due to others.

3. School-Family-Community Partnerships**.** The program shall prepare facilitators of multi-tiered system of supports who:

(i) Communicate the MTSS Framework with parents through invitation, encouragement, and education, including explanation of their role and responsibilities;

(ii) Utilize knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective communication and collaboration among colleagues, families, and the larger community;

(iii) Facilitate and encourage use of culturally responsive strategies, assessments, and interventions to enrich the educational experiences of students and enable high levels of learning for all students; and

(iv) Collaborate with all stakeholders to develop comprehensive supports to address the diverse educational needs of families and the community.

4. Professional Learning. The program shall prepare facilitators of multi-tiered system of supports who:

   (i) Engage the learning community (team, school, system, and community) to identify and systematically address professional job-embedded learning needs related to the effectiveness of MTSS;

   (ii) Demonstrate understanding of how adults learn and differentiate ongoing education opportunities for diverse learning needs;

   (iii) Collaborate with other professionals within and outside the system to share and engage in research, best practices, and pursue continuous improvement to achieve successful student outcomes;

   (iv) Partner with school/system leadership to prioritize, monitor, and coordinate resources for educator learning; and

   (v) Electronically manage documents, forms, data, and resources to effectively and securely share student information.

5. Legal and Regulatory Requirements. The program shall prepare facilitators of multi-tiered system of supports who:

   (i) Understand the judicial origin and legal intent of the MTSS framework;

   (ii) Know and apply the laws, policies, and ethical principles regarding classroom management;

(iii) Know the rights and responsibilities of students, teachers, parents, and other professionals as it relates to implementation of MTSS; and

(iv) Understand and communicate pertinent aspects of applicable statutes and rules including but not limited to:

(I) State Board of Education SST Rule 160-4-2-.32;

(II) Section 504 of 1973 Rehabilitation Act, P.L. 93-112;

(III) Individuals with Disabilities Education Act (IDEA/IDEIA);

(IV) Family Educational Rights and Privacy Act (FERPA) and confidentiality issues;

(V) Records retention schedule for SST records (where required by LUA);

(VI) Every Student Succeeds Act (ESSA);

(VII) System Improvement Plan, School Improvement Plan;

(VIII) Georgia HB 605: The Improved Student Learning Environment and Discipline Act;

(IX) Georgia Code of Ethics for Educators; and

(X) State reporting requirements, as applicable.

6. Screening. The program shall prepare facilitators of multi-tiered system of supports who:

(i) Assist in identifying screening tools for all areas (i.e., academics and behavior);

(ii) Ensure that the screening tools are brief, valid and reliable, and that correlations between the instruments and valued outcomes are strong;

(iii) Establish procedures to ensure universal screening for more than once a year and for implementation fidelity (i.e., all students are tested, scores are accurate, cut points/decisions are accurate);

(iv) Utilize screening results, with at least two other data sources (e.g., classroom performance, curriculum-based assessment, state assessments performance, diagnostic assessment data, short-term progress monitoring) to determine the level of risk and to identify students who need further assessments;

(v) Use results to identify the needs of all students and to inform the data-based decision making process (i.e., tiered supports); and

(vi) Utilize a data system to store and access student data in a timely fashion.

7. Progress Monitoring. The program shall prepare facilitators of multi-tiered system of supports who:

   (i) Establish procedures to ensure progress monitoring occurs at recommended intervals based on tiered support;

   (ii) Assist in selecting progress monitoring tools that have sufficient forms for all areas (i.e., academics and behavior);

   (iii) Ensure that minimum acceptable growth is specified and benchmarks for minimum acceptable end-of-year performance are provided;

   (iv) Make sure that procedures are in place to ensure implementation fidelity (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently); and

   (v) Utilize results to inform the data-based decision making process.

8. Data-based Decision Making. The program shall prepare facilitators of multi-tiered system of supports who can facilitate a data-driven, decision-making process and who:

   (i) Analyze data from universal screeners and progress monitoring to determine the needs of all students;

   (ii) Disaggregate and analyze data at different levels (school-wide, grade-level, classroom, student, etc.);

   (iii) Use data to plan and support effective instruction, and to determine and support movement between tiers;

(iv) Determine the effectiveness of evidence-based practices and interventions based on frequent progress monitoring data;

(v) Utilize data to determine enrichment opportunities for students who need acceleration and to determine which students (and educators) need extra support;

(vi) Assist in facilitating school-based data teams focused on student achievement;

(vii) Use a variety of formative and summative data to drive instructional decisions;

(viii) Ensure there are consistent learning experiences among students in the same grade and subject with different teachers (effective collaborative planning);

(ix) Make data-driven professional learning decisions;

(x) Ensure that discussions about students are data-driven (academic and behavior);

(xi) Determine the fidelity of implementation of professional learning based on data;

(xii) Assist in establishing clear decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions);

(xiii) Choose realistic measurable instructional/behavioral goals for the student;

(xiv) Develop an educational plan that specifies research/evidence-based interventions and practices, progress monitoring and fidelity of measures, and implementation steps;

(xv) Implement a plan with fidelity, assess student progress frequently, and provide ongoing feedback to parents/guardians, students, and staff as appropriate; and

(xvi) Periodically evaluate an educational plan, adjust the plan, transition to a different tier, or close the case, as appropriate.

9. Instruction. The program shall prepare facilitators of multi-tiered system of supports who:

(i) Use data and information about the student to access and identify research/evidence based practices and interventions to appropriately address the learner's instructional needs;

(ii) Prioritize and evaluate instructional alternatives/solutions and plan instruction;

(iii) Manage multiple components of effective teams, including communicating and defining roles and responsibilities of team members; developing procedures; identifying resources (personnel, materials, time); organizing documentation; record keeping; applying brainstorming strategies; utilizing conflict resolution techniques; evaluating procedures; and setting goals;

(iv) Communicate clearly and effectively in oral, written, and non-verbal forms; apply listening and responding skills (e.g., acknowledging, paraphrasing, reflecting, clarifying; elaborating, summarizing); and interview effectively to elicit/share information and explore problems;

(v) Draw upon expertise of staff, parents, and invited specialists for collaborative consultation, information, and support, creating an inclusive culture where ideas are welcomed in developing solutions;

(vi) Utilize the team process to communicate with team members, school personnel, families, and others as appropriate through various technological devices;

(vii) Advocate for specific student learning needs and recognize trends to direct instructional planning in the classroom and school wide; and

(viii) Access, disaggregate, and analyze MTSS, and other data sources to inform school and system improvement planning and improve student learning.

10. Multi-level Prevention System**.** The program shall prepare facilitators of multi-tiered system of supports who:

(i) Demonstrate an understanding of the characteristics of an effective multi-level prevention system as an integral component of Georgia's Systems of Continuous Improvement Framework focusing on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes;

(ii) Articulate the essential components of Georgia's Tiered System of Supports for students: Screening, Progress Monitoring, Multi-Level Prevention System, Data-Based Decision Making, and Infrastructure;

(iii) Identify and demonstrate knowledge of differentiated instruction, progress monitoring, screening, and specialized instruction as it applies to multi-level prevention systems to maximize student achievement and behavior outcomes;

(iv) Identify and support implementation of the three tiers of instruction:

(I) Primary level:

I. Demonstrate knowledge of cut scores and target scores for identification using universal screeners and progress monitoring tools;

II. Identify targeted students through established criteria;

III. Articulate and support implementation of the necessary dimensions of effective core curriculum instruction at the primary level; and

IV. Demonstrate knowledge of research-based curriculum, evidence-based practices, and high-leverage practices.

(II) Secondary level:

I. Identify targeted students through established criteria;

II. Articulate and support implementation of the necessary dimensions of instruction at the primary level;

III. Select, implement, and monitor fidelity of interventions at the secondary level;

IV. Demonstrate knowledge of required levels of evidence, content, frequency, and duration of instruction necessary at the secondary level;

V. Demonstrate knowledge of research-based curriculum, evidence-based practices, and high-leverage practices at the secondary level;

VI. Demonstrate knowledge of cut scores and target scores for identification using universal screeners and progress monitoring tools; and

VII. Demonstrate knowledge of appropriate settings, group size, and schedule (frequency and duration) for selected interventions at the secondary level.

(III) Tertiary level:

I. Identify the targeted students through established criteria;

II. Articulate and support implementation of the necessary dimensions of instruction at the primary level;

III. Select, implement, and monitor fidelity of interventions at the tertiary level;

IV. Demonstrate knowledge of required levels of evidence, content, frequency, and duration of instruction necessary at the tertiary level;

V. Demonstrate knowledge of research-based curriculum, evidence-based practices, and high-leverage practices;

VI. Demonstrate knowledge of cut scores and target scores for identification using universal screeners and progress monitoring tools;

VII. Demonstrate knowledge of appropriate settings, group size, and schedule (frequency and duration) for selected interventions at the secondary level;

VIII. Design instructional interventions, strategies, and practices based upon assessment, data analysis, and teacher input;

IX. Redesign, maintain, or discontinue instructional interventions, strategies, and practices based upon ongoing assessment data from progress monitoring;

X. Develop and implement processes and procedures for assessing the effectiveness of the MTSS framework; and

XI. Document individual student instructional intervention plans, along with progress monitoring, redesign, maintenance, or completion of plan.

11. Technology. The program shall prepare facilitators of multi-tiered system of supports who:

    (i) Identify and use various technologies to gather, monitor progress, and analyze data in order to use information to improve student learning and align education practices with school improvement goals.

Cite as Ga. Comp. R. & Regs. R. 505-3-.103
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Student Support Team Coordinator Endorsement" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Multi-Tiered System of Supports Facilitator Endorsement" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.104. Teacher Leader Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to serve in teacher leader roles in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement**. Completers of the Teacher Leader Endorsement have strengthened and enhanced competencies to:

(a) Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;

(b) Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;

(c) Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards;

(d) Model best practices in pedagogy and serve as a mentor and coach for other educators;

(e) Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning;

(f) Access and conduct research, and apply research findings to improve teaching and learning; and

(g) Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.

(3) **Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service certificate, leadership certificate, or Life certificate, and at least one year of successful classroom teaching experience is required for program admission.

(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:

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. The teacher leader:

(i) Applies knowledge and strategies of adult learning theories across teacher leader practices;

(ii) Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education;

(iii) Works with others to build viable professional learning communities designed to support the collaborative work of schools;

(iv) Diagnoses staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;

(v) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice;

(vi) Stays current with research on the organizational conditions and features of professional learning which are necessary for designing and implementing on-going professional learning experiences that are based on identified teacher and student needs;

(vii) Involves colleagues in development and implementation of a coherent professional learning plan based on school goals;

(viii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;

(ix) Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;

(x) Continually assesses the effectiveness of professional learning activities and makes adjustments as needed; and

(xi) Designs professional development aligned to state and national professional learning standards.

2. Candidates who complete the program are teacher leaders who work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement, creating a sense of belonging, and building a collaborative work environment. The teacher leader:

(i) Works with others to create an environment where colleagues and students take learning risks, where fear of initial failure is minimized and mistakes are openly discussed;

(ii) Uses effective conflict management, team building, and consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust and high expectations;

(iii) Works with others to create an environment that encourages needed change using a research-based change model;

(iv) Leads analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning;

(v) Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;

(vi) Considers the ethical and legal implications of decisions made individually and collectively;

(vii) Is informed on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;

(viii) Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success;

(ix) Clarifies issues to sharpen the focus on the elements of student, adult, and organizational learning that are most important to the school's success; and

(x) Works with others to build a culture that personalizes the work and learning of colleagues and students.

3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:

(i) Possess an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;

(ii) Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies;

(iii) Uses a variety of processes to engage and focus teachers in cooperative planning to improve teaching and learning;

(iv) Uses protocols such as Standards in Practice to audit curriculum and classroom work to assure high expectations for all students;

(v) Demonstrates deep understanding of the curriculum and is able to use a variety of protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards;

(vi) Identifies content specific resources that are important in the curriculum implementation process; and

(vii) Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators. The teacher leader:

   (i) Models and articulates exemplary instructional practices and strategies based on current research;

   (ii) Models the effective application of curriculum standards, instructional choices, and student learning monitoring;

   (iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;

   (iv) Assists teachers in developing higher order questions that promote thoughtful discourse and critical thinking in the classroom;

   (v) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways; and

   (vi) Integrates technology to support classroom instruction and student learning.

5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning. The teacher leader:

   (i) Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

(ii) Assists teachers in identifying resources and providing appropriate support services for specific student needs;

(iii) Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

(iv) Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data;

(v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

(vi) Uses technology and research to demonstrate the correct use of assessment instruments and appropriate tools and techniques of data analysis.

6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning. The teacher leader:

   (i) Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

   (ii) Conducts and engages others in action research to improve educational outcomes and to help address critical educational issues;

   (iii) Follows ethical procedures when conducting research;

   (iv) Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community;

   (v) Analyzes numerous and various forms of research before making decisions; and

   (vi) Initiates new or different ideas and approaches based on informed decision-making.

7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change. The teacher leader:

   (i) Facilitates group processes and builds alliances necessary for school improvement;

(ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;

(iii) Develops and sustains trusting, productive, and supportive relationships with all stakeholders;

(iv) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;

(v) Supports colleagues in the development and improvement of interpersonal skills;

(vi) Promotes effective communication and collaboration with diverse groups of people;

(vii) Articulates and advocates to various audiences the rationale and processes of school improvement;

(viii) Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices; and

(ix) Identifies and utilizes resources to promote school and community relations.

Cite as Ga. Comp. R. & Regs. R. 505-3-.104
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Teacher Leader Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.105. Teacher Support and Coaching (TSC) Endorsement Program.

(1) **Definitions.**

(a) Coach: A coach supports the performance of the induction phase protégé in reaching a specific goal(s).

(b) Mentor: A mentor is highly committed to supporting the personal growth of the induction phase protégé. The mentor provides guidance, shares knowledge and

experiences, and supports the induction phase protégé in making a positive impact on student growth and achievement.

(c) Protégé: The teacher candidate in the Pre-service or Induction phase, or Professional educators seeking to improve performance through reflection and modifications of practices.

(2) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare educators to supervise individuals completing clinical practice (residency, student teaching, or internship) requirements as a part of a preparation program or to mentor/coach protégés in the Induction and Professional phases of their careers, and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The standards delineated in Rule 505-3-.85, COACHING ENDORSEMENT, are embedded in this rule; therefore, a candidate's successful completion of the TSC program will result in two endorsements: the Teacher Support and Coaching (TSC) Endorsement and the Coaching Endorsement.

(3) **In-Field Statement**. Completers of the Teacher Support and Coaching Endorsement are qualified to supervise pre-service teachers completing clinical practice requirements, to mentor interns or induction-phase teachers, to guide practicums, and to support other professional learning experiences for teachers.

(4) **Requirements.**

(a) A valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate with a recommendation to serve as a TSC from a local unit of administration or school administrator is required for program admission. Educators admitted to the program holding leadership, Life, or service certificates must have held a Professional teaching certificate.

(b) To receive approval, a GaPSC-approved EPP shall offer a preparation program described in program planning forms, catalogs, websites, or syllabi addressing the following standards:

1. The program shall prepare the TSC coach to have the knowledge, skills, and dispositions to identify performance criteria as follows:

(i) The program shall prepare the TSC to analyze the context of the protégé's teaching assignment in order to identify and connect organizational criteria with the protégé's performance. The TSC will know and be able to:

(I) Identify the organization's mission, vision, beliefs and goals;

(II) Analyze the alignment of the mission, vision, beliefs and goals to the roles, responsibilities and performances required for the protégé's teaching assignment; and

(III) Communicate this alignment.

(ii) The program shall prepare the TSC to analyze the strengths and opportunities for growth of the protégé to meet the organization's performance criteria. The TSC will know and be able to:

(I) Communicate the expected performance criteria;

(II) Assess the protégé's understanding of the performance criteria;

(III) Analyze the strengths of the protégé against performance criteria;

(IV) Assist the protégé in self-assessment and reflection against performance criteria;

(V) Determine the protégé's "opportunities for growth" against the performance criteria;

(VI) Assist the protégé's self-assessment to determine his/her "opportunities for growth" against the performance criteria; and

(VII) Support protégés in the development of confidence in the ability to achieve the performance criteria.

2. The program shall prepare the TSC to have the knowledge, skills, and dispositions to demonstrate the knowledge and understanding of performance assessments and analysis of results as follows:

(i) The program shall prepare the TSC to identify and effectively implement appropriate assessments for the protégé based on roles, responsibilities, positions and performance criteria. The TSC will know and be able to:

(I) Identify and use multiple assessments;

(II) Identify and use appropriate assessments for role and context;

(III) Identify and use appropriate questioning techniques for diagnostic and/or clarifying purposes;

(IV) Use active and empathetic listening skills for diagnostic and/or clarifying purposes; and

(V) Demonstrate the effective use of coaching processes.

(ii) The program shall prepare the TSC to have the knowledge, skills, and dispositions to analyze results from assessments. The TSC will know and be able to:

(I) Demonstrate effective analysis skills for performance assessments for protégé's strengths and areas of growth;

(II) Analyze and identify barriers to performance;

(III) Compare opportunities for growth identified by TSC, protégé and the local unit of administration/school;

(IV) Communicate effectively to the protégé the results of assessments; and

(V) Demonstrate data interpretation/analysis.

3. The program shall prepare the TSC to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan as follows:

(i) The program shall prepare the TSC to plan effective coaching for and in collaboration with the protégé. The TSC will know and be able to:

(I) Create collaboratively a growth plan for the protégé to include regularly scheduled meetings and goals that are specific, measurable, attainable, and realistic and have target dates (SMART goals);

(II) Encourage the protégé to take on new and challenging tasks; and

(III) Define actions that will enable the protégé to meet their SMART goals.

(ii) The program shall prepare the TSC to demonstrate ability to manage the coaching progress and accountability. The TSC will know and be able to:

(I) Meet with the protégé to adjust plan as warranted based on evidence;

(II) Progress Monitor the coaching plan to keep coaching on track; and

(III) Develop a system to help the protégé self-monitor.

(iii) The program shall prepare the TSC to have the knowledge, skills, and dispositions to implement the knowledge and skills of effective coaching. The TSC will know and be able to:

(I) Work with local unit of administration/school to identify a protégé during Clinical Practice;

(II) Identify resources used to inform Clinical Practice; and

(III) Schedule agreed upon time with protégé to implement effective coaching skills.

4. The program shall prepare TSCs who demonstrate knowledge, skills, and dispositions to create a supportive and reflective environment while establishing a relationship of trust with all stakeholders in the coaching process as follows:

(i) The program shall prepare the TSC to establish and maintain a highly confidential relationship with the protégé. The TSC will know and be able to:

(I) Understand the importance of confidentiality and trust;

(II) Protect and maintain confidentiality and trust; and

(III) Communicate to others the importance of confidentiality in the TSC/protégé relationship.

(ii) The program shall prepare the TSC to recognize and address the significance of relationship building skills. The TSC will know and be able to:

(I) Foster a positive relationship for high performance;

(II) Demonstrate respect for protégé's perception, learning style, and individuality;

(III) Recognize and address cross-generational/cultural/other differences; and

(IV) Demonstrate effective listening and reflection.

(iii) The program shall prepare the TSC to maintain a professional ethical environment. The TSC will know and be able to:

(I) Demonstrate professional conduct at all times;

(II) Recognize and address personal issues that may impair, conflict, or interfere with coaching performance or professional relationships; and

(III) Show genuine concern for the protégé's welfare and future.

(iv) The program shall prepare the TSC to demonstrate collaboration skills. The TSC will know and be able to:

(I) Participate effectively in partnerships and networks of support to include all stakeholders;

(II) Serve as a member of protégé's professional team; and

(III) Provide on-going support and advocacy.

5. The program shall prepare the TSC to have the knowledge, skills, and dispositions to communicate effectively with the protégé as follows:

(i) The program shall prepare the TSC to utilize effective verbal skills. The TSC will know and be able to:

(I) Identify and use appropriate questioning techniques for diagnostic purposes;

(II) Identify and use appropriate questioning techniques for clarifying; and

(III) Use active and empathetic listening skills for diagnostic and/or clarifying purposes;

(ii) The program shall prepare the TSC to use effective written skills. The TSC will know and be able to:

(I) Write for varied audiences and situations;

(II) Write clear statements for improved performance;

(III) Understand the legal implications of the written word including use of all electronic communications; and

(IV) Demonstrate proper grammar, usage, and mechanics including all electronic communications.

(iii) The program shall prepare the TSC to use effective non-verbal skills to communicate independently of spoken or written words. The TSC will know and be able to:

(I) Use active listening skills;

(II) Recognize and analyze body language; and

(III) Recognize the non-verbal implications of the coaching environment.

6. The program shall prepare candidates who demonstrate knowledge, skills, and dispositions of effective instructional coaching to assist protégés in planning, implementing, and assessing classroom instruction engaging all students in active learning as follows:

(i) The program shall prepare the TSC to guide protégés in the in-depth understanding of lesson planning and delivery of content in differentiated, clear, and meaningful ways. The TSC will know and be able to:

(I) Guide and assist protégés in designing and planning quality and meaningful student work and learning experiences;

(II) Assist protégés in developing higher order questions that promote thoughtful discourse and critical thinking in the classroom; and

(III) Assist the protégé in the use of knowledge of student learning styles and interest to choose appropriate strategies to engage students in learning.

(ii) The program shall prepare the TSC to lead the protégé in the implementation of the plan for student learning and growth. The TSC will know and be able to:

(I) Lead the protégé to consistently integrate technology to support classroom instruction and student learning;

(II) Model effective classroom management strategies;

(III) Model and articulate exemplary instructional practices and strategies based on current research; and

(IV) Model the effective application of curriculum standards, instructional choices, and student learning monitoring.

(iii) The program shall prepare the TSC who demonstrates knowledge, skills, and dispositions to use student work to evaluate and inform practice. The TSC will know and be able to:

(I) Guide the protégé to utilize student work to evaluate practice;

(II) Guide the protégé to recognize patterns in student work quality;

(III) Guide the protégé to use student work to identify mastery of concepts;

(IV) Guide the protégé to use student work to identify gaps in concept understanding and mastery; and

(V) Guide the protégé to use the analysis of student work data to adjust instruction to better meet student learning needs.

7. The program shall prepare the TSC to demonstrate knowledge, skills, and dispositions to plan and implement collaboratively a three-year induction plan for protégés. The TSC will know and be able to:

(i) Identify roles and responsibilities of TSCs;

(ii) Identify the knowledge, skills, and dispositions of the protégé to be able to differentiate coaching methods;

(iii) Utilize multiple methods of mentoring and coaching as needed by the protégé; and

(iv) Incorporate the knowledge, skills, and dispositions articulated in the standards of this rule into the three-year induction plan to ensure the protégé's opportunity for positively impacting student learning and growth.

8. Current TSS Endorsed teachers who wish to convert to the TSC Endorsement must affiliate with a GaPSC-approved Educator Preparation Provider (EPP) to complete one of the following options for conversion to the TSC Endorsement as determined by the EPP:

(i) Option 1: A GaPSC-approved provider of the TSC Endorsement will use the TSS Conversion Rubric to assess portfolios completed by holders of the TSS Endorsement. Results of the portfolio assessment will identify:

(I) To what extent TSS Endorsement holders have remained current in knowledge, skills, and dispositions; and

(II) Any gaps in candidates' knowledge, skills, and/or dispositions. Coursework or assignments will be designed to meet the specific needs of each candidate to ensure all TSC Endorsement standards are met.

(ii) Option 2: A GaPSC-approved provider of the TSC Endorsement will offer a performance-based bridge course designed to provide conversion candidates with knowledge and skills not addressed in the TSS Endorsement program. This instruction could be a segment of the GaPSC-approved TSC Endorsement program.

(iii) Option 3: TSS Endorsement holders may convert to the TSC Endorsement by passing the state-approved Teacher Leader Assessment.

Cite as Ga. Comp. R. & Regs. R. 505-3-.105
Authority: O.C.G.A. § 20-2-20.
History. Original Rule entitled "Teacher Support and Coaching (TSC) Endorsement" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: New title "Teacher Support and Coaching (TSC) Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.106. Work-Based Learning Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to supervise Work-Based Learning placements and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Completers of the Work-Based Learning Endorsement are qualified to coordinate Work-Based Learning programs for students in grades 6-12.

(3) **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. (ix) 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:

1. The program shall prepare candidates who are familiar with the foundations, delivery systems, and legislative foundations of career, technical and agricultural education, and the role of the work-based learning coordinator.

2. The program shall prepare candidates who can plan, market, implement, coordinate, and evaluate work-based learning programs.

3. The program shall prepare candidates who can identify, select, and organize training stations; develop training plans; correlate classroom instruction with on-the-job experiences; and evaluate job-training experiences.

4. The program shall prepare candidates who can program for special needs populations, including the gifted and talented.

5. The program shall prepare candidates who can identify and utilize community resources and advisory groups.

6. The program shall prepare candidates who are familiar with principles of vocational development, able to provide or obtain occupational information, able to develop students' employability and school-to-work transition skills, and able to implement appropriate guidance techniques.

7. The program shall prepare candidates who know the legal aspects of work-based learning programs.

Cite as Ga. Comp. R. & Regs. R. 505-3-.106
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Work-Based Learning Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.
Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.107. Dual Immersion Elementary Education (P-5) Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers certified in P-12 Foreign Language Education to teach content to students in a dual immersion classroom. This rule supplements requirements in Rule 505-3-.01 Requirements and Standards for Approving EDUCATOR PREPARATION PROVIDERS and Educator Preparation Programs.

(2) **In-Field Statement.** Completers of the Dual Immersion Elementary Education (P-5) Endorsement are qualified to teach Elementary Education courses (grades P-5) only in a dual immersion setting in which content is delivered in a foreign language in which the educator holds certification. Holding this endorsement does not allow an educator to be in-field to teach any Elementary Education courses outside of a dual immersion setting.

(3) **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 Foreign Language 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. (ix) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) Candidates admitted to the program must hold certification in P-12 Foreign Language education.

(c) To receive approval for a Dual Immersion Elementary Education (P-5) Endorsement a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi

addressing the following standards published by the National Association for the Education of Young Children (2012), Association for Childhood Education International (2007), and the California Commission on Teacher Credentialing "Approved Bilingual Program Standards" as follows:

1. Using Developmentally Effective Approaches: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that teaching and learning with children is a complex enterprise, and its 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) Using developmental knowledge to establish a classroom environment that is healthy, respectful, and 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;

   (iv) Reflecting on own practice to promote positive outcomes for each child;

   (v) Understanding the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions; and

   (vi) Employing a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

2. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in Dual Immersion Elementary Education (P-5) programs use their knowledge of academic disciplines 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 elementary curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates 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 and integrating multicultural content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety across the curriculum;

(ii) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

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

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

(v) Planning, developing, implementing and assessing standards-aligned content instruction in the primary and target language differentiating by students' levels of language proficiency;

(vi) Evaluating, selecting, using and adapting state-board adopted and state-board approved materials, as well as other supplemental instructional materials; and

(vii) Demonstrating the ability to use a variety of criteria for selection of culturally responsive instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

(viii) Content specific indicators: The program shall prepare elementary professionals to meet the following indicators based on content standards promoted by the Association for Childhood Education International (2007):

(I) Reading, Writing and Oral Language: Demonstrating a knowledge of teaching reading and writing in the target language and English;

(II) Language Arts: Demonstrating reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(III) Science: Demonstrating the use of fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

(IV) Mathematics: Demonstrating the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

(V) Social studies: Demonstrating the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(VI) The arts: Demonstrating the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(VII) Health education: Demonstrating the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

(VIII) Physical education: Demonstrating human movement and physical activity as central elements to foster active,

healthy life styles and enhanced quality of life for elementary students.

3. Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that child observation, documentation, and other forms of assessment are central to the practice of all elementary professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. The indicators are as follows:

   (i) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5th grade children;

   (ii) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;

   (iii) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities;

   (iv) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments; and

   (v) Using a variety of formal and informal assessments of content and language proficiency in a dual immersion program.

4. Becoming a Dual Immersion Professional: Candidates prepared in Dual Immersion Elementary Education (P-5) programs identify and conduct themselves as members of the profession. They know and use ethical guidelines and other professional standards related to practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. The indicators are as follows:

(i) Understanding the base of knowledge of the history, policies, programs, and research on the effectiveness of dual immersion education and biliteracy in the United States;

(ii) Applying knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice and the dimensions of learning in dual language education program models;

(iii) Understanding the benefits of multilingualism and multi-literacy in a global society;

(iv) Recognizing the knowledge of contrastive linguistics; specifically, the transferability of knowledge and skills between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages;

(v) Demonstrating knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in Georgia and the United States; and

(vi) Promoting authentic family participation that includes learning about school systems, assuming leadership roles and affecting policy.

5. Building Family and Community Relationships: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that successful elementary education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. The indicators are as follows:

(i) Knowing about and understanding diverse family, family structures, and community characteristics;

(ii) Supporting and engaging families and communities through respectful, reciprocal relationships;

(iii) Involving families and communities in children's development and learning;

(iv) Promoting candidates' understanding of the family as a primary language and cultural resource, regardless of the home language;

(v) Understanding that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community; and

(vi) Developing dual immersion candidates' understanding and knowledge of intercultural communication and interaction that is linguistically and culturally responsive.

6. Dual Immersion Field Experiences: Field experiences for dual immersion are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of pre-Kindergarten through 5th grade children in a dual immersion classroom. Candidates shall:

(i) Observe and participate under the supervision of qualified professionals in dual immersion settings in which children are served (such as public and private centers, schools, and community agencies);

(ii) Work effectively over time with dual language learners of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems; and

(iii) Analyze and evaluate the dual immersion field experience, including supervised experience in working with families, and supervised experience in working with interdisciplinary teams of professionals.

Cite as Ga. Comp. R. & Regs. R. 505-3-.107
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dual Immersion Early Childhood Education Endorsement Program" adopted. F. Sep. 26, 2016; eff. Oct. 15, 2016, as specified by the Agency.
Amended: New title "Dual Immersion Elementary Education (P-5) Endorsement Program." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.108. Personalized Learning Endorsement Program.

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to model personalized learning in the field and at the grade level of their base certification and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Definitions.**

(a) Asset Based Language: language or speech that expresses value for individualities, differences, and diversity of peers and other educators rather than emphasize differences as deficits.

(b) Competency of Focus: an individual competency which the learner and the Learning Coach have prioritized for immediate focus.

(c) Digital Content Ecosystem: Any dynamic and changing collection of instructional content accessed by either a teacher or a learner using a digital system.

(d) Educator as Instructional Designer: the designer of instructional curricula within his/her content area of expertise.

(e) Educator as Learning Coach: the learner's co-planner and guide within the learning environment.

(f) Executive Function: an umbrella term for the complex cognitive processes that serve ongoing, goal-directed behaviors.

(g) Growth and Mastery Mindset: a perspective or attitude toward learning that views it as an ongoing progression of continuous growth and improvement towards new understanding and mastery of interdependent competencies, and not an end point of either success or failure.

(h) Learner Agency: when learners advocate for their own needs, preferences, and interests to plan and drive their learning.

(i) Personalized Learning: an instructional approach that uses student voice to enact an individual path and pace through a collection of competencies.

(j) Responsive Instructional Design: considers user feedback and data to make real-time, high impact adjustments to the learning environment, curricula, and resources.

(3) **In-Field Statement**. Completers of the Personalized Learning Endorsement have strengthened and enhanced competencies to utilize personalized learning practices in the field(s) and at the grade level(s) of their base certification.

(4) **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. (ix) 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 the preparation of teachers informed by the Educator Competencies for Personalized, Learner-Centered Teaching published in 2015 by the Council of Chief State School Officers:

1. Prioritized Executive Function: The candidate explicitly teaches students the skills of executive function (self-regulation, emotional responsibility, task completion, working memory, cognitive flexibility, time management, reflection, etc.), teaches practices of metacognition, and prepares the learning environment to promote learner agency. The candidate will:

   (i) prepare learners to take responsibility for their learning through the acquisition and practice of executive function;

   (ii) design and transform curricula that supports learner acquisition and practice of executive function by considering the cognitive development of the learner; and

   (iii) measure and report growth in learner executive function to coach learners towards independence.

2. Learner Agency: The candidate teaches and encourages learners to advocate for their needs, preferences, and interests to plan and drive their learning. The candidate will:

   (i) support learners in identifying and advocating for their preferred modalities, talents, and interests when co-planning experiences that support mastery;

   (ii) create a flexible or innovative learning environment that supports learner agency; and

   (iii) ensure learning experiences reflect preferred modalities, talents, and interests when co-planning experiences that support mastery.

3. Asset-Based Dispositions: The candidate uses asset-based language and classroom practices to serve all learners. The candidate will:

   (i) encourage all learners to value his/her own individualities and the diversity of peers and other educators as assets;

   (ii) practice responsive pedagogy and curriculum design in a way that promotes diverse learner characteristics as assets; and

   (iii) value diverse learner characteristics and demonstrates a belief that all students can learn any competency given adequate resources and time through asset based language.

4. Growth and Mastery Mindset: The candidate defines learning as an ongoing progression by embracing a growth and mastery mindset, rejecting the binary of success and failure. The candidate will:

   (i) prepare learners to monitor their own pace and progress and persevere towards mastery, embracing mistakes as learning opportunities;

   (ii) identify causes of learner struggles, prescribe solutions, and co-plan with learners to set short and long-term goals for growth; and

   (iii) design and implement adaptive tools, strategies and learning experiences to support growth towards mastery for all learners.

5. Authentic and Adaptive Assessment: The candidate co-plans with the learner to collect evidence of mastery using varied and data-rich performances that are on-going, authentic, flexible, and relevant. The candidate will:

   (i) prepare learners to self-assess by identifying, documenting, and defending formal and informal learning experiences to build an assessed portfolio as evidence of mastery;

   (ii) consider multiple means of demonstration when co-designing assessments aligned to competencies; and

   (iii) assess learner experiences (formal and informal) in diagnostic, formative and summative ways as they align to mastery using authentic and adaptive assessments.

6. Flexible Educational Resources: The candidate provides the learner access to flexible resources when co-planning unique ways to master

competencies. These include, but are not limited to the resources available in the digital content ecosystem. The candidate will:

(i) provide opportunity for learners to seek or select content from a curated menu of educational resources that address the competencies;

(ii) employ engaging pedagogies and research-based best practices of instructional design to curate, mine, create, and organize high impact educational resources and make them accessible to learners; and

(iii) monitor and observe the effectiveness of educational resources in real-time and suggest or seek alternatives as needed.

7. Individualized Path: The candidate prepares learners to be aware of competency-based learning progressions and to make informed choices in co-planning a unique pathway and pace towards mastery of the curriculum. The candidate will:

   (i) co-plan and co-design with the learner a challenging learning pathway towards mastery while considering the interdependencies within and across content(s);

   (ii) use data of previously assessed competencies to coach and co-plan current and future learning paths; and

   (iii) facilitate and coach the learner towards independence in mastering the content.

8. Dynamic Communication: The candidate facilitates communication that flows multi-directionally from all stakeholders to meet learner needs in a variety of flexible formats. The candidate will:

   (i) coach learners to initiate communication with all stakeholders as s/he advocates for her/himself and others;

   (ii) communicate curricula to ensure resources are leveraged for best outcomes; and

   (iii) model and nurture effective communication strategies to build relationships with all stakeholders.

9. Expanded Collaboration: The candidate values learners as equal contributors in the planning process. The candidate will:

(i) coach learners to effectively collaborate in all interactions (group work, instructional conversations, sharing ideas, critical feedback, roles, peer feedback, etc.);

(ii) collaborate using tools and strategies to acquire real-time feedback and data from all stakeholders to inform curriculum design and improvement;

(iii) build relationships with all stakeholders that foster success, and

(iv) commit to timely personal interaction (co-plan, monitor progress, provide feedback, reflect and celebrate, etc.) with all learners.

10. Life-Long Professional Learning: The candidate perceives his/her own learning as a life-long pursuit. The candidate will:

    (i) value and participate in professional learning communities and networks for ongoing growth in personalized learning;

    (ii) keep abreast of innovative strategies and technologies that hold potential to support personalized learning; and

    (iii) seek and create opportunities as a teacher leader, mentor, coach or content expert within the school, district or state to promote personalized learning.

Cite as Ga. Comp. R. & Regs. R. 505-3-.108
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Personalized Learning Endorsement Program" adopted. F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.109. Positive Behavior Intervention and Supports (PBIS) Endorsement Program.

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

(2) **Definitions.**

(a) Interconnected Systems Framework: Represents a proposed and developing interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all student, especially those with or at risk of developing mental health challenges.

(b) Tiered Fidelity Inventory (TFI): A checklist used by school staff engaged in School-Wide PBIS to determine how well the PBIS framework is being implemented by the school staff.

(c) Self-Assessment Survey (SAS): A survey used by school staff to examine the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors.

(d) School-wide Evaluation Tool (SET): Is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

(e) Multi-Tiered Systems of Support (MTSS): The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and data to important educational decisions.

(3) **In-Field Statement**. Completers of the Positive Behavior Intervention and Supports (PBIS) Endorsement have strengthened and enhanced competencies to model PBIS in the fields and at the grade levels of their base certification(s).

(4) **Requirements.**

(a) A GaPSC-approved 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. (ix) 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:

1. Foundations of PBIS. Providers will prepare candidates who demonstrate the following competencies:

(i) Understanding the role of school culture and climate in student success and effective behavior management;

(ii) Knowledge of interconnected systems framework (e.g., mental health, trauma-informed care, suicide prevention);

(iii) Understanding of behavioral principles, including, but not limited to, schedules of reinforcement and punishment, operant conditioning, and teaching strategies of proactive behavior management; and

(iv) Knowledge of the origins of the tiered public health prevention model and its connection to a tiered behavior supports framework.

2. School Wide Positive Behavior Interventions and Support (SWPBIS). Providers will prepare candidates who demonstrate the following competencies:

   (i) Team-based implementation in the context of tiered systems across the continuum of supports;

   (ii) Discipline through the PBIS lens of teaching expected behaviors first in all interventions;

   (iii) Identification of critical features of School-Wide Positive Behavior Interventions and Supports through the Critical Features as outlined by the Association for Positive Behavior Supports; and

   (iv) Assessment of Critical Features at the school-wide level (e.g., Tiered Fidelity Inventory (TFI), Self-Assessment Survey (SAS), School-wide Evaluation Tool (SET)).

3. Data-Based Decision-Making. Providers will prepare candidates who demonstrate the following competencies:

   (i) An understanding of data collection systems and/or use of current student information systems (e.g., School-Wide Information System (SWIS), Infinite Campus, PowerSchool, etc.);

   (ii) Use of data to determine the impact of intervention on behavioral outcomes;

   (iii) Understanding of behavior in context, including the development of precision statements based upon classroom, school-wide and district data; and

(iv) Knowledge of methods of analyzing discipline data (office referrals, out of school suspension and in school suspension) to address disproportionality.

4. Multi-Tiered Systems of Support (MTSS). Providers will prepare candidates who demonstrate the following competencies:

   (i) At the Universal tier: Candidates will demonstrate skills required for positive school-wide, classroom, and individual behavior management as it relates to the curriculum (or Tier 1 plan) including:

      (I) Definition and rationale;

      (II) Evidence-based practices; and

      (III) Assessment practices and outcomes.

   (ii) At the Targeted tier: Candidates will demonstrate an understanding of the process for identifying concerns, developing strategies and targeting students who require behavior support and instruction beyond the Tier I level including:

      (I) Definition and rationale;

      (II) Evidence-based practices;

      (III) Assessment practices and outcomes; and

      (IV) Progress monitoring and evaluation.

   (iii) At the Intensive tier: Candidates will demonstrate the application of "functional behavioral assessment" and "behavior support planning" in the context of Intensive Systems including:

      (I) Definition and rationale;

      (II) Evidence-based practices;

      (III) Assessment practices and outcomes; and

      (IV) Progress monitoring and evaluation.

5. Creating Positive Learning Environments. Providers will prepare candidates who demonstrate the following competencies:

(i) Competencies for PBIS classroom management include:

(I) Maximize structure;

(II) Teach expectations, rules and procedures;

(III) Actively engage students;

(IV) Acknowledge appropriate behavior; and

(V) Respond to inappropriate behavior.

(ii) Competencies for culturally responsive practices include:

(I) Use students' cultures and experiences to enhance their participation in the classroom culture; and

(II) Provide all students with access to effective instruction and adequate resources for learning.

Cite as Ga. Comp. R. & Regs. R. 505-3-.109
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Positive Behavior Intervention and Supports (PBIS) Endorsement Program" adopted. F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.110. Urban Education Endorsement Program.

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

(2) **In-Field Statement**. Completers of the Urban Education Endorsement have strengthened and enhanced competency to teach in an urban setting in the field(s) and at the grade level(s) of their base certification.

(3) **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. (ix) 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 the preparation of educators:

1. Context of Urban Education. The program shall prepare candidates who are able to:

   (i) Demonstrate an understanding of the dynamic context of urban schools and classrooms (e.g. classroom management, motivation, inclusive classrooms, and cultural relevance) as different from other contexts, and apply that understanding in their instructional practices;

   (ii) 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; and

   (iii) 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 practices.

2. Culturally Relevant Pedagogy, Curriculum, and Leadership. The program shall prepare candidates who are able to:

   (i) Demonstrate an understanding of the definition of culturally relevant pedagogy and leadership;

   (ii) Critically evaluate, develop, and implement culturally relevant and linguistically responsive curriculum;

   (iii) Demonstrate an understanding of evidenced-based models of culturally relevant teaching, learning and assessment practices;

   (iv) Demonstrate an understanding of the impact of students' diverse identities (race, ethnicity, gender, class, language, ability, sexual orientation, and culture), cultural backgrounds and experiences on teaching, learning, assessment practices, and academic success, and

use this understanding to inform, plan, and implement culturally relevant teaching, learning, assessment, and classroom management practices; and

(v) Research, evaluate and apply leadership and advocacy strategies that support a culturally relevant learning environment.

3. Urban Learner and Learning in the 21st Century. The program shall prepare candidates who:

   (i) Recognize the cultural capital of urban students and validate them as assets (funds of knowledge) to inform instructional practices and dispositions;

   (ii) Explore and experience the contexts in which students from urban communities live and form identities; and

   (iii) Investigate cultural trends and advancements in technologies that impact the learning of students from urban communities.

4. Communication, Engagement, and Partnerships with Families Schools and Communities. The program shall prepare candidates who:

   (i) Demonstrate an understanding of the importance of school partnerships between families, home and communities;

   (ii) Demonstrate the cultural competence to establish, elicit, and maintain clear two-way communication between school, families, home and communities;

   (iii) Become culturally self-aware by increasing knowledge and understanding of their beliefs and values in order to engage communities and support families; and

   (iv) Demonstrate an understanding of how to engage and establish authentic partnerships between families, schools, and communities to support student learning and wellbeing.

5. The Impact of Educator Culture, Perspectives, and Implicit Bias. The program shall prepare candidates who:

   (i) Demonstrate their understandings of how cultural norms and implicit bias impact their perspectives of urban education;

(ii) Demonstrate an understanding of how to assess personal implicit bias; and

(iii) Reflect on how personal knowledge of implicit and explicit bias can be used to create inclusive and equitable educational opportunities.

6. The Impact of Systems, Structures and Policies on Urban Education. The program shall prepare candidates who:

(i) Demonstrate an understanding of how issues of race, gender, class, identity, privilege, and power impact students living in urban communities, and apply that understanding in their instructional practices;

(ii) Demonstrate an understanding of the evolution of law and policies and its impact on urban education with an emphasis on institutional, structural, and environmental racism and classism, and apply that understanding in their instructional practices;

(iii) Demonstrate an understanding of the impact of racism and classism on the institutional, structural, and environmental (e.g. facilities, housing, zoning, resources, technology, etc.) inequalities in urban education, and apply that understanding in their instructional practices;

(iv) Demonstrate a deep understanding of the achievement and opportunity challenges facing students, families, teachers, and leaders working and living in urban communities, and apply that understanding in their instructional practices;

(v) Demonstrate an understanding of the implications of student discipline policies and practices on student retention, dropout rates, and the school to prison pipeline; and

(vi) Critically analyze the implications of school, district and/or state policies and practices on the overrepresentation of culturally, racially, and linguistically diverse students in special education.

Cite as Ga. Comp. R. & Regs. R. 505-3-.110
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Urban Education Endorsement Program" adopted. F. Dec. 18, 2018; eff. Jan. 15, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 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) **In-Field Statement**. Completers of the Elementary Agriculture Education (P-5) Endorsement program are qualified to teach Agriculture Education courses in grades P-5.

(3) **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 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. (ix) of GaPSC Educator Preparation Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) The program shall consist of two options, one to prepare individuals certified in Elementary Education (P-5) to teach Agriculture Education content in grades P-5, and another option to prepare individuals certified in Agriculture Education (6-12) to teach children in grades P-5 Agriculture Education content. The EPP will determine the coursework appropriate for each candidate.

(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.

1. The EPP shall ensure individuals certified in Agriculture Education (6-12) preparing to teach children in grades P-5 Agriculture Education content demonstrate mastery of the following Elementary Education standards, which are informed by standards published by the National Association for the Education of Young Children (2012):

(i) 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.

(ii) 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.

(iii) 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. Candidates 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.

2. The EPP shall ensure individuals certified in Elementary Education (P-5) preparing to teach Agriculture Education content in grades P-5 demonstrate mastery of the following Agriculture Education standards:

(i) Foundations of Agriculture

(I) Importance of agriculture

(II) Impact of agriculture on daily life

(III) Misconceptions of agriculture

(ii) Agriculture Systems

(I) Agricultural mechanics

(II) Plant systems

(III) Animal systems

(IV) Food systems

(iii) Environmental/Natural Resources

(I) Forestry

(II) Environmental

(III) Wildlife

(IV) Natural resource systems

(iv) Leadership and Career Readiness

(I) Leadership skills

(II) Characteristics for career readiness

(III) Youth leadership opportunities

(IV) Careers in agriculture as indicated by the National FFA Organization

Cite as Ga. Comp. R. & Regs. R. 505-3-.111
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Elementary Agriculture Education (P-5) Endorsement Program" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.
Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Oct. 3, 2022; eff. Oct. 15, 2022, as specified by the Agency.

Rule 505-3-.112. Dyslexia Endorsement Program.

(1) **Purpose**. This rule states field-specific content standards for approving endorsement programs that prepare individuals to recognize the characteristics of dyslexia and support students with dyslexia in the field and at the grade levels of their base certification and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Definitions**.

(a) Articulatory**:** Motor movements that are involved in the production of speech sounds.

(b) Curriculum-Based Measures (CBMs): A set of individually administered, standardized procedures designed to assess basic skills in reading, mathematics, writing, and spelling.

(c) Dyslexia: A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(d) Expressive Language: Ability to speak and understand language. It encompasses verbal and nonverbal communication skills and how an individual uses language. Expressive language skills include facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).

(e) Morphology: The study of how the aspects of language structure are related to the ways words are formed from prefixes, roots, and suffixes, and how words are related to each other to understand meanings of words and word combination.

(f) Multisensory and Multimodal Language-learning Techniques: Use of two or more sensory pathways (auditory, visual, kinesthetic, and tactile).

(g) Orthographic: The ability to perceive and manipulate aspects of a writing system and the visual aspects of reading and spelling, such as letter, letter patterns, and words.

(h) Phonics: The understanding and use of the alphabetic principle, that there is a predictable relationship between phonemes (the sounds in spoken language) and graphemes (the letters that represent those sounds) in written language and that this information is used to decode and spell words.

(i) Phonemic Awareness: The most complex of phonological awareness skills. It is the ability to notice, think about, and work with the individual phonemes (sounds) in spoken words. The ability to recognize that a spoken word consists of a sequence of individual sounds and the ability to manipulate individual sounds.

(j) Phonological Awareness: Encompasses a broad spectrum of processes that comprise a range of understandings related to large chunks of speech (e.g., words

within sentences, syllables within words), as well as phonemes (sounds) within words.

(k) Phonological Sensitivity: Phonemic and phonological awareness difficulties.

(l) Receptive Language: Ability to understand words and language. Involves attention, listening, and processing the message to gain information. Areas of receptive language skills include attention, receptive vocabulary, following directions, and understanding questions.

(m) Semantic: Ability to understand meanings of words and word combination.

(n) Syntactic: Ability to arrange words in sentences.

(3) **In-Field Statement**. Completers of the Dyslexia Endorsement have strengthened and enhanced competency for recognizing the characteristics of dyslexia and for supporting students with dyslexia in the field(s) and at the grade levels of their base certificate(s).

(4) **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. (ix) of GaPSC Educator Preparation GaPSC 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 the preparation of teachers adapted from the International Dyslexia Association (2018).

1. Foundations of Literacy Acquisition. Programs shall prepare candidates who are able to:

(i) Understand the five (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse;

(ii) Understand that learning to read, for most people, requires explicit instruction;

(iii) Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge;

(iv) Identify and explain aspects of cognition and behavior that affect reading and writing development;

(v) Identify (and explain how) environmental, cultural, and social factors contribute to literacy development;

(vi) Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes;

(vii) Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological);

(viii) Know phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression; and

(ix) Understand the changing relations among the major components of literacy development in accounting for reading achievement.

2. Knowledge of Diverse Reading Profiles, Including Dyslexia. Programs shall prepare candidates who are able to:

(i) Recognize the tenets of the (2003) International Dyslexia Association definition of dyslexia, or any accepted revisions thereof;

(ii) Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes;

(iii) Identify the distinguishing characteristics of dyslexia and other language difficulties including expressive and receptive language;

(iv) Understand how reading disabilities vary in presentation and degree; and

(v) Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

3. Assessments. Programs shall prepare candidates who are able to:

(i) Understand the differences among and purposes for screening, progress monitoring, and diagnostic and outcome assessments;

(ii) Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed);

(iii) Interpret basic statistics commonly utilized in formal and informal assessments;

(iv) Know and utilize in practice well-validated screen tests designed to identify students at risk for reading difficulties;

(v) Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs) including graphing techniques;

(vi) Know and utilize in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling and writing;

(vii) Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language pathologists, and education evaluators;

(viii) Integrate, summarize, and communicate (orally and in writing) the meanings of educational assessment data for sharing; and

(ix) Understand the developmental aspects of reading abilities and how they impact the purpose of assessment, the areas of literacy that should be focused upon, and the interpretation of assessment results.

4. Structured Literacy Instruction. Programs shall prepare candidates who demonstrate an understanding of:

(i) The essential principles and practices of structured literacy instruction, as indicated by the following:

(I) Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed;

(II) Understand and apply in practice the rationales for multisensory and multimodal language-learning techniques; and

(III) Understand the rationale for and adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

(ii) Phonological and phonemic awareness, as indicated by the following:

(I) Understand the rationale for and identify, pronounce, classify, and compare all the consonant phonemes and all vowel phonemes of English;

(II) Understand and apply in practice considerations for levels of phonological sensitivity;

(III) Understand and apply in practice considerations for phonemic awareness difficulties;

(IV) Know and apply in practice consideration for the progression of phonemic awareness skill development, across age and grade;

(V) Know and apply in practice considerations for the general and specific goals of phonemic awareness instruction;

(VI) Know and apply in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory and auditory verbal; and

(VII) Know and apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

(iii) Phonics and word recognition, as indicated by the following:

(I) Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading;

(II) Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills;

(III) Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan;

(IV) Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory;

(V) Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed;

(VI) Know and apply in practice considerations for teaching irregular words in small increments using special techniques;

(VII) Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words; and

(VIII) Know and apply in practice considerations for the different types and purposes of texts.

(iv) Automatic, fluent reading of text as indicated by the following:

(I) Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read;

(II) Know and apply in practice considerations for varied techniques and methods for building reading fluency;

(III) Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices; and

(IV) Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

(v) Vocabulary, as indicated by the following:

(I) Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension;

(II) Know and apply in practice considerations for the sources of wide differences in students' vocabularies;

(III) Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; and

(IV) Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

(vi) Listening and reading comprehension, as indicated by the following:

(I) Know and apply in practice considerations for factors that contribute to deep comprehension;

(II) Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation;

(III) Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension;

(IV) Know and apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research; and

(V) Know and apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

(vii) Written expression, as indicated by the following:

(I) Understand the major skill domains that contribute to written expression;

(II) Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive;

(III) Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation;

(IV) Know and apply in practice considerations for the developmental phases of the writing process; and

(V) Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.

5. Professional Dispositions and Practices. Programs shall prepare candidates who:

(i) Establish and maintain collaborative relationships with relevant professionals (e.g., speech-language pathologist, school psychologist, curriculum specialist) providing intervention to individuals with dyslexia;

(ii) Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and related language based learning disabilities;

(iii) Maintain the public trust by providing accurate information about currently accepted and evidence-based best practices in the field;

(iv) Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments;

(v) Respect objectivity by reporting assessment and treatment results accurately, and truthfully;

(vi) Support equitable treatment of individuals with dyslexia and related language-based learning disabilities;

(vii) Respect confidentiality of students or clients; and

(viii) Respect the intellectual property of others.

Cite as Ga. Comp. R. & Regs. R. 505-3-.112
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Dyslexia Endorsement Program" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.
Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Rule 505-3-.113. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.113

Rule 505-3-.114. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.114

Rule 505-3-.115. Reserved.

Cite as Ga. Comp. R. & Regs. R. 505-3-.115

Chapter 505-4. STATE PAYMENTS TO SUPERVISORS OF STUDENT TEACHERS.

Rule 505-4-.01. State Payments to Supervisors of Student Teachers.

(1) **PURPOSE.** The purpose of this rule is to clarify definitions and requirements relative to state payments to certain supervisors of student teachers.

(2) DEFINITIONS:

(a) Student teaching--the full-time component of a Professional Standards Commission (PSC)-approved teacher education program in which a student preparing for teaching is jointly assigned by a teacher education institution and a school system, state-operated school or school operated by the United States Department of Defense on a military reservation for experience designated as student teaching;

(b) Supervising teacher--a teacher employed by a local board of education, state operated school, or school operated by the United States Department of Defense on a military reservation who is designated to provide professional supervisory and support services to a specific student teacher;

(c) Supervising teacher services endorsement--a certificate endorsement held by persons who have completed a supervising teacher services program;

(d) Teacher support specialist endorsement-- a certificate endorsement held by persons who have completed a teacher support specialist program.

(3) REQUIREMENTS:

(a) To be eligible to receive payment, the school system, state-operated school, or school operated by the United States Department of Defense shall verify on a form provided by the commission that each supervising teacher:

1. holds a valid renewable or life professional certificate in a teaching field or the service field of speech and language pathology;

2. is currently employed with a public school system, state-operated school, or school operated by the United States Department of Defense on a military reservation; Chapter 505-4 State Payments to Supervisors of Student Teachers

3. has at least two years of experience in the field of preparation.

(b) Payments shall be made based on the availability of funds on a first come basis from funds appropriated or otherwise available to the department of education.

1. A local school system, state-operated school, or school operated by the United States Department of Defense shall submit only one payment request per quarter or semester per supervising teacher for supervising one student teacher.

   (i) Payment requests shall be postmarked no later than June 1 on forms provided by the commission in order to receive payments from the department of education.

2. Payments to a supervising teacher who meets requirements and holds a valid supervising teacher services or teacher support specialist certificate endorsement shall not exceed the amount provided by law.

3. Payments to a supervising teacher who meets requirements but does not hold a valid supervising teacher services or teacher support specialist certificate shall not exceed the amount provided by law.

Cite as Ga. Comp. R. & Regs. R. 505-4-.01
Authority: O.C.G.A. Sec. 20-2-833.
History. Original Rule entitled "State Payments to Supervisors of Student Teachers" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Chapter 505-5. GRANTS PROGRAM.

Rule 505-5-.01. PSC Certification Channel Grants Program.

(1) Statutory Basis for Grant Program. Georgia Professional Standards Act, O.C.G.A. Sections 20-2-982 and 20-2-984.

(2) Purpose of Program. This program is designed to provide assistance to colleges and universities offering approved education preparation programs with a computerized link-up from the Professional Standards Commission for accessing information regarding certification of education personnel in Georgia.

(3) Terms and Conditions. Funds maybe used for hardware, software, and technical assistance. All funds must be expended by the end of the State fiscal year.

(4) Eligible Recipients. Colleges and universities offering State-approved education personnel preparation programs.

(5) Criteria for Award. A letter requesting funds for the certification channel from the dean or head of education from institutions with approved education preparation programs.

(6) Directions and Deadlines for Applying. Announcements are distributed to deans and heads of approved education preparation programs whenever sufficient funds are available. Requests for information should be made to: Professional Standards Commission, 1454 Twin Towers East, Atlanta, Georgia 30334-5040.

Cite as Ga. Comp. R. & Regs. R. 505-5-.01
Authority: O.C.G.A. Sec. 28-5-120.
History. Original Grant description entitled "PSC Certification Channel Grants Program" submitted December 16, 1993.

Rule 505-5-.02. Mini Transitional/Development Incentive Grants Program.

(1) Statutory Basis for Grant Program. Georgia Professional Standards Act, O.C.G.A. Sections 20-2-982 and 20-2-984.

(2) Purpose of Program. This program is designed to encourage innovation and changes in the design and delivery of education personnel preparation programs as called in for the Georgia Professional Standards Act.

(3) Terms and Conditions. All grants, whether awarded through a competitive processor through a direct allocation, must be executed and all expenditures completed by the end of the State fiscal year of the award. Grant activities must focus on priorities identified by the Professional Standards Commission.

(4) Eligible Recipients. Colleges and universities offering State-approved education personnel preparation programs.

(5) Criteria for Award(s). A letter of application that describes: the focus of the program; proposed activities designed to carry out the project goals; and the proposed plan for implementation and institutionalization of the project. A review team from the Professional Standards Commission evaluates requests for funding.

(6) Directions and Deadlines for Applying. Announcements are distributed to deans and heads of approved education preparation programs whenever sufficient funds are available. Requests for information should be made to: Professional Standards Commission, 1454 Twin Towers East, Atlanta, Georgia 30334-5040.

Cite as Ga. Comp. R. & Regs. R. 505-5-.02
Authority: O.C.G.A. Sec. 28-5-120.
History. Original Grant description entitled "Mini Transitional/Development Incentive Grants Program" submitted December 16, 1993.

Rule 505-5-.03. Demonstration Projects in Teacher Education.

(1) Statutory Basis for Grant Program. Georgia Professional Standards Act, O.C.G.A. Sections 20-2-982 and 20-2-984.

(2) Purpose of Program. This program is designed to encourage large scale demonstration projects in the design and delivery of education personnel preparation programs.

(3) Terms and Conditions. These are competitive grants that may exceed one year in length. Projects must focus on priorities set by the Professional Standards Commission.

(4) Eligible Recipients. Colleges and universities offering State-approved education personnel preparation programs.

(5) Criteria for Award(s). A letter of intent (pre-proposal) that includes a description of the proposed project and a proposed budget. A review team from the Professional Standards Commission evaluates letters of intent for possible development of full proposals. Full proposals are evaluated by the Professional Standards Commission using criteria such as: developers' knowledge of project; likelihood of success; approach; feasibility; partnership arrangements; institutionalization; finding use; and evaluation plan.

(6) Directions and Deadlines for Applying. Requests for proposals are sent to all institutions who have approved education personnel preparation programs whenever sufficient funds are available. Requests for information should be made to: Professional Standards Commission, 1454 Twin Towers East, Atlanta, Georgia 30334-5040.

Cite as Ga. Comp. R. & Regs. R. 505-5-.03
Authority: O.C.G.A. Sec. 28-5-120.
History. Original Grant description entitled "Demonstration Projects in Teacher Education" submitted December 16, 1993.

Rule 505-5-.04. Special Projects and Initiatives.

(1) Statutory Basis for Grant Program. Georgia Professional Standards Act, O.C.G.A. Sections 20-2-982 and 20-2-984.

(2) Purpose of Program. Professional Standards Commission initiated activities focused on priorities and issues of concern of the Professional Standards Commission.

(3) Terms and Conditions. Short term contracts made to individuals and/or organizations for specific services.

(4) Eligible Recipients. Individuals and/or organizations with expertise to deliver on contract specifications.

(5) Criteria for Award(s). Based on expertise and record of performance in delivering products within specified time frames.

(6) Directions and Deadlines for Applying. Requests for information should be made to: Professional Standards Commission, 1454 Twin Towers East, Atlanta, Georgia 30334-5040.

Cite as Ga. Comp. R. & Regs. R. 505-5-.04
Authority: O.C.G.A. Sec. 26-5-120.
History. Original Grant description entitled "Special Projects and Initiatives" submitted December 16, 1993.

Chapter 505-6. PROFESSIONAL PRACTICES.

Rule 505-6-.01. The Code of Ethics for Educators.

(1) **Introduction.** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) **Definitions.**

(a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the GaPSC.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(e) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(f) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(g) "Inappropriate" is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.

(h) "Monitoring" is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(i) "No Probable Cause" is a determination by the GaPSC that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(j) "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.

(k) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(l) "Revocation" is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall become effective upon receipt by the GaPSC.

(m) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(n) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the GaPSC.

(o) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(3) **Standards.**

(a) Standard 1: **Legal Compliance -** An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students -** An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. Committing any act of child abuse, including physical and verbal abuse;

2. Committing any act of cruelty to children or any act of child endangerment;

3. Committing any sexual act with a student or soliciting such from a student;

4. Engaging in or permitting harassment of or misconduct toward a student;

5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;

6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or

7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs -** An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and

2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e., Foreign Language trips, etc.).

   (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

(d) Standard 4: **Honesty -** An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

2. Information submitted to federal, state, local school districts and other governmental agencies;

3. Information regarding the evaluation of students and/or personnel;

4. Reasons for absences or leaves;

5. Information submitted in the course of an official inquiry/investigation; and

6. Information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property -** An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. Misusing public or school-related funds;

2. Failing to account for funds collected from students or parents;

3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

4. Co-mingling public or school-related funds with personal funds or checking accounts; and

5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct -** An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information -** An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. Sharing of confidential information restricted by state or federal law;

3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. Violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. § 19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. Failure to report to the Georgia Professional Standards Commission all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. Failure to make a required report of an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).

(j) Standard 10: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. Committing any act that breaches Test Security; and

2. Compromising the integrity of the assessment.

(4) **Reporting.**

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) **Disciplinary Action.**

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);

2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);

3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. § 19-6-28.1 and § 19-11-9.3);

4. Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. § 20-3-295);

5. Suspension or revocation of any professional license or certificate;

6. Violation of any other laws and rules applicable to the profession (O.C.G.A. § 16-13-111); and

7. Any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Cite as Ga. Comp. R. & Regs. R. 505-6-.01
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "The Code of Ethics for Educators" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.
Amended: F. June 27, 2002; eff. August 1, 2002, as specified by the Agency.
Amended: F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.
Amended: F. June 23, 2003; eff. July 15, 2003, as specified by the Agency.
Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.
Amended: F. May 22, 2009; eff. June 15, 2009, as specified by the Agency.
Amended: F. Sept. 18, 2009; eff. Oct. 15, 2009, as specified by the Agency.
Amended: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.
Amended: F. Dec. 20, 2017; eff. Jan. 1, 2018, as specified by the Agency.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.
Amended: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.
Amended: F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.
Repealed: New Rule with same title adopted. F. Oct. 3, 2022; eff. Oct. 15, 2022, as specified by the Agency.

Rule 505-6-.02. Procedures for Invalidated or Denied Certification.

(1) **Reinstatement of a suspended certificate.**

(a) If the certificate was suspended according to the stipulations of 505-6-.01(5) (a) 3. and 4., it will be reinstated automatically when the Commission is notified by the

court, DHR, or the Georgia Higher Education Assistance Corporation to do so provided the certificate has not expired during the period of suspension. If the certificate has expired, current applicable GaPSC certification requirements must be met prior to reinstatement.

(b) A suspended certificate is automatically reinstated at the end of the suspension period, provided it did not expire during that time. If the certificate expired during the period of suspension, a new certificate may be secured at the end of the suspension period by making application and by meeting the current applicable certification requirements of the Georgia Professional Standards Commission.

(c) Any person whose certificate has been suspended may petition for early reinstatement of a suspended certificate or for early renewal of an expired certificate by submitting sufficient evidence to the Georgia Professional Standards Commission that the reason or reasons for the suspension have ceased to be a factor in the performance or conduct of the educator seeking reinstatement. The Commission may consider the request based solely upon the written submission of the educator or his/her authorized representative and without conducting an oral hearing. Petitions are not contested matters under the Administrative Procedures Act and; therefore, do not afford educators due process rights.

(2) **Revocation of a certificate is permanent subject to the following provisions:**

(a) Any person whose certificate has been revoked may petition for the right to apply for a new certificate by submitting sufficient evidence to the Georgia Professional Standards Commission that the reason or reasons for the revocation have ceased to be a factor in the performance or conduct of the educator seeking a new certificate. The Commission may consider the request based solely upon the written submission of the educator or his/her authorized representative. This provision does not apply to a person whose case falls under paragraph (2)(c).

(b) A period of three years must elapse from the date of the certificate revocation before a petition to apply for a new certificate will be considered. If the initial petition to apply for a new certificate is denied, any subsequent petition to apply for a new certificate may not be filed earlier than two years from the date of the previous denial. Petitions are not contested matters under the Administrative Procedures Act and; therefore, do not afford educators due process rights. The Georgia Professional Standards Commission reserves the right to consider the time to apply after the initial three-year period on a case-by-case basis. If the Georgia Professional Standards Commission approves the petition to apply for a new certificate, then the individual must satisfy all current certification requirements.

(c) Any person whose certificate was revoked for one of the following reasons shall not be eligible to petition for the right to reapply:

1. Engaging in an inappropriate relationship with a student that included physical contact;

2. Being convicted of, notwithstanding the form of the judgment or withheld judgment, felony cruelty to children;

3. Being convicted of, notwithstanding the form of the judgment or withheld judgment, any misdemeanor or felony sexual act committed against a student; or

4. Providing a controlled substance to a student or engaging in the use of a controlled substance with a student; or

5. Being dishonorably discharged from the United States armed forces for desertion.

(3) **Re-application following the denial of a certificate.**

(a) If an application is denied according to the stipulations of GaPSC Rule 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS [(5) (a) 3. and 4.], a certificate will automatically be granted upon notification by the court, Department of Human Resources, or the Georgia Higher Education Assistance Corporation to do so provided current certification requirements are met.

(b) Any person whose certificate has been denied may petition for the right to reapply for a certificate by submitting sufficient evidence to the Georgia Professional Standards Commission (GaPSC) that the reason or reasons for the denial have ceased to be a factor in the performance or conduct of the educator seeking a certificate. The Commission may consider the request based solely upon the written submission of the educator or his/her authorized representative and without conducting an oral hearing. If the Commission approves the petition to apply for a certificate, then the individual must satisfy all current certification requirements. This provision does not apply to a person whose case falls under paragraph (3)(d).

(c) If application for a certificate is denied on the same grounds for which a certificate may be revoked or suspended, except under stipulations addressed in GaPSC Rule 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS [(5) (a) 3. and 4.], any petition to apply for certification will not be considered earlier than two years from the date of the denial. If the initial petition to apply for certification is denied, any subsequent petition may not be filed earlier than one year from the date of the previous denial. Petitions are not contested matters under the Administrative Procedures Act and; therefore, do not afford educators due process rights.

(d) Any person who is convicted of, notwithstanding the form of the judgment or withheld judgment, any of the following offenses shall not be eligible to petition for the right to reapply:

1. Any act that requires an individual's inclusion on the Sex Offender Registry;

2. Any act, other than misdemeanor Vehicular Homicide, that is considered homicide;

3. Any misdemeanor or felony sexual act committed against a student;

4. Any act of enticing, luring, or exploiting a student; or

5. Being dishonorably discharged from the United States armed forces for desertion.

Cite as Ga. Comp. R. & Regs. R. 505-6-.02
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Reinstatement or Renewal of a Suspended or Revoked Certificate" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.
Amended: F. Feb. 27, 2002; eff. Apr. 1, 2002, as specified by the Agency.
Amended: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.
Repealed: New Rule entitled "Procedures for Invalidated or Denied Certification" adopted. F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Rule 505-6-.03. Change of Address.

(1) Upon the educator's receipt of written notification that an educator is the subject of an investigation, it shall be the duty of the educator to notify the Commission in writing of any change in the educator's home or employment address until the Commission issues a final decision in the matter.

(2) During this period, the mailing by certified mail of any notice, correspondence, or order regarding an investigation or disciplinary action to the last address specified by the educator after receiving written notice of the investigation, or if the commission has not received a change of address from the educator, the address at which the educator received written notification of an investigation shall constitute proper service upon the educator. If the commission has been notified in writing that the educator is represented by legal counsel, the commission shall also send a copy of any notice to the educator's legal counsel. Notice by certified mail pursuant to O.C.G.A. § 20-984.4 (d.1) shall be complete upon mailing.

Cite as Ga. Comp. R. & Regs. R. 505-6-.03
Authority: O.C.G.A. Secs. 20-2-200, 20-2-982, 20-2-984, 20-2-984.4, 50-13-13, 50-13-18.

History. Original Rule entitled "Change of Address" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.

Rule 505-6-.04. Office of State Administrative Hearings (OSAH) Hearings.

(1) **Request for Hearing -** To contest the Commission's proposed disciplinary sanction, an educator must request a hearing within thirty (30) calendar days after service of notice of the Commission's probable cause finding and proposed sanction.

(a) A request for hearing is defined as a clear written expression by the educator or his/her authorized representative that the educator wants the opportunity to contest the Commission's proposed sanction. Said written expression must be mailed, transmitted by facsimile, or personally delivered to the Professional Practices Section of the Commission within thirty (30) calendar days after service of notice of the Commission's probable cause finding and proposed sanction.

(b) If the educator timely requests a hearing, an opportunity for hearing shall be afforded the educator as provided in O.C.G.A. § 50-13-41.

(c) The failure of an educator to request a hearing within thirty (30) calendar days after service of notice of the Commission's probable cause finding and proposed sanction shall operate as a waiver of the educator's right to contest the proposed sanction and the proposed sanction shall become the final decision of the Commission.

(2) **Extended Time for Request -** The Commission may, in the exercise of its discretion for good cause shown, allow a request for hearing to be made beyond the thirty (30) calendar day period.

(a) A petition to allow a request for hearing to be made beyond the thirty (30) calendar day period must be made in writing, must contain the information required by O.C.G.A. § 50-13-9.1, and must contain a statement clearly outlining why the request for hearing was not timely made. Although the Commission may grant an oral hearing regarding a petition for late filing, the Commission may consider the petition based solely upon the written submission of the educator or his/her authorized representative.

(3) **Denial or Dismissal of Hearing Requests -** A request for hearing may be denied or dismissed for the following reasons:

(a) The Commission may deny or dismiss a request for hearing if it has been withdrawn by the educator or if the educator or his/her authorized representative does not submit a written request for hearing within thirty (30) calendar days after service of notice of the Commission's probable cause finding and proposed sanction.

(b) The Administrative Law Judge may deny or dismiss a request for hearing pursuant to the Rules of the Office of State Administrative Hearings if it has been withdrawn by the educator or if the educator fails to appear at a hearing scheduled by the Office of State Administrative Hearings for such educator.

(4) **Filing of Answer** - Within thirty (30) calendar days after service of the Notice of Hearing issued by the Administrative Law Judge of the Office of State Administrative Hearings, the educator must, under oath, answer and respond by filing an Answer with the Office of State Administrative Hearings either admitting, claiming insufficient knowledge to admit or deny, or denying each and every allegation contained in the Statement of Matters Asserted attached to the Notice of Hearing. If represented by counsel, the answer may be filed by the educator's counsel and need not be verified under oath by the educator.

(a) All allegations which are not specifically answered are deemed to be admitted.

(b) All allegations which the educator claims to have insufficient knowledge to admit or deny are deemed to be denied.

(c) The failure of the educator to answer and respond as set forth above may be grounds for the Administrative Law Judge to enter a default order against the educator pursuant to the rules of the Office of State Administrative Hearings.

Cite as Ga. Comp. R. & Regs. R. 505-6-.04
Authority: O.C.G.A. Secs. 20-2-200, 20-2-982, 20-2-984, 20-2-984.5, 50-13-9.1, 50-13-13, 50-13-17, 50-13-18, 50-13-40, 50-13-41.
History. Original Rule entitled "Office of State Administrative Hearings (OSAH) Hearings" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.

Rule 505-6-.05. Review of Initial Decision of Administrative Law Judge.

(1) Purpose. The purpose of this rule is to specify the procedure of review of the initial decision of a hearing officer pursuant to a request from the respondent educator or the Georgia Professional Standards Commission.

(2) The initial decision in all cases before the Office of State Administrative Hearings shall become the Final Decision of the Georgia Professional Standards Commission without further agency action and without expiration of the thirty (30) day review period otherwise provided for in O.C.G.A. 50-13-41.d.5. The effective date of such Final Decision shall be the date of filing of the Final Decision with the Georgia Professional Standards Commission.

Cite as Ga. Comp. R. & Regs. R. 505-6-.05
Authority: O.C.G.A. § 20-2-200.
History. Original Rule entitled "Review of Initial Decision of Administrative Law Judge" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.
Repealed: New rule with same title adopted. F. Dec. 20, 2011; eff. Jan. 9, 2012.
Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.

Rule 505-6-.06. Request for Stay of Final Decision.

(1) A request to the Commission to stay the enforcement of a final decision pending superior court review must be made in writing and must contain a statement clearly outlining why a stay should be granted.

   (a) Although the Commission may grant an oral hearing regarding a request for a stay, the Commission may consider the request based solely upon the written submission of the educator or his/her authorized representative.

Cite as Ga. Comp. R. & Regs. R. 505-6-.06
Authority: O.C.G.A. Sec. 50-13-19.
History. Original Rule entitled "Request for Stay of Final Decision" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.

Rule 505-6-.07. Educator Monitoring.

(1) Monitoring is the Commission's quarterly appraisal of an educator's conduct while employed in a Georgia public or private school for a period of time specified by the Commission. Monitoring may be the only disciplinary action or may be used in conjunction with a suspension, reprimand or warning.

(2) When the Commission approves a final decision that includes monitoring, the period of monitoring begins on the first day after the effective date of the decision or following reinstatement of certification from a suspension.

(3) Educators who have received the monitoring sanction must advise the Commission of any change in their residence and/or employment status. Failure to so inform the Commission or failure to respond to requests regarding residence or employment status shall be deemed a violation of the monitoring sanction.

(4) During the period of monitoring, the educator's place of employment will be contacted quarterly to determine the educator's conduct**.** Monitoring may include a review of the educator's conduct, personnel records, and any records of appropriate law enforcement agencies. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC).

(5) Should the Commission receive information that the educator has failed to comply with the monitoring conditions or with the law and rules regulating his/her practice as an

educator during the period of monitoring, it shall be considered grounds for additional disciplinary action against the educator's certificate.

(6) If the monitoring period has ended and the educator has not been employed as an educator in a Georgia school during the monitoring period, the case will be closed. Should the educator ever become employed in a Georgia school or submit a new application for new or renewed certification, a new case number will be assigned and an investigation will be conducted to determine if there has been any recurrence of the behavior that initiated the monitoring sanction. The investigative summary will be submitted to the Commission for review to determine if further action is required and could be considered grounds for additional disciplinary action. Educators that are employed will continue to be monitored for the specified length of time.

Cite as Ga. Comp. R. & Regs. R. 505-6-.07
Authority: O.C.G.A. Secs. 20-2-984, 20-2-984.5.
History. Original Rule entitled "Educator Monitoring" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.
Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.
Amended: F. Feb. 27, 2002; eff. Apr. 1, 2002, as specified by the Agency.
Amended: F. Mar. 16, 2005; eff. Apr. 15, 2005, as specified by the Agency.

Rule 505-6-.08. Student Loans.

(1) Upon receipt of a written request from the Georgia Higher Education Assistance Corporation that an educator's certificate be suspended or the application for certification be denied pursuant to O.C.G.A. § 20-3-295, the Professional Standards Commission shall automatically suspend an educator's certificate.

(2) The educator's certificate shall be automatically reinstated or, if the application for certification was denied, shall be granted, provided current certification requirements are met, upon receipt of a written notice of release from the Georgia Higher Education Assistance Corporation notifying the Professional Standards Commission that the educator is in satisfactory repayment status pursuant to O.C.G.A. § 20-3-295, provided the certificate has not expired during the period of suspension. If the certificate has expired, current applicable certification requirements must be met prior to reinstatement.

Cite as Ga. Comp. R. & Regs. R. 505-6-.08
Authority: O.C.G.A. Sec. 20-3-295.
History. Original Rule entitled "Student Loans" adopted. F. May 10, 2001; eff. June 1, 2001, as specified by the Agency.
Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.

Rule 505-6-.09. Investigation Instituted by Self-Referral.

(1) When an educator admits on a Professional Standards Commission application to having resigned or being discharged for committing a felony or misdemeanor involving moral turpitude or being under investigation by law enforcement authorities for such conduct or for committing a breach of the code of ethics or for a violation of state education laws or having a criminal history or having had a surrender, denial, revocation or suspension of a certificate or being the subject of an investigation or adverse action regarding a certificate, an investigation will automatically open without notification to the commission and with written notification to the educator pursuant to O.C.G.A. § 20-984.3(5)(c).

Cite as Ga. Comp. R. & Regs. R. 505-6-.09
Authority: O.C.G.A. Secs. 20-2-200, 20-2-984, 20-2-984.3.
History. Original Rule entitled "Investigation Instituted by Self-Referral" adopted. F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.
Amended: F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.