



# Rules and Regulations of the State of Georgia

## Department 505 PROFESSIONAL STANDARDS COMMISSION

*Current through Rules and Regulations filed through May 10, 2024*

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[Rule 505-3-.92. K-5 Mathematics Endorsement.](#)  
[Rule 505-3-.93. K-5 Science Endorsement.](#)  
[Rule 505-3-.94. STEM Education Endorsement Program.](#)  
[Rule 505-3-.95. Online Teaching Endorsement.](#)  
[Rule 505-3-.96. Reading Endorsement.](#)  
[Rule 505-3-.97. Repealed and Reserved.](#)  
[Rule 505-3-.98. Special Education Deaf Education Endorsement.](#)  
[Rule 505-3-.99. Special Education Physical and Health Disabilities Endorsement.](#)  
[Rule 505-3-.100. Special Education Preschool \(Ages 3-5\) Endorsement.](#)  
[Rule 505-3-.101. Special Education Transition Specialist Endorsement.](#)  
[Rule 505-3-.102. Special Education Visual Impairment Endorsement.](#)  
[Rule 505-3-.103. Multi-Tiered System of Supports Facilitator Endorsement.](#)  
[Rule 505-3-.104. Teacher Leader Endorsement.](#)  
[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.](#)

[Rule 505-3-.108. Personalized Learning Endorsement.](#)

[Rule 505-3-.109. Positive Behavior Intervention and Supports \(PBIS\) Endorsement Program.](#)

[Rule 505-3-.110. Urban Education Endorsement.](#)

[Rule 505-3-.111. Elementary Agriculture Education \(P-5\) Endorsement Program.](#)

[Rule 505-3-.112. Dyslexia Endorsement.](#)

[Rule 505-3-.113. Financial Literacy Endorsement Program.](#)

[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. \[Repealed\].](#)

[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.

Rules [505-2-.191](#), [.193](#), [505-3-.02](#), [.23](#), [.27](#), [.34](#) through [.41](#), [.86](#), [.88](#), [505-6-.01](#) repealed and new rules adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

Rule [505-2-.39](#) amended. F. Mar. 24, 2023; eff. Apr. 15, 2023, as specified by the Agency.



Rules [505-3-.24](#), [.54](#) through [.58](#), [.60](#), [.83](#), [.91](#), [.98](#), [.99](#), [.101](#), [.102](#) repealed and new rules adopted, Rule [505-3-.113](#) adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

Rules [505-3-.01](#), [.05](#), [.06](#) amended. F. May 30, 2023; eff. June 15, 2023, as specified by the Agency.

Rules [505-2-.194](#) adopted, [505-2-.141](#), [.142](#), [.149](#) repealed and new rules adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

Rules [505-3-.03](#) adopted, [505-3-.13](#), [.19](#), [.48](#), [.59](#), [.82](#), [.96](#), [.100](#) repealed and new rule adopted, [505-3-.14](#), [.51](#), [.66](#), [.76](#), [.77](#) amended. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

Rules [505-3-.01](#), [.05](#), [.06](#), [.23](#) through [.30](#), [.34](#) through [.41](#), [.44](#) through [.47](#), [.49](#), [.50](#), [.54](#) through [.58](#), [.60](#), [.83](#), [.89](#), [.90](#), [.92](#), [.93](#), [.95](#), [.98](#), [.99](#), [.101](#) through [.104](#), [.107](#), [.108](#), [.110](#), [.112](#) amended. Rule [505-6-.08](#) repealed. F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

Rules [505-2-.195](#), [505-3-.70](#) adopted; Rules [505-3-.01](#), [.02](#), [.63](#), [.71](#), [.72](#), [.76](#), [.92](#), [.104](#), [505-6-.01](#), [.02](#) amended. F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

**Note:** Rule [505-3-.01](#), correction of non-substantive typographical error in subparagraph (2)(y), "... *see GaPSC Rule 505-2-04 INDUCTION CERTIFICATE.*" corrected to "... *see GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE.*", as requested by the Agency. Effective Feb. 19, 2024.

**Note:** Rule [505-3-.02](#), correction of non-substantive typographical error in subparagraph (2)(l), "... *see GaPSC Rule 505-2-04 INDUCTION CERTIFICATE.*" corrected to "... *see GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE.*", as requested by the Agency. Effective Feb. 19, 2024.

**Note:** Rule [505-3-.76](#), correction of non-substantive typographical error in subparagraph (3)(c)6., "(ii) *A passing score...*" corrected to "(iii) *A passing score...*", as requested by the Agency. Effective Feb. 19, 2024.

Rule [505-3-.65](#) repealed and new rule adopted; Rule [505-3-.77](#) amended. F. Mar. 22, 2024; eff. Apr. 15, 2024, as specified by the Agency.

Rules [505-2-.02](#), [.10](#), [.14](#), [.22](#), [.26](#), [.57](#) amended. F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

**Note:** Rule [505-3-.65](#), Media Specialist Program, filed on March 22, 2024 (i.e., "*Rule 505-3-.65, MEDIA SPECIALIST PROGRAM, has been repealed and a new rule with the same number adopted entitled SCHOOL LIBRARIAN PROGAM.*") was transmitted in error by the Agency. The Rule was rescinded on April 17, 2024, effective April 15, 2024 as specified by the Agency. This repeal will not be cited in the Rule History. Effective April 15, 2024.

**Note:** Rule [505-3-.51](#), correction of non-substantive typographical errors in paragraph (1), "... *for those holding an advanced degrees. All program leading to...*" corrected to "... *for those holding an advanced degree. All programs leading to...*" (i.e., "*degrees*" to "*degree*" and "*program*" to "*programs*"), as requested by the Agency. Effective May 10, 2024.

## **Chapter 505-1. RULES OF GENERAL APPLICABILITY.**

### **Rule 505-1-.01. Organization.**

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- (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.**

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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.**

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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.**

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**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.**

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- (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/mailed 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.**

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

### **Rule 505-1-.09. Reserved.**

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

## **Chapter 505-2. CERTIFICATION.**

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

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- (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](http://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](http://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.

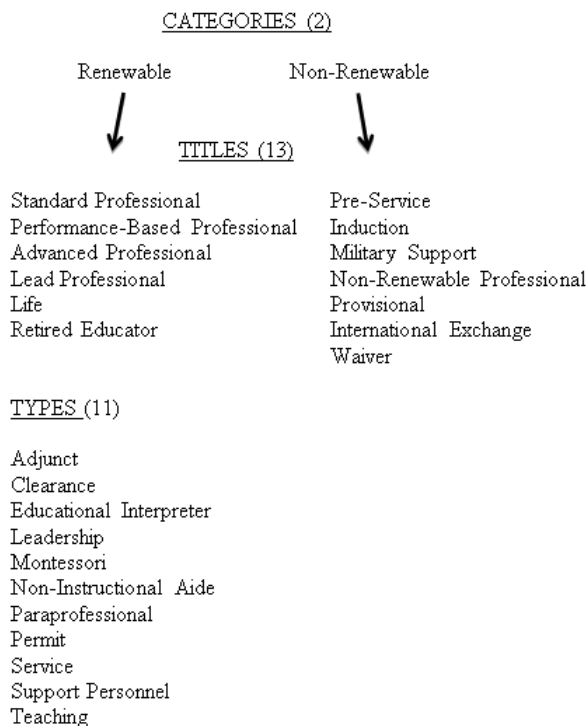
**Amended:** F. Apr. 13, 2016; eff. Apr. 15, 2016, as specified by the Agency.

**Amended:** F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

## **Rule 505-2-.02. Classification.**

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- (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:



- (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 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), world 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](http://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](http://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](http://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. June 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. 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. 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.

**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

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

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- (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.**

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- (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](http://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.**

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- (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 SCIENCE 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.**

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- (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.**

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- (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.**

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- (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.**

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- (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](http://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.**

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- (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) World 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) World 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 world 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 world languages in grades P-12 might be required for international speakers permitted to teach world 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. Sept. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. Sept. 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. Sept. 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.

**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

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

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- (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.**

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- (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.**

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- (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](http://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.**

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- (1) **Summary.** 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.
    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 world language field.
  - 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. June 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. June 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.



**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

## **Rule 505-2-.15. Adjunct License.**

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- (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](http://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](http://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](http://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.**

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- (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](http://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](http://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.**

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- (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.**

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- (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.**

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### **(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.**

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- (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](http://www.nasdtc.org)) 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.nasdtc.org](http://www.nasdtc.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.**

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- (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](http://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 world language field may work with a cooperating teacher certified in any other world 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. 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. 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.

**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

## **Rule 505-2-.23. Requirements Letter.**

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### **(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.**

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- (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.**

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- (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](http://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](http://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.**

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- (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 Educators<sup>T</sup> (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](http://www.gapsc.com). In addition to the GACE, there are other state-accepted content assessments for certain world language and career and technical specializations.
- (2) **Program Admission Assessment.**
  - (a) The GACE Program Admission assessment measures an individual's general knowledge in the areas of reading, mathematics, and writing at a competency level to be successful in an educator preparation program.
  - (b) The following individuals are required to either pass or exempt the GACE Program Admission assessment:
    1. Candidates seeking admission to a GaPSC-approved educator preparation program in a teaching or service field. Verification of this requirement is the responsibility of the Educator Preparation Provider (EPP) and is documented electronically by the provider in the Traditional Program Management System (TPMS) or on the Georgia Approved Program Completion form used to verify program completion. Documentation of any exemption must also be provided to the GaPSC upon application for Pre-Service certification.

2. Individuals seeking Provisional certification.
  3. Individuals seeking the service field of School Social Work (See GaPSC Rules [505-2-.147](#) SCHOOL SOCIAL WORK).
  4. Initial permit holders applying for an extension, with the exception of JROTC Permit holders.
  5. Individuals seeking an Induction Teaching or Service field through completion of a GaPSC-accepted program.
- (c) Individuals holding a Military Support Provisional certificate must attempt the assessment during the first semester of enrollment in a GaPSC-accepted certification program and pass the assessment prior to issuance of the Year Three (3) Provisional certificate.
- (d) Information regarding the Program Admission Requirement and exemption criteria can be accessed at <http://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>.

**(3) 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](http://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 world 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 world 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 world 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 1<sup>st</sup> - 3<sup>rd</sup> (ages 6 - 9) and Elementary I- II Grades 1<sup>st</sup> - 6<sup>th</sup> (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.

**(4) 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.

**(5) 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).

**(6) 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.

**(7) 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.

**(8) World Language Assessment.**

- (a) A GACE assessment is not available for certain world 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 world language teaching field. 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 world 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."

### **(9) 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.

### **(10) 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.

**(11) 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.

**(12) 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>.

**(13) 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](http://www.gadoe.org).

**Cite as Ga. Comp. R. & Regs. R. 505-2-.26**

**Authority:** O.C.G.A. § [20-2-2007](#).

**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. June 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. June 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. Sept. 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.

**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

## **Rule 505-2-.27. Certification Application, MyPSC and Test Eligibility Procedures.**

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(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](http://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](http://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](http://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 through 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 through 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 through 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 through 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.**

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### **(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.**

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- (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](http://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.**

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- (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](http://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](http://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](http://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](http://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](http://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.**

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- (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.**

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- (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.**

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- (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.**

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- (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](http://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](http://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.**

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### **(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://dec.al.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](http://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](http://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](http://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. \[Repealed\]](#)**

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**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.](#)**

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- (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.**

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- (1) **Summary.** This rule creates a formalized system of tiered reviews that allows individuals to appeal certification decisions resulting in a denial based on 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.
- (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 from the date the certification request is denied 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 1 appeals must be received by the Executive Secretary of the GaPSC within sixty (60) calendar days of the date of certificate issuance or the - GaPSC notification letter of denial.
  - 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.

4. Appeals may only be requested upon initial denial of a certification request as outlined above. Appeals submitted prior to initial denial will not be considered.
    - i. Educators may not resubmit a request for a transaction that was previously denied in order to meet the 60-day Tier 1 or Tier 2 appeal submission timeline.
    - ii. Tier 2 decisions are final. Individuals may not appeal the same issue after a final written Tier 2 decision is determined.
- (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.

**Amended:** F. Mar. 24, 2023; eff. Apr. 15, 2023, as specified by the Agency.

## **Rule 505-2-.40. In-Field Assignment.**

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- (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 Policies (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](http://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://dec.al.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](http://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.**

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- (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.**

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- (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](http://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.**

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- (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.**

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- (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](http://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.**

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(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 1<sup>st</sup>- 3<sup>rd</sup> (ages 6 - 9)



- (d) Elementary I- II Grades 1<sup>st</sup> - 6<sup>th</sup> (ages 6 - 12)
  - (e) Secondary I Grades 7<sup>th</sup> - 9<sup>th</sup> (ages 12 - 15)
    - 1. Secondary I Language Arts & Social Studies
    - 2. Secondary I Science & Mathematics
  - (f) Secondary I - II Grades 7<sup>th</sup>- 12<sup>th</sup> (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.**

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- (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](http://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.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.47

## **Rule 505-2-.48. Repealed and Reserved.**

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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.**

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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.**

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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.**

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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.**

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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.**

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**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.**

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**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.**

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**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.**

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**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.**

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- (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. Middle 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) World 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 1/2 - 6)
3. Elementary I Grades 1<sup>st</sup> - 3<sup>rd</sup> (Ages 6-9)
4. Elementary I-II Grades 1<sup>st</sup> - 6<sup>th</sup> (Ages 6-12)

5. Secondary I Grades 7<sup>th</sup> - 9<sup>th</sup> (Ages 12-15)
  - (i) Secondary I Language Arts & Social Studies
  - (ii) Secondary I Science & Mathematics
6. Secondary I-II Grades 7<sup>th</sup> - 12<sup>th</sup> (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 teaching 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 teaching 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](http://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. 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.

**Amended:** F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

**Repealed:** F. June 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.

**Amended:** F. Apr. 9, 2024; eff. Apr. 15, 2024, as specified by the Agency.

## **Rule 505-2-.58. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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**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.

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**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.

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**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.

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**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.

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.**

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**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.**

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**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.**

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**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.**

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- (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](http://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.**

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**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.**

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**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.**

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- (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](http://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.**

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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- (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](http://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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.

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**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.

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**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.

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**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.**

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**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.**

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**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 entitled "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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.

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## **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.

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## **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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**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.**

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- (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.**

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(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 a 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.
    - (I) Pass the GACE content knowledge assessment.
    - (II) Meet Standards of Conduct.
  - (iv) 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 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 design, implement, and evaluate curriculum that promotes student learning and plan, implement, and evaluate instruction to facilitate student learning.

**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.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-2-.142. Instructional Technology.**

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- (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 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.

**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.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-2-.143. Media Specialist.**

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- (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.**

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- (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.**

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- (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.**

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- (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.**

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- (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.**

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- (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 Requirements** (See GaPSC Rule [505-2-.05](#) PROFESSIONAL CERTIFICATE).
  - (a) Issuance.
    1. An Individual is eligible for a 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.
        - (II) Meet Standards of Conduct.
      - (iv) 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 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 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 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 facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs to guide positive change and improve student learning.

**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.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-2-.150. Literacy Specialist.**

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- (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.](#)**

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**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.](#)**

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**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.**

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- (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 (CCAEE)" 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.**

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### **(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.**

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**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.**

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**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.**

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**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.**

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**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.**

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**(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.**

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**(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](http://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.**

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### **(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](http://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.**

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### **(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.**

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- (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](http://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 (CCAIE) Endorsement.**

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### **(1) Eligibility Requirements.**

- (a) To be eligible for the professional or Five-Year Induction Coordinated Career Academic Education (CCAIE) 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 (CCAIE) 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](http://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 (CCAEE) 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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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 the K-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.](#)**

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- (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.**

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(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](http://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.**

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### **(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.**

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### **(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](http://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.**

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- (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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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.**

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### **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](http://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.**

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### **(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.**

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### **(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.](#)**

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**(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.**

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**(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](http://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.**

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### **(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.**

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### **(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-.14](#) ENDORSEMENTS.
- (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-.14](#) ENDORSEMENTS.

### **(2) In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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](http://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.**

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### **(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](http://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. Elementary Agriculture Education (P-5) Endorsement.**

(1) **Professional and Five (5)-Year Induction Requirements.**

- (a) Issuance.
  - 1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction certificate in Agriculture (6-12) or Elementary Education (P-5).
  - 2. Verify completion of a GaPSC-approved Elementary Agriculture Education (P-5) Endorsement program as outlined in GaPSC Rule [505-3-.111 ELEMENTARY AGRICULTURE EDUCATION \(P-5\) ENDORSEMENT PROGRAM](#).
  - 3. Meet Standards of Conduct.
  - 4. Request the certificate according to procedures outlined in GaPSC Rule [505-2-.27 CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES](#).
- (b) Renewal.
  - 1. Meet requirements outlined in the Rule [505-2-.36 RENEWAL REQUIREMENTS](#).

2. Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

**(2) Three (3)-Year Non-Renewable and Three (3)-Year Induction Requirements.**

**(a) Issuance.**

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate in Agriculture (6-12) or Elementary Education (P-5).
2. Meet Standards of Conduct.
3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

**(b) Conversion.**

1. Verify completion of a GaPSC-approved Elementary Agriculture Education (P-5) Endorsement program as outlined in GaPSC Rule [505-3-.111](#) ELEMENTARY AGRICULTURE EDUCATION (P-5) ENDORSEMENT PROGRAM.
2. Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

**(3) In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).**

- (a) An individual with the Agriculture Education Endorsement (P-5) 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](http://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.

**Repealed:** New Rule entitled "Elementary Agriculture Education (P-5) Endorsement" adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

## **Rule 505-2-.192. Dyslexia Endorsement.**

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### **(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](http://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.**

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### **(1) Purpose.**

- (a) The Computer Science Micro-Endorsement is designated for teachers who are currently enrolled in and completing the Computer Science Program or Computer Science Endorsement Program that desire to begin teaching computer science introductory courses prior to completion of the full endorsement program.

### **(2) Professional and Induction Requirements.**

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. Verify completion of coursework from a GaPSC-approved Computer Science Program or Computer Science Endorsement Program provider that covers standards 1 and 6 outlined in GaPSC Rules [505-3-.41](#) COMPUTER SCIENCE PROGRAM or [505-3-.86](#) COMPUTER SCIENCE ENDORSEMENT PROGRAM.
3. Meet Standards of Conduct.
4. 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. 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.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. 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.

(b) Conversion.

1. Verify completion of coursework from a GaPSC-approved Computer Science Program or Computer Science Endorsement Program provider that covers standards 1 and 6 outlined in GaPSC Rules [505-3-.41](#) COMPUTER

SCIENCE PROGRAM or [505-3-.86](#) COMPUTER SCIENCE  
ENDORSEMENT PROGRAM.

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.
- (4) **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](http://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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Note:** Correction of non-substantive typographical error in paragraph numbering, " **(5)***In-Field Statement*." corrected to " **(4)** *In-Field Statement*.", as requested by the Agency. Effective Feb. 20, 2023.

## **Rule 505-2-.194. Financial Literacy Endorsement.**

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**(1) Professional and Induction Requirements.**

**(a) Issuance.**

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. Verify completion of coursework from a GaPSC-approved Financial Literacy Endorsement Program outlined in GaPSC Rule [505-3-.113](#) FINANCIAL LITERACY ENDORSEMENT PROGRAM.
3. Meet Standards of Conduct.
4. 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. Apply for certification following procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(2) **Three-Year Non-Renewable and Three-Year Induction Requirements.**

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching Certificate.
2. 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.

(b) Conversion.

1. Verify completion of coursework from a GaPSC-approved Financial Literacy Endorsement Program outlined in GaPSC Rule [505-3-.113](#) FINANCIAL LITERACY ENDORSEMENT PROGRAM.
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) **In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).** An individual with the Financial Literacy Endorsement is in-field to teach identified courses in Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at [www.gapsc.com](http://www.gapsc.com).

**Cite as Ga. Comp. R. & Regs. R. 505-2-.194**

**Authority:** O.C.G.A. § [20-2-200](#).

**History.** Original Rule entitled "Financial Literacy Endorsement" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-2-.195. School Safety and Anti-Gang Endorsement.**

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### **(1) Requirements.**

#### **(a) Issuance.**

1. Hold a valid certificate or license as follows:
  - (i) Certificate: Advanced Professional, 5-Year Induction, Lead Professional, Life, Performance-Based Professional, Permit, Retired, and Standard Professional.
  - (ii) License: Adjunct, Educational Interpreter, Non-Instructional Aide, Paraprofessional, and Support Personnel.
2. Complete GaPSC-accepted coursework for the School Safety and Anti-Gang Endorsement Program offered by the Georgia Emergency Management and Homeland Security Agency (GEMA/HS), Georgia Department of Education (GaDOE), Georgia Department of Juvenile Justice (DJJ), and Georgia Public Safety Training Center (GPSTC).
3. Meet Standards of Conduct.
4. Apply for certification following procedures outlined in [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 or in the individual licensure rule.
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.

### **(2) Implementation.**

- (a) Individuals who completed approved coursework for the endorsement prior to the rule effective date will meet legacy provisions.

### **(3) Restrictions.**

- (a) Individuals holding only a Clearance certificate, which indicates waiving of certification, may add the endorsement upon completion of requirements for issuance of one of the certificate or license types outlined in (1)(a)1.
  - (b) Individuals employed in positions that do not require certification or hold a non-qualifying certificate or license may complete the endorsement but are unable to add the field until holding a qualifying certificate or license.
- (4) **Validity.**
- (a) The School Safety and Anti-Gang Endorsement will be issued with the same validity as the base certificate or license.
- (5) **In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).**
- (a) An individual with the School Safety and Anti-Gang Endorsement has strengthened and enhanced competency levels in multidisciplinary best practices for promoting and preserving safe schools and for identifying and deterring youth gangs.

Cite as Ga. Comp. R. & Regs. R. 505-2-.195

Authority: O.C.G.A. § [20-2-200](#).

History. Original Rule entitled "School Safety and Anti-Gang Endorsement" adopted. F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-2-.196. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.196

## **Rule 505-2-.197. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.197

## **Rule 505-2-.198. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.198

## **Rule 505-2-.199. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.199

## **Rule 505-2-.200. Audiology.**

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- (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 Rule [505-2-.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 Rule [505-2-.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 Rule [505-2-.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.**

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### **(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 Rule [505-2-.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 Rule [505-2-.24](#)).**
- a. To renew a Clear Renewable Media Specialist certificate, an applicant must complete Standard Renewal Requirements.
- (5) **In-Field Statement (See Rule [505-2-.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.](#)**

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- (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 Rule [505-2-.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 Rule [505-2-.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 Rule [505-2-.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.**

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### **(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 Rule [505-2-.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 Rule [505-2-.24](#)).**

- (a) To renew a Clear Renewable School Nutrition Director certificate, an applicant must complete Standard Renewal Requirements.

**(5) In-Field Statement (See Rule [505-2-.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.**

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**(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 Rule [505-2-.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 Rule [505-2-.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 Rule [505-2-.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.**

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**(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 Rule [505-2-.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 Rule [505-2-.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 Rule [505-2-.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.**

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### **(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 Rule [505-2-.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 Rule [505-2-.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 Rule [505-2-.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.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.207

## **Rule 505-2-.208. Instructional Technology.**

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### **(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.**

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### **(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.**

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### **(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 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 Curriculum and Instruction 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 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.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.211**

### **[Rule 505-2-.212. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.212**

### **[Rule 505-2-.213. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.213**

### **[Rule 505-2-.214. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.214**

### **[Rule 505-2-.215. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.215**

### **[Rule 505-2-.216. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.216**

### **[Rule 505-2-.217. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.217**

### **[Rule 505-2-.218. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.218**

### **[Rule 505-2-.219. Reserved.](#)**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.219**

### **[Rule 505-2-.220. Reserved.](#)**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.220

**Rule 505-2-.221. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.221

**Rule 505-2-.222. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.222

**Rule 505-2-.223. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.223

**Rule 505-2-.224. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.224

**Rule 505-2-.225. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.225

**Rule 505-2-.226. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.226

**Rule 505-2-.227. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.227

**Rule 505-2-.228. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.228

**Rule 505-2-.229. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.229

**Rule 505-2-.230. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.230

**Rule 505-2-.231. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.231

## **Rule 505-2-.232. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.232

## **Rule 505-2-.233. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.233

## **Rule 505-2-.234. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.234

## **Rule 505-2-.235. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.235

## **Rule 505-2-.236. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.236

## **Rule 505-2-.237. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.237

## **Rule 505-2-.238. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.238

## **Rule 505-2-.239. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.239

## **Rule 505-2-.240. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.240

## **Rule 505-2-.241. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.241

## **Rule 505-2-.242. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.242

## **Rule 505-2-.243. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.243

### **Rule 505-2-.244. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.244

### **Rule 505-2-.245. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.245

### **Rule 505-2-.246. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.246

### **Rule 505-2-.247. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.247

### **Rule 505-2-.248. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.248

### **Rule 505-2-.249. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.249

### **Rule 505-2-.250. Service Endorsements.**

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- (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.**

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- (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.**

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- (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.**

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**Cite as Ga. Comp. R. & Regs. R. 505-2-.253**

## **Rule 505-2-.254. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.254

## **Rule 505-2-.255. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.255

## **Rule 505-2-.256. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.256

## **Rule 505-2-.257. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.257

## **Rule 505-2-.258. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.258

## **Rule 505-2-.259. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.259

## **Rule 505-2-.260. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.260

## **Rule 505-2-.261. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.261

## **Rule 505-2-.262. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.262

## **Rule 505-2-.263. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.263

## **Rule 505-2-.264. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.264

## **Rule 505-2-.265. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.265

**Rule 505-2-.266. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.266

**Rule 505-2-.267. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.267

**Rule 505-2-.268. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.268

**Rule 505-2-.269. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.269

**Rule 505-2-.270. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.270

**Rule 505-2-.271. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.271

**Rule 505-2-.272. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.272

**Rule 505-2-.273. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.273

**Rule 505-2-.274. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.274

**Rule 505-2-.275. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.275

**Rule 505-2-.276. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.276



## **Rule 505-2-.277. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.277

## **Rule 505-2-.278. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.278

## **Rule 505-2-.279. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.279

## **Rule 505-2-.280. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.280

## **Rule 505-2-.281. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.281

## **Rule 505-2-.282. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.282

## **Rule 505-2-.283. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.283

## **Rule 505-2-.284. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.284

## **Rule 505-2-.285. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.285

## **Rule 505-2-.286. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.286

## **Rule 505-2-.287. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.287

## **Rule 505-2-.288. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.288

### **Rule 505-2-.289. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.289

### **Rule 505-2-.290. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.290

### **Rule 505-2-.291. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.291

### **Rule 505-2-.292. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.292

### **Rule 505-2-.293. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.293

### **Rule 505-2-.294. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.294

### **Rule 505-2-.295. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.295

### **Rule 505-2-.296. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.296

### **Rule 505-2-.297. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.297

### **Rule 505-2-.298. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.298

### **Rule 505-2-.299. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.299

## **Rule 505-2-.300. Educational Leadership.**

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- (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.

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**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.

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### **Rule 505-2-.301. Reserved.**

**Cite as Ga. Comp. R. & Regs. R. 505-2-.301**

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### **Rule 505-2-.302. Reserved.**

**Cite as Ga. Comp. R. & Regs. R. 505-2-.302**

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### **Rule 505-2-.303. Reserved.**

**Cite as Ga. Comp. R. & Regs. R. 505-2-.303**

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### **Rule 505-2-.304. Reserved.**

**Cite as Ga. Comp. R. & Regs. R. 505-2-.304**

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### **Rule 505-2-.305. Reserved.**

**Cite as Ga. Comp. R. & Regs. R. 505-2-.305**

### **Rule 505-2-.306. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.306

### **Rule 505-2-.307. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.307

### **Rule 505-2-.308. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.308

### **Rule 505-2-.309. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.309

### **Rule 505-2-.310. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.310

### **Rule 505-2-.311. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.311

### **Rule 505-2-.312. Reserved.**

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### **Rule 505-2-.313. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.313

### **Rule 505-2-.314. Reserved.**

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### **Rule 505-2-.315. Reserved.**

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### **Rule 505-2-.316. Reserved.**

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### **Rule 505-2-.317. Reserved.**

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**Rule 505-2-.318. Reserved.**

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**Rule 505-2-.319. Reserved.**

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**Rule 505-2-.320. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.320

**Rule 505-2-.321. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.321

**Rule 505-2-.322. Reserved.**

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**Rule 505-2-.323. Reserved.**

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**Rule 505-2-.324. Reserved.**

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### **Rule 505-2-.331. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.331

### **Rule 505-2-.332. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.332

### **Rule 505-2-.333. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.333

### **Rule 505-2-.334. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.334

### **Rule 505-2-.335. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.335

### **Rule 505-2-.336. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.336

### **Rule 505-2-.337. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.337

### **Rule 505-2-.338. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.338

### **Rule 505-2-.339. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.339

### **Rule 505-2-.340. Reserved.**

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Cite as Ga. Comp. R. & Regs. R. 505-2-.340

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**Rule 505-2-.341. Reserved.**

Cite as Ga. Comp. R. & Regs. R. 505-2-.341

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**Rule 505-2-.342. Reserved.**

Cite as Ga. Comp. R. & Regs. R. 505-2-.342

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**Rule 505-2-.343. Reserved.**

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**Rule 505-2-.344. Reserved.**

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**Rule 505-2-.345. Reserved.**

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**Rule 505-2-.346. Reserved.**

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**Rule 505-2-.347. Reserved.**

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**Rule 505-2-.348. Reserved.**

Cite as Ga. Comp. R. & Regs. R. 505-2-.348

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**Rule 505-2-.349. Reserved.**

Cite as Ga. Comp. R. & Regs. R. 505-2-.349

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**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.**

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- (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](http://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.**

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**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.**

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**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.**

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**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.

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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.

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- (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/degree-only programs commonly award graduate credit and include masters, specialist, and doctoral degree programs.



- (d) Approval: A process for assessing and enhancing academic and educational quality through peer review, to assure the public that an educator preparation provider (EPP) and/or program has met 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 either on-site at an institution/agency, or electronically using web 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 aq, below).
- (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. Candidates in programs leading to Teaching (T) certification may also be referred to as Pre-service Teacher Candidates. (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 (S) and Leadership (L) 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) 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.
- (q) **Educator Preparation Program:** A planned sequence of courses and experiences for preparing B/P-12 teachers and other professional school personnel that leads to a state certification. The three (3) types of educator preparation programs are described in definitions aa (Initial), s (Endorsement), and c (Advanced/Degree-Only).
- (r) **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.
- (s) **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 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 or advanced/degree-only 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.
- (t) **EPP Readiness Framework:** Formerly called *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.

- (u) 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 (e.g., GaTAPP), field experiences occur outside candidates' classrooms with students with different learning needs and varied backgrounds in at least two (2) settings during the clinical practice.
- (v) First Continuing 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.
- (w) 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).
- (x) Grade Point Average (GPA): A quantitative indicator of candidate achievement. Letter grades are converted to numbers and averaged over a period of time.
- (y) 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 GaPSC Rule [505-2-.04](#) INDUCTION CERTIFICATE.
- (z) 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).

- (aa) Initial Preparation Program: A program designed to prepare candidates for their initial, or first professional certificate in a Teaching (T), Leadership (L), or Service (S) field. Examples include degree programs at the baccalaureate, masters, 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) or Alternative Preparation for Educational Leadership 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.
- (ab) 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.
- (ac) 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).
- (ad) 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.
- (ae) 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.

- (af) 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.
- (ag) Non-traditional Teacher 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 teacher 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 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 GaPSC Rule [505-3-.05](#) GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).
- (ah) Out-of-State Institution: An institution of higher education administratively based in a state within the United States other than Georgia, or another country.
- (ai) 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).

- (aj) Pedagogical Knowledge: The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge (Source: CAEP Glossary).
- (ak) Pedagogical Skills: An educator's abilities or expertise to impart the specialized knowledge/content and skills of their subject area(s) (Source: CAEP Glossary).
- (al) Preparation Program Effectiveness Measures (PPEMs): A set of common measures applied to all teacher preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) are further defined in GaPSC Rule [505-3-.02](#) EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.
- (am) 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.
- (an) 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 Cogna. The SACS accrediting organization for institutes of higher education is the Commission on Colleges (SACSCOC).
- (ao) 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.
- (ap) 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.
- (aq) 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.
- (ar) 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.

- (as) 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.
- (at) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators offered by an institution of higher education.
- (au) 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.
  - 2. Out-of-state organizations that are Accredited without conditions or probation by the Council for the Accreditation of Educator Preparation (CAEP) and that are approved without conditions or probation by the state



in which the organization is administratively based are eligible to seek GaPSC approval to offer, through a branch or satellite campus and/or by online delivery, non-credit-bearing certification-only programs leading to initial teacher certification. Out-of-state program providers offering credit-bearing and/or degree-granting programs are not eligible for GaPSC approval. Once approved by GaPSC, an out-of-state organization must maintain CAEP Accreditation and home state approval in good standing (without conditions or probation) to continue qualifying for 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 Rule [505-2-.31](#) GAPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES.
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 GaPSC Rule [505-3-.05](#) GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP). See GaPSC Rule [505-2-.31](#) GAPSC-ACCEPTED ACCREDITATION FOR CERTIFICATION PURPOSES for a list of acceptable accrediting agencies.

(c) GaPSC Approval of Educator Preparation Providers (EPPs).

1. An EPP 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 by GaPSC, 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 formative portion of 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) status 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 Georgia Professional Standards Commission. Program approval is contingent upon EPP approval.
4. LUAs, qualifying organizations (see paragraph (3) (a) 1 and 2), and IHEs seeking GaPSC approval as an EPP shall follow all applicable GaPSC policies and procedures to include the EPP Readiness Framework 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 GaPSC-approved EPP 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 up to and including revocation of approval. Failure to comply with federal reporting requirements may result in fines.
5. EPPs 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 (T), Leadership (L), or Service (S) 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 the EPP is out of 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 and out-of-state EPPs with candidates completing field and clinical experiences in Georgia schools 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 and out-of-state EPPs with candidates completing field and clinical experiences in Georgia schools 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 a GaPSC-approved program 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. EPPs 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 formative portion of 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. 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 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, the performance of the EPP and its programs, and compliance with GaPSC rules and reporting requirements. (See GaPSC Educator Preparation Rule [505-3-.02](#) EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.)
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 assessment requirements outlined in this rule in paragraphs (3) (e) (6); 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 TEACHING 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 Teacher Assessment on Performance Standards (TAPS) published by the Georgia Department of Education. Preparation programs for educators prepared as leaders shall incorporate these standards into those courses related to instructional leadership to assure leadership candidates understand the TAPS 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 middle grades, secondary, and in P-12 fields where appropriate such as certain Special Education programs, which require fifteen (15) semester hours of academic content. 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 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 (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 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 instruction, 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 multi-tiered systems of support 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 also 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 GaPSC 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 seeking teacher certification demonstrate the appropriate level of competence in the teaching of reading, as described for each Teaching (T) field in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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](#) through [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). To fully address the additional knowledge and skills delineated in endorsement standards, it may be necessary to add endorsement courses to a program of study.
- (II) Option 2: Additional Assessments(s). Candidates' demonstration of endorsement program knowledge and skills must be assessed by either the initial preparation or advanced/degree-only 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 (T), Leadership (L), or Service (S) 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 different 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 5 (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 public schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, out-of-state charter schools approved by the state's charter schools commission or 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), Head 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 (T), Leadership (L), or Service (S) 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 (T) 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 (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, [505-2-.153](#) EDUCATIONAL LEADERSHIP CERTIFICATE, 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 (T) 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 (GaTAPP).



- (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](#).

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**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.

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**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.

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**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. June 13, 2014; eff. July 3, 2014.

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**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.

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**Note:** Correction of non-substantive typographical error in subparagraph (2)(y), "... see GaPSC Rule 505-2-04 INDUCTION CERTIFICATE." corrected to "... see GaPSC Rule [505-2-.04](#) INDUCTION CERTIFICATE.", as requested by the Agency. Effective Feb. 19, 2024.

## **Rule 505-3-.02. Educator Preparation Provider Annual Reporting and Evaluation.**

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(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 and are certified in the program's subject area or field of certification. 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 (EPP) 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 EPP or educator preparation program meets GaPSC standards and required annual reporting requirements.
- (c) Approval Review: Examination of evidence and interviews of stakeholders conducted by 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 B/P-12 schools. Candidates in programs leading to Teaching (T) certification may also be referred to as Pre-service Teacher Candidates. (The term enrolled is used in the GaPSC approval process to mean the candidate is admitted and taking classes.)
- (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: 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 Leadership (L) or Service (S) 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.

- (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 B/P-12 student learning.
- (h) Educator Preparation Program: A planned sequence of courses and experiences for preparing B/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 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.
- (j) 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 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 or advanced/degree-only 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.
- (k) 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 that include substantive work with B/P-12 students and B/P-12 personnel as appropriate. In non-traditional preparation programs (e.g., GaTAPP), field experiences occur outside candidates' classrooms with students with different learning needs and varied backgrounds in at least two (2) settings during the clinical practice.

(l) 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 GaPSC Rule [505-2-.04](#) INDUCTION CERTIFICATE.

(m) Initial Preparation Program: A program designed to prepare candidates for their initial, or first, professional certificate in a Teaching (T), Leadership (L), or Service (S) field. Examples include degree programs at the baccalaureate, masters, 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) or Alternative Preparation for Educational Leadership 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) Non-traditional Teacher 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 teacher 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 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, 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 GaPSC Rule [505-3-.05](#) GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).
- (o) Preparation Program Effectiveness Measures (PPEMs): A collection of common measures applied to all teacher preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) are further defined in this rule.
  - (p) Out-of-State Institution: An institution of higher education that is administratively based in a state within the United States other than Georgia.
  - (q) 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.
  - (r) 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.
  - (s) 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.
  - (t) 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 (T).

- (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) Completion Reporting Year. The PPEM reporting year starts September 1 and ends August 31.
- (b) Teacher Preparation Program Effectiveness Measures (TPPEMs) are comprised of a set of three 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:
  - 1. 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 time near the end of the first year of inductees' employment in the field of preparation.
  - 2. 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 time near the end of the first year of inductees' employment in the field of preparation.
  - 3. Assessment of Content Knowledge (state-approved content assessment; Georgia Assessments for the Certification of Educators [GACE]).
    - (i) 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 GaPSC Rule [505-3-.05](#) GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY).

- (ii) 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 in reporting.
- (c) Refer to the PPEM Technical Specifications document for additional information on each measure, and the schedule of data collection and reporting.

**(5) 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 and according to the timelines established in Educator Preparation Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, paragraph (3) (c) 8.
  - 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. 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.

**(6) 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 via the public dashboard; data will be aggregated at the program and EPP levels and no individual level data will be provided.



- (c) Reporting to Other State Agencies. 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.

**Cite as Ga. Comp. R. & Regs. R. 505-3-.02**

**Authority:** O.C.G.A. § [20-2-200](#).

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**Amended:** F. Sept. 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.

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## **Rule 505-3-.03. Foundations of Reading, Literacy, and Language.**

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- (1) **Purpose.** This rule states reading, literacy, and language content standards for approving programs that prepare individuals to teach children aged birth through kindergarten and children in any subject in grades P-12, and it supplements requirements in GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.
- (2) **Definitions.**
  - (a) Alphabetic Principle: The idea that letters and letter patterns represent the sounds of spoken language.
  - (b) Comprehension: Comprehension is the cognitive process of understanding and interpreting information, usually in the context of language, both spoken and written. It involves the ability to extract meaning from words, sentences, and larger units of text or speech, as well as making connections between ideas, drawing inferences, and synthesizing information.

- (c) Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.
- (d) Fluency: The ability to act (speak, read, write) with ease, accuracy, automaticity/appropriate rate, and prosody. It is an essential component of reading because it permits the reader to focus on constructing meaning from the text rather than on decoding words.
- (e) Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).
- (f) Language (expressive, receptive, and pragmatic language): (1) Expressive Language: Sharing thoughts and feelings through body language, gestures, facial expressions, vocalizations, or words. (2) Receptive Language: Understanding what others are communicating; understanding the intents of others. (3) Pragmatic Language: The social use of verbal and nonverbal communication.
- (g) Literacy: The capacity to engage with and skillfully utilize various forms of communication, including reading, writing, speaking, listening, and digital media, to effectively express, interpret, and interact with a variety of ideas and perspectives.
- (h) Morpheme: The smallest meaningful unit of a language that cannot be further divided. A "base," or "root" is a morpheme in a word that gives the word its principle meaning.
- (i) Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.
- (j) Phonemic Awareness: The ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language. For example, recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness. Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes.
- (k) Phonics: An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.
- (l) Phonological Awareness: Phonological awareness is the ability to recognize and manipulate the sound structures within spoken language. This skill encompasses

the identification and manipulation of various linguistic components, including (1) syllables, such as /book/, (2) onsets and rimes, such as /b/ and /ook/, and (3) individual phonemes, such as /b/, /oo/, and /k/.

- (m) Science of Reading/Scientific Reading Instruction: An evidence-based approach to teaching reading and writing that is rooted in the understanding of cognitive science and its connection to educational outcomes. This method trains educators to teach reading by addressing syllables, morphology, sound-symbol correspondence, semantics, and syntax in a clear, systematic, and diagnostic manner. The approach holistically integrates speaking, listening, reading, and writing by offering explicit, systematic, and tailored instruction in areas such as phonological and phonemic awareness, phonics, syllable patterns, morphology, semantics, and syntax, ensuring a comprehensive and inclusive literacy development experience.
- (n) Spelling: The process of representing a language by means of a writing system.
- (o) Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.
- (p) Vocabulary: The collection of words that an individual knows, understands, and actively employs in both written and oral communication. This personalized set of words is dynamic and evolves through exposure to diverse sources and experiences. This definition differs from lexicon, which encompasses the entire set of words within a language.
- (q) Written Expression: A complex process of using various cognitive operations to translate ideas and thoughts into a written language.

### (3) **Requirements.**

- (a) To receive approval, a GaPSC-approved educator preparation provider shall ensure candidates meet the standards specified below for programs leading to initial teacher certification. The standards are adapted from the standards published in 2017 by the International Literacy Association (ILA), the Georgia Early Learning and Development Standards (GELDS) published in 2013, the Knowledge and Practice Standards published in 2018 by the International Dyslexia Association (IDA), and the standards published in 2017 by the National Association for the Education of Young Children (NAEYC). GaPSC-approved programs shall incorporate these standards by Fall 2024.
- (b) Programs that prepare Birth Through Kindergarten and Special Education Preschool teachers shall meet the following standards.
  - 1. Knowledge: Language and Literacy Acquisition.

- (i) Candidates demonstrate knowledge that the development of language is the foundation for literacy development.
- (ii) Candidates demonstrate knowledge that language is developed within the context of relationships.
- (iii) Candidates demonstrate knowledge that social engagement is the means by which we proactively gauge language development.
- (iv) Candidates demonstrate knowledge that engagement through frequent, social interactions with adults and peers as evidenced by investment, independence, and initiation is the fuel for language development.
- (v) Candidates demonstrate knowledge that when children are engaged their use of language is frequent, functional, socially oriented, and fluid across settings.
- (vi) Candidates will know and be able to explain indicators and phases of typical language development including expressive, receptive, and pragmatic language across the birth to kindergarten continuum.
- (vii) Candidates demonstrate knowledge that language development is essential for individuals to communicate needs, formulate ideas, develop and maintain relationships, and solidify understanding of concepts.
- (viii) Candidates are able to cite evidence and give practical examples showing how phonological awareness skills affect attainment of future literacy skills.
- (ix) Candidates will be able to identify and explain how language development influences cognitive and emotional development, which contributes to literacy and writing development. Candidates will be able to cite examples in practice and explain how to continuously notice, support, and nurture language development across the developmental continuum.
- (x) Candidates understand and explain research describing the effects of communication styles and dialects on foundational early language and literacy learning.

- (xi) Candidates will know and be able to explain that language development is vital to the use of one's "inner dialogue" required for self-regulation.
- (xii) Candidates understand the various ways in which infants and young children communicate their needs, wants, feelings through the use of language (e.g., gestures, body language, facial expressions, vocalizations, or words).
- (xiii) Candidates understand the ways in which infants and young children experiment with expressive language to enhance their communication (e.g., spontaneous vocal play, crying).
- (xiv) Candidates demonstrate knowledge of the ways in which all domains of development impact language development (e.g., fine motor, gross motor, cognitive, and emotional development).

## 2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
  - (I) Candidates will implement developmentally responsive practices that meet the instructional needs of students who are at different points of language and literacy development.
  - (II) Candidates select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
  - (III) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally responsive, and integrated across language and literacy domains with an emphasis on individual, small, and large group conversations, play, storytelling, rhyming, singing, and writing activities.
  - (IV) Candidates plan, modify, and implement developmentally responsive explicit, systematic, cumulative, and teacher-directed and child-directed instruction in the foundational skills of language and literacy, including phonological awareness, alphabetic principle, phonics, reading fluency, vocabulary development, listening and reading comprehension, print awareness, and written expression.

(V) Candidates scaffold instruction to support learners based on their development, including those with different learning needs. Concepts across the age bands include:

I. Phonological and phonemic awareness

- A. Progression of sound and phonological-awareness skill development across age
- B. Sound awareness
- C. Phonological sensitivity
- D. Rhyming
- E. Syllabication
- F. Segmenting, deleting, manipulating phonemes
- G. Consonant and vowel phonemes

II. Print awareness

- A. Recognition that print has meaning
- B. Environmental print
- C. Book handling skills
- D. Recognition that print is read left to right, top to bottom
- E. Recognition of a letter, a word, a sentence

III. Phonics and word recognition

- A. Alphabetic principle
- B. Phoneme-grapheme correspondence
- C. English orthography
- D. Systematic, cumulative, and explicit teaching of basic decoding and spelling rules and letter

patterns (digraphs, diphthongs, blends, onset-rime, etc.)

- E. Teaching regular and irregular words
- F. Teaching decoding of multisyllabic words
- G. Decodable texts and sound walls in teaching beginning readers

#### IV. Reading fluency

- A. Automatic word reading
- B. Oral reading fluency including accuracy, automaticity, and prosody
- C. Varied techniques and methods for building reading fluency
- D. Appropriate uses of assistive technology

#### V. Listening and reading comprehension

- A. Background knowledge
- B. Use of pictures and other visual cues, props (puppets, storyboards, etc.)
- C. Inferencing
- D. Instructional routines appropriate for each major genre: informational text, narrative text
- E. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)

- (VI) Candidates design, adapt, implement, and evaluate evidence-based and developmentally responsive instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to

explicitly teach skills related to written expression. Key terms or concepts related to this area include:

- I. Written expression
  - A. Supports small and large muscle development needed to support writing
  - B. Developmental phases of writing (random marks, holds simple tools)
  - C. Dictation of children's drawings and thoughts (writes words to describe or name pictures)
  - D. Use of inventive spelling
  - E. Planning, translating (drafting), reviewing, and revising
  - F. Research-based principles for teaching letter formation
  - G. Research-based principles for teaching written spelling and punctuation
  - H. Developmental phases of the writing process
  - I. Appropriate uses of assistive technology in written expression.

(VII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to support and nurture expressive, receptive, and pragmatic language development. They use a range of instructional approaches, including multi-modal and multi-sensory strategies and context-based instruction. Key terms or concepts related to this area include:

- I. Expressive, receptive, and pragmatic language development
  - A. Adult and peer interaction



- B. Uses developmentally responsive strategies to support progression of language development
- C. Role or creation of a stimulating environment including multi-modal materials to enhance engagement - as indicated by learners' investment, independence, and initiation - in supporting/nurturing language development

(VIII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

- I. Vocabulary development
  - A. Adult and peer interaction
  - B. Uses strategies to support progression of vocabulary development
  - C. Role of expressive language including non-verbal (gestures, eye contact) and verbal (vocalizations, babbling) in vocabulary development
  - D. Role or creation of a stimulating environment including multi-modal materials to enhance engagement as indicated by learners' investment, independence, and initiation
  - E. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
  - F. Sources of wide differences in students' vocabularies
  - G. Indirect (contextual) methods of vocabulary instruction and their role and characteristics

H. Direct, explicit methods of vocabulary instruction and their role and characteristics

- (IX) Candidates apply knowledge of learner development and learning differences to create a positive, language and literacy-rich learning environment anchored in materials that promote play, conversation, and exploration (e.g., dramatic play materials, books, blocks) that support and nurture engagement between children and peers, and children and adults.

(ii) Assessment and Evaluation

- (I) Candidates use observational methods for universally noticing and monitoring, screening if necessary, enhancing opportunities to scaffold students' language and literacy development.
- (II) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments for language and literacy development, including universal monitoring, screening, progress monitoring, diagnostic, and outcome assessments.
- (III) Candidates utilize results of all data collection methods related to language and literacy development to inform and enhance developmentally responsive practices to support learning in universal settings including everyday routines, rituals, and activities.
- (IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with caregivers, including parents, other educators, and healthcare providers.

3. Language and Literacy Professional Dispositions and Practices.

- (i) Candidates promote language and literacy development for all students by using developmentally responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.

- (ii) Candidates continuously reflect on their practices, engage in ongoing appreciative inquiry and peer mentorship through collaboration with other educators and advocate for students and their families to support and nurture language and literacy development.
- (c) Programs that prepare Elementary Education (P-5), Special Education General Curriculum/Elementary Education (P-5), and Middle Grades Reading teachers shall meet the following standards.
1. Knowledge: Literacy Acquisition.
    - (i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
    - (ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.
    - (iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
    - (iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
    - (v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
    - (vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
    - (vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including motivation, self-efficacy, linguistic, cognitive, and neurobiological factors.
    - (viii) Candidates demonstrate an understanding of oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

- (ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate knowledge of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate knowledge of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
- (xiv) Candidates demonstrate knowledge of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
  - (I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
  - (II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading

fluency, vocabulary, listening and reading comprehension, and written expression.

- (III) Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:

I. Phonological and phonemic awareness

- A. Consonant and vowel phonemes
- B. Phonological sensitivity
- C. Phonemic-awareness difficulties
- D. Progression of phonemic-awareness skill development across age and grade
- E. Rhyming
- F. Segmenting, deleting, manipulating phonemes
- G. Syllabication

II. Phonics and word recognition

- A. Alphabetic principle
- B. Phoneme-grapheme correspondence
- C. English orthography
- D. Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
- E. Teaching regular and irregular words

- F. Teaching decoding of multisyllabic words
- G. Decodable texts and sound walls in teaching beginning readers

### III. Reading fluency

- A. Automatic word reading
- B. Oral reading fluency including accuracy, automaticity, and prosody
- C. Varied techniques and methods for building reading fluency (e.g., repeated reading, echo reading, and Reader's Theater)
- D. Appropriate uses of assistive technology
- E. Repeated and echo reading strategies

### IV. Listening and reading comprehension

- A. Background knowledge
- B. Inferencing
- C. Factors that contribute to deep comprehension
- D. Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- E. Role of sentence comprehension in listening and reading comprehension
- F. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)

- (IV) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic

knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:

I. Written expression

- A. Handwriting skills in print and cursive
- B. Motor skills and letter/word formation
- C. Transcription and writing fluency
- D. Major skill domains that contribute to written expression
- E. Planning, translating (drafting), reviewing, and revising
- F. Genre
- G. Research-based principles for teaching letter formation, both manuscript and cursive
- H. Research-based principles for teaching written spelling and punctuation
- I. Developmental phases of the writing process
- J. Appropriate uses of assistive technology in written expression.

(V) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

I. Vocabulary

- A. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension

- B. Sources of wide differences in students' vocabularies
- C. Indirect (contextual) methods of vocabulary instruction and their role and characteristics
- D. Direct, explicit methods of vocabulary instruction and their role and characteristics
- E. Morphological awareness

(VI) Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

(ii) Assessment and Evaluation.

- (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- (II) Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.
- (III) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- (IV) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- (V) Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading



difficulties and students who exhibit characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

- (VI) Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- (VII) Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- (VIII) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

3. Literacy Professional Dispositions and Practices.

- (i) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
  - (ii) Candidates act in the best interests of striving readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.
  - (iii) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.
- (d) Programs that prepare Middle Grades (4-8) teachers of English language arts, mathematics, science, and social science shall ensure candidates meet the following standards.

1. Knowledge: Literacy Acquisitions.

- (i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.

- (iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking,

viewing, and visually representing, and their centrality to literacy learning.

- (xiv) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

## 2. Application: Curriculum and Instruction.

- (i) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
- (ii) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition reading comprehension and fluency. Key terms or concepts related to this area include:
  - (I) Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
  - (II) Reading comprehension for text complexity
  - (III) Writing for a range of authentic purposes and genres
  - (IV) Morphology for understanding multisyllabic words
  - (V) Oral and silent reading fluency
  - (VI) Systematically teach the decoding of multisyllabic words
- (iii) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
  - (I) Demonstrate skill in integrating literacy into specific disciplinary studies
  - (II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

## 3. Assessment and Evaluation.

- (i) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
  - (ii) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
  - (iii) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
  - (iv) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
- (e) Programs that prepare Secondary (6-12) teachers shall meet the following standards.
1. Knowledge: Literacy Acquisitions.
    - (i) Candidates demonstrate awareness of the five language processing requirements for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
    - (ii) Candidates demonstrate awareness that learning to read requires explicit, structured, and cumulative instruction.
    - (iii) Candidates demonstrate awareness of the reciprocal relationships between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
    - (iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
    - (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
    - (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate an awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

2. Application: Curriculum and Instruction.

- (i) Candidates develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
  - (I) Demonstrate skill in integrating literacy into specific disciplinary studies.
  - (II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum, including informational text.

3. Assessment and Evaluation.

- (i) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
- (ii) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

- (f) Programs that prepare teachers for the Special Education (P-12) fields of General Curriculum, Adapted Curriculum, Deaf Education, Physical and Health Disabilities, and Vision Impairment shall meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.

2. Application: Methods and Assessment.

(i) Curriculum and Instruction.

(I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:

I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective

II. Reading comprehension for text complexity

III. Writing for a range of authentic purposes and genres

IV. Morphology for understanding multisyllabic words

V. Oral and silent reading fluency

VI. Systematically teach the decoding of multisyllabic words

VII. Content area literacy

VIII. Academic vocabulary

IX. Demonstrate skill in integrating literacy into specific disciplinary studies

(ii) Assessment and Evaluation.

(I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for

gathering evidence on students' language acquisition and literacy development.

- (II) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
  - (III) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.
  - (IV) Teachers should communicate with parents and guardians about their child's reading and writing deficiencies and the steps being taken to address them. This may involve discussing the student's progress, setting goals, and providing resources for parents to use at home.
- (g) Programs that prepare teachers for the P-12 fields of Art, Computer Science, Dance, Drama, Engineering and Technology, English to Speakers of Other Languages, Foreign Language, Health and Physical Education, and Music shall meet the following standards.
1. Knowledge: Literacy Acquisition.
    - (i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
    - (ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
    - (iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
    - (iv) Candidates demonstrate awareness of how aspects of cognition and behavior can affect reading and writing development.



- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

## 2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
  - (I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
  - (II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:

- I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
- II. Reading comprehension for text complexity
- III. Writing for a range of authentic purposes and genres
- IV. Morphology for understanding multisyllabic words
- V. Oral and silent reading fluency
- VI. Systematically teach the decoding of multisyllabic words
- VII. Content area literacy
- VIII. Academic vocabulary
- IX. Demonstrate skill in integrating literacy into specific disciplinary studies

(ii) Assessment and Evaluation.

- (I) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
- (II) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

**Cite as Ga. Comp. R. & Regs. R. 505-3-.03**

**Authority:** O.C.G.A. § [20-2-200](#).

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**Rule 505-3-.04. Reserved.**

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## **Rule 505-3-.05. Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP).**

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- (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 GaPSC 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](http://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](http://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 PROGRAM 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 all students, the staff, and the community and capitalizes on their differences;
- (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 all students, the staff, and the community and capitalizes on their differences;
      - (IV) The teacher selects instructional goals that are valuable, sequential, clear, aligned with state and national standards, suitable for all 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) The Classroom Environment

- (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 applicable standards for each field of certification as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and 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](http://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](http://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.

**Amended:** F. May 30, 2023; eff. June 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.06. Pedagogy-Only Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR



PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.**

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

1. Professional Knowledge. The provider ensures candidates demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, learner development, and the needs of students by providing relevant learning experiences.
2. Instructional Planning. The provider ensures candidates plan for instruction using their understanding of learner development, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
3. Instructional Strategies. The provider ensures candidates promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The provider ensures candidates model and apply national or state approved technology standards to engage and improve learning for all students.
4. Differentiated Instruction. The provider ensures that candidates are able to apply critical concepts and principles of P-12 student growth and development. The provider ensures candidates challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences.
5. Assessment Strategies. The provider ensures candidates systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. Assessment Uses. The provider ensures candidates systematically gather, analyze, and use relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and families.

7. Positive Learning Environment. The provider ensures candidates provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. Academically Challenging Environment. The provider ensures candidates create a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
9. Professionalism. The provider ensures candidates exhibit a commitment to professional ethics and the school's mission, participate in professional growth opportunities to support student learning, and contribute to the profession.
10. Communication. The provider ensures candidates communicate effectively with students, families, district and school personnel, and other stakeholders in ways that enhance student learning.

(b) Program Admission Requirements.

1. In addition to meeting all program admission requirements specified in Rule [505-3-.01](#), candidates must meet prior to enrollment the following requirements:
  - (i) Candidates must hold a minimum of a bachelor's degree from a GaPSC-accepted, accredited institution of higher education; and
  - (ii) Candidates must provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:
    - (I) A major in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or
    - (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or
    - (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree or through additional coursework from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for secondary (6-12) and P-12 fields (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) The program shall prepare candidates who meet the applicable standards for the teaching of reading for the field of certification sought, as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (d) Program Completion Requirements. Prior to completion, candidates must meet all program completion requirements specified in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, with one exception; candidates seeking Middle Grades certification through the pedagogy-only program are required to be prepared in and attempt the state-approved content assessment in only one content 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.

**Amended:** F. May 30, 2023; eff. June 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.07. Repealed and Reserved.**

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**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.**

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- (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.**

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**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.**

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**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.

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**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.

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**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.

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to work with and teach children with unique 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 and GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(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, as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. 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 and cross-walked

with the Early Intervention/Early Childhood Special Educator national standards developed by the Council for Exceptional Children (2020).

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, 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 unique 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, and linguistic; and
    - (II) Understanding variability in early development of young children with unique 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 unique learning needs occur within multiple contexts, including family, language, and community as well as within a larger societal context of structural inequities; and

- (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) 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 family and community characteristics. They use this understanding to create respectful 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 differences among 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; and
- (iv) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten.

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 unique 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 discrepancies, and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with unique 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 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; and
- (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, developmentally responsive learning environments, so that children with unique 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 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 unique 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 responsive 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; and
  - (vii) Candidates use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.
5. Developmentally and Linguistically Responsive 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 responsive 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 unique 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 unique 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 responsive and linguistically relevant, and evidence-based and evidence-informed 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; and
- (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 unique learning needs. They understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for children with unique 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 unique 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; and
- (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 differences are a part of families 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 a variety of 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; and
  - (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 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 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; and
  - (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. Teaching of Reading, Literacy, and Language: The program shall prepare candidates to meet the Birth Through Kindergarten standards specified in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
10. 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 a variety of ages, with children with varied abilities, and with children reflecting a variety of family systems;
- (iii) Candidates demonstrate ability to work effectively during full-time supervised residency and field experiences 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; and
- (iv) Candidates analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

**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.

**Repealed:** New Rule of same title adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.14. Elementary Education (P-5) Program.**

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- (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 and GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 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 different families, and communities to plan and implement learning environments that provide each child with 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 different families, and communities to plan and implement 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 unique 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 respect, partnerships, and engagement.

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 learner differences. 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 unique needs of each 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 a variety of 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 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 learners.

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 Elementary Education (P-5) standards specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

- (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 P-5 students with varying abilities from a variety of family systems;
3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences 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.

**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.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.15. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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**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.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.** To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the standards delineated below.
  - (a) Middle Level Teacher Preparation Standards. The program shall prepare candidates who meet the following standards adapted from the standards published by the Association for Middle Level Education (AMLE) for Middle Level Teacher Preparation (2022).
    1. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components as indicated by the following:
      - (i) Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
      - (ii) Middle Level Organization and Practices: Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster fair educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).
    2. Young Adolescent Development. Middle level teacher candidates understand 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 creating healthy, respectful, safe, supportive, and challenging learning environments for each young adolescent they teach. They successfully



model middle level practices that affirm the unique differences of all young adolescents as indicated by the following:

- (i) **Knowledge of Young Adolescent Development:** Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.
  - (ii) **Implications of Young Adolescent Development for Responsive Learning Environments:** Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and backgrounds differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.
  - (iii) **Implications of Individual Differences for Young Adolescent Development:** Middle level teacher candidates demonstrate their knowledge that individual differences have implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities. They successfully model middle level practices that affirm the individual differences of all young adolescents.
3. **Middle Level Curriculum.** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills as indicated by the following:
- (i) **Context for Middle Level Curriculum:** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

- (ii) **Subject Matter Content Knowledge:** Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.
  - (iii) **Middle Level Curriculum Standards:** Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.
  - (iv) **Interdisciplinary Nature of Knowledge and Skills:** Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, problem solving, resiliency, digital literacy, information literacy, and citizenship
4. **Middle Level Instruction and Assessment.** Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences as indicated by the following:
- (i) **Content Pedagogy:** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective

in the subjects they teach, and understand that instruction and assessment are interrelated.

- (ii) **Middle Level Instructional Strategies:** Middle level teacher candidates employ a wide variety of effective, developmentally responsive, and fair teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
  - (iii) **Middle Level Assessment that Advances Learning:** Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair.
5. **Middle Level Professional Roles.** Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors as indicated by the following:
- (i) **Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).
  - (ii) **Advocacy for Young Adolescents and Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create fair and just opportunities for all young adolescents.
  - (iii) **Engaging with Family and Community Members:** Middle level teacher candidates value family and community members as assets. They understand the ways unique structures and backgrounds influence and enrich learning. They enact practices and participate in activities that build positive, collaborative relationships with

families and community members, leveraging technological tools to enhance engagement.

- (iv) Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
- (b) Literacy. The program shall prepare candidates who understand and apply scientific principles of teaching literacy at the middle grades level and who meet the following elements of the Standards for Literacy Professionals-Middle/High School Classroom Teacher, published in 2017 by the International Literacy Association (ILA), as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. 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. ILA Standards for Literacy Professionals, Middle/High School Classroom Teacher.
    - (i) Candidates demonstrate knowledge of the major critical theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate;
    - (ii) Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum; and design, implement, adapt, and evaluate contextualized instruction to meet the discipline-specific literacy needs of middle school learners;
    - (iii) Candidates understand, select, and use appropriate, dynamic assessments to gather evidence on middle school students' content knowledge and literacy processes within a discipline to understand strengths and differences among learners, inform instruction and ensure student participation;
    - (iv) Candidates examine their own backgrounds, identities and opinions, set high expectations for their students, and learn about and appreciate the backgrounds of their students, families, and communities to inform instruction;

- (v) Candidates apply knowledge of learner development and learning differences to create a welcoming learning environment anchored in digital and print literacies; and
- (vi) Candidates are lifelong learners who reflect upon the social, political, and cultural nature of their practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance student' literacy learning.

2. GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE Standards for Middle Grades Teachers of English language arts, mathematics, science, and social science.

- (i) Knowledge: Literacy Acquisitions.
  - (I) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
  - (II) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
  - (III) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
  - (IV) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
  - (V) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
  - (VI) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
  - (VII) Candidates demonstrate awareness of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.

- (VIII) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
  - (IX) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
  - (X) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
  - (XI) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
  - (XII) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
  - (XIII) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
  - (XIV) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.
- (ii) Application: Curriculum and Instruction.
- (I) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

- (II) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition reading comprehension and fluency. Key terms or concepts related to this area include:
  - I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
  - II. Reading comprehension for text complexity
  - III. Writing for a range of authentic purposes and genres
  - IV. Morphology for understanding multisyllabic words
  - V. Oral and silent reading fluency
  - VI. Systematically teach the decoding of multisyllabic words
- (III) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
  - I. Demonstrate skill in integrating literacy into specific disciplinary studies
  - II. Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

(iii) Assessment and Evaluation.

- (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- (II) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.

- (III) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
  - (IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
- (c) 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.
  - 1. 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.
  - 2. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the reading concentration.
  - 3. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the language arts concentration.
  - 4. Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards from Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
    - (i) Knowledge: Literacy Acquisition.
      - (I) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
      - (II) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.



- (III) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
  - (IV) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
  - (V) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
  - (VI) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
  - (VII) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.
  - (VIII) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
  - (IX) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
  - (X) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (ii) Application: Methods and Assessment.
- (I) Curriculum and Instruction.
    - I. Candidates demonstrate an understanding of the principles and practices of scientific reading instruction

and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

- II. Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.
- III. Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:
  - A. Phonological and phonemic awareness
    - (A) Consonant and vowel phonemes
    - (B) Phonological sensitivity
    - (C) Phonemic-awareness difficulties
    - (D) Progression of phonemic-awareness skill development across age and grade
    - (E) Rhyming
    - (F) Segmenting, deleting, manipulating phonemes
    - (G) Syllabication
  - B. Phonics and word recognition

- (A) Alphabetic principle
- (B) Phoneme-grapheme correspondence
- (C) English orthography
- (D) Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
- (E) Teaching regular and irregular words
- (F) Teaching decoding of multisyllabic words
- (G) Decodable texts and sound walls in teaching beginning readers

C. Reading fluency

- (A) Automatic word reading
- (B) Oral reading fluency including accuracy, automaticity, and prosody
- (C) Varied techniques and methods for building reading fluency
- (D) Appropriate uses of assistive technology
- (E) Repeated and echo readings

D. Listening and reading comprehension

- (A) Background knowledge
- (B) Inferencing

- (C) Factors that contribute to deep comprehension
- (D) Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- (E) Role of sentence comprehension in listening and reading comprehension
- (F) Teacher's role as an active mediator of text-comprehension processes

IV. Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:

A. Written expression

- (A) Handwriting skills in print and cursive
- (B) Motor skills and letter/word formation
- (C) Transcription and writing fluency
- (D) Major skill domains that contribute to written expression
- (E) Planning, translating (drafting), reviewing, and revising
- (F) Genre
- (G) Research-based principles for teaching letter formation, both manuscript and cursive

- (H) Research-based principles for teaching written spelling and punctuation
- (I) Developmental phases of the writing process
- (J) Appropriate uses of assistive technology in written expression.

V. Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

A. Vocabulary

- (A) Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
- (B) Sources of wide differences in students' vocabularies
- (C) Indirect (contextual) methods of vocabulary instruction and their role and characteristics
- (D) Direct, explicit methods of vocabulary instruction and their role and characteristics
- (E) Morphological awareness

VI. Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

(II) Assessment and Evaluation.

- I. Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- II. Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.
- III. Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- IV. Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- V. Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- VI. Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- VII. Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

VIII. Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(iii) Literacy Professional Dispositions and Practices.

- (I) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
- (II) Candidates act in the best interests of struggling readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.
- (III) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.

5. Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards adapted from the standards published by the National Council of Teachers of English (2021).

- (i) Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.
  - (I) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;
  - (II) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant instruction that critically engages all learners in ELA; and
  - (III) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and

critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).

- (ii) English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.
  - (I) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, and lived experiences;
  - (II) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and
  - (III) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.
- (iii) Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.
  - (I) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and
  - (II) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.



- (iv) Instructional Practice and Planning for Assessment in ELA.  
Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.
  - (I) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals;
  - (II) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and
  - (III) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).
- (v) Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.
  - (I) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;
  - (II) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;
  - (III) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and
  - (IV) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

6. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards adapted from the standards published by the National Council of Teachers of Mathematics (NCTM) (2020).

(i) Knowing and Understanding Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.

(I) Essential Concepts in Number and Operations. 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.

(III) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics 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, exploratory data analysis, and applied problems and modeling.

- (IV) 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 measurement, transformations, scale, graph theory, geometric arguments, reasoning and proof, applied problems and modeling, development of axiomatic proof, and the Pythagorean Theorem.
- (ii) 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.
- (iii) 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 fair, developmentally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

- (I) Student Differences. 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.
- (iv) 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.
- (v) 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.

- (vi) 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. Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teaching Association (NSTA) and American Science Teachers Association (ASTA) (2020) and Framework for K-12 Science Education (2012).

- (i) 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 norms and values inherent to the current and historical development of scientific knowledge;
  - (II) Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their certificate 4-8 students; and
  - (III) Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.
- (ii) Content Pedagogy. Effective teachers of science plan learning units of study and equitable, developmentally responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Preservice teachers will:
- (I) Use science standards and a variety of appropriate, student-centered, and 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 scientific 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.

(iii) 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 a 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 a fair and welcoming 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 scientific phenomena, observations, and data. This includes the proposal and defense of potential solutions to real-world, authentic, scientific and engineering problems; and
- (V) 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.

(iv) 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 would include 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 would include awareness of personal responsibility for instructing students on safety-precautions for remote-learning.
- (v) 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.
- (vi) Professional Knowledge and Skills. Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for ensuring fairness 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.
- (vii) Commitment to Three-dimensional Learning. Effective teachers of K-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
    - A. From Molecules to organisms: Structures and processes
      - (A) Structure and function
      - (B) Growth and development of organisms
      - (C) Organization for matter and energy flow in organisms
      - (D) Information processing

- B. 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
- C. Heredity: inheritance and variation of traits
  - (A) Inheritance of traits
  - (B) Variation of traits
- D. Biological Evolution: Unity and diversity
  - (A) Evidence of common ancestry and diversity
  - (B) Natural selection
  - (C) Adaptation
  - (D) Biodiversity and humans

## II. Chemistry

- A. Matter and its interaction
  - (A) Structure and properties of matter
  - (B) Chemical reactions
  - (C) Nuclear processes
- B. Energy

- (A) Definitions of energy
- (B) Conservation of energy and energy transfer
- (C) Electromagnetic radiation

### III. Earth Space Science

#### A. Earth's place in the Universe

- (A) The universe and its stars
- (B) Earth and the solar system
- (C) History of planet earth

#### B. 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) Biogeology

#### C. Earth and Human Activity

- (A) Natural resources
- (B) Natural hazards
- (C) Human impacts on earth's systems
- (D) Global climate change

### IV. Physics

- A. Matter and its interactions
    - (A) Nuclear processes
  - B. Motion and stability
    - (A) Forces and motion
    - (B) Types of interactions
    - (C) Stability and instability in physical systems
  - C. Energy
    - (A) Definitions of energy
    - (B) Conservation of energy and energy transfer
    - (C) Relationship between energy and forces
    - (D) Energy in chemical processes and everyday life
  - D. Waves and their applications in technologies for information transfer
    - (A) Wave properties
    - (B) Electromagnetic radiation
    - (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. Systems and system models
- IV. Energy and matter; flows, cycles and conservation
- V. Structure and function
- VI. Stability and change

8. Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards adapted from the standards published by the National Council for the Social Studies (2018):

- (i) Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structure of inquiry; and forms of representation.
  - (I) Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, and history;
  - (II) Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, and history.
  - (III) Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, and history.
- (ii) 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.
  - (I) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 (College, Career and Civic Life) 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. Learning sequences should involve experiences that engage students in evaluating accuracy of print and electronic

resources, discerning fact vs. opinion and drawing evidence-based conclusions;

- (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.

(iii) Design and Implementation of Instruction and Assessment.

Candidates design and implement instruction and authentic assessments, informed by data literacy and learners self-assessment, that promote civic competence.

- (I) Candidates design and implement a range of authentic assessments that measure learners' master 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.

(iv) Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement developmentally relevant and responsive pedagogy, create collaborative and interdisciplinary



learning environments, and prepare learners to be informed advocates for a fair and welcoming 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 learning opportunities for all students 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 fair and welcoming society.
- (v) 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 backgrounds to attend to issues of fairness, access, power, and human rights 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.

**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.

**Repealed:** New Rule of same title adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.20. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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- (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 GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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) and the National Standards for Personal Financial Education published in 2021 by the Council for Economic Education and Jump Start.
    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. 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. 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. 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 a society that promotes the well-being of all.
  - (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students 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 society that promotes the well-being of all.
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 fairness, acceptance, 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.
6. Financial Literacy. Candidates demonstrate and apply understandings of the six major financial literacy concepts of earning income, spending, saving, investing, managing credit, and managing risk to plan rigorous and engaging instruction supporting students' practical application of financial literacy knowledge and skills. The financial literacy instruction developed provides fair, culturally responsive opportunities for all students to learn and apply financial literacy concepts, skills, and practices. The six major concepts of financial literacy are defined as follows:
- (i) **Earning Income.** Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

- (ii) **Spending.** A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.
- (iii) **Saving.** People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.
- (iv) **Investing.** People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.
- (v) **Managing Credit.** Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a

potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

- (vi) **Managing Risk.** People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

- (3) **Specialty Field.** The program shall require a major or equivalent in economics that meets the specialty area standard listed below:

- (a) **Economics.** 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 in the field. The equivalent of a major is defined for secondary (6-12) fields as a minimum of twenty-one (21) semester hours of content coursework that addresses the program content standards for the field.

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.24. English Education Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach English Language Arts (ELA) in grades 6-12, and supplements requirements in Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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, adapted from the standards published in 2021 by the National Council of Teachers of English.
    1. Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.
      - (i) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;
      - (ii) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, responsive instruction that critically engages all learners in ELA; and
      - (iii) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).



2. English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.
  - (i) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, cultures, and lived experiences;
  - (ii) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and
  - (iii) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.
3. Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.
  - (i) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and
  - (ii) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.
4. Instructional Practice and Planning for Assessment in ELA. Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.
  - (i) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals;

- (ii) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and
  - (iii) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).
- 5. Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.
  - (i) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;
  - (ii) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;
  - (iii) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and
  - (iv) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.  
**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.25. Geography Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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. 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. 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. 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. 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 a society that promotes the well-being of all.
  - (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students 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 that promotes the well-being of all.
- 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 fairness, acceptance, 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.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).
- (3) **Specialty Field.** The program shall require a major or equivalent in geography that meets the specialty area standard listed below:
  - (a) Geography. 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 in the field. The equivalent of a major is defined for secondary (6-12) fields as a minimum of twenty-one (21) semester hours of content coursework that addresses the program content standards for the field.

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.26. History Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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. 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. 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. 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. 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 a society that promotes the well-being of all.
- (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant

and responsive pedagogy that ensures learning opportunities for all students 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 society that promotes the well-being of all.

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 fairness, acceptance, 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.

(b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

(3) **Specialty Field.** The program shall require a major or equivalent in history that meets the specialty area standard listed below:

- (a) History. 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 in the field. The equivalent of a major is defined for



secondary (6-12) fields as a minimum of twenty-one (21) semester hours of content coursework that addresses the program content standards for the field.

**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. 11, 2018.

**Repealed:** New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.27. Mathematics Education Program.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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) and the National Standards for Personal Financial Education published in 2021 by the Council for Economic Education and Jump Start.
    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 fair, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

- (i) **Student Differences.** 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 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 mathematics learning environments that meet the learning needs of each student.

- (i) Promote Differentiated Learning Environments. Candidates seek to create responsive learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that ensure individual mathematical learning needs are met for each student.
  - (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. Teaching Financial Literacy. Candidates demonstrate and apply understandings of the six major financial literacy concepts of earning income, spending, saving, investing, managing credit, and managing risk to plan rigorous and engaging instruction supporting students' practical application of financial literacy knowledge and skills. The financial literacy instruction developed provides fair, culturally responsive opportunities for all students to learn and apply financial literacy concepts, skills, and practices. The six major concepts of financial literacy are defined as follows:
- (i) Earning Income. Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.
  - (ii) Spending. A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money

to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

- (iii) **Saving.** People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.
- (iv) **Investing.** People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.
- (v) **Managing Credit.** Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit

cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

- (vi) **Managing Risk.** People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

- 8. **Secondary Field Experiences and Clinical Practice.** Secondary mathematics candidates engage in a planned sequence of field experiences and clinical practice in a variety of 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 wide 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.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.28. Political Science Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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. 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. 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. 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. 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 a society that promotes the well-being of all.
- (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students 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 society that promotes the well-being of all.

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 fairness, acceptance, 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.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

(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. 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 in the field. The equivalent of a major is defined for secondary (6-12) fields as a minimum of twenty-one (21) semester hours of content coursework that addresses the program content standards for the field.

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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.29. Science Education Program.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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, which are adapted from the 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).
    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 fair, 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 impartial, 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 a supportive, welcoming, fair, and impartial 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 differentiated 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 ensuring fairness and access 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 is defined as a minimum of twenty-one (21) semester hours of 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 is defined as a minimum of twenty-one (21) semester hours of 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 is defined as a minimum of twenty-one (21) semester hours of content coursework that addresses the appropriate content area standards. An area of concentration is defined as a minimum of fifteen (15) semester hours of content coursework that address the appropriate content area standards listed in 7 (ii).
  - (e) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.30. Speech Education Program.**

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(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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **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 prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.31. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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- (1) **Purpose.** This rule states field-specific content standards for approving initial preparation programs that prepare individuals to teach agriculture 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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

- (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, National Future Farmers of America (FFA) leadership development, and supervised agricultural experiences (SAEs) 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.
  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 prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.35. Business Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **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 the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations, such as National Business Education Association (NBEA), Association of Career and Technical Education (ACTE), and their affiliates.
  2. The program shall prepare candidates who can plan effective instruction, implement teaching strategies and methods for teaching business education and standards using project-based and problem-based learning, and assess mastery of content using performance based assessments.
  3. The program shall prepare candidates who can apply problem-solving skills in business.
  4. The program shall prepare candidates who demonstrate competence in use and application of emerging technology (software and hardware/equipment).
  5. The program shall prepare candidates who demonstrate knowledge of business organization structure and function.
  6. The program shall prepare candidates who know principles and application of business mathematics, business law, and formal business communication skills.

7. The program shall prepare candidates who are competent in use and application of computer applications (word processing, spreadsheet, database, presentation, and graphics) and keyboarding skills.
  8. The program shall prepare candidates who are knowledgeable about business management techniques, leadership styles, marketing strategies and use in business, entrepreneurial constructs, human resource management and economic theories and systems, including consumer economics concepts.
  9. The program shall prepare candidates who demonstrate knowledge of the theories and skills of accounting, financial services, financial literacy, and emerging technologies in the finance industry.
  10. The program shall prepare candidates who have knowledge of teaching employability skills, digital citizenship, business ethics, leadership skills, international business practices, cultural awareness, and career opportunities in business-related fields.
  11. The program shall prepare candidates who can operate the student organization-Future Business Leaders of America (FBLA), as the co-curricular organization aligned with business education curricula.
  12. The program shall prepare candidates who work with business and industry and post-secondary institutions in establishing school/business partnerships and advisory committees.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.36. Family And Consumer Sciences Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 (2020).
    1. Career, Community, and Family Connections. The program shall prepare candidates who analyze family, community, and work interrelationships; investigate career paths through work based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts and design; develop employability skills and other 21st century skills; apply career decision making and transitioning processes; and implement service learning.
    2. Consumer Economics and Family Resources. The program shall prepare candidates who use local and global resources responsibly to address the unique needs and goals of individuals, families, and communities worldwide in family and consumer sciences areas including resource management, consumer economics, financial literacy, living environments, and textiles and apparel.
    3. Family and Human Development. The program shall prepare candidates who use culturally responsive principles of human development and interpersonal and family relationships to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.
    4. Food and Nutrition. The program shall prepare candidates who promote nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan and address related concerns in a global society.

5. Wellness. The program shall prepare candidates who utilize the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities.
6. Career and Technical Student Organization Integration. The program shall prepare candidates who integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning including competitive events, and make career and content connections.
7. Curriculum Development. The program shall prepare candidates who develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.
8. Instructional Strategies and Resources. The program shall prepare candidates who facilitate students' critical literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling responsible management of resources in schools, communities, and the workplace.
9. Laboratory Management. The program shall prepare candidates who develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients, and sustainability of products and the environment.
10. Student and Program Assessment. The program shall prepare candidates who collect student and program data to assess, evaluate, and improve student learning and family and consumer sciences programs using evidence-based criteria, standards, and authentic processes.
11. Learning Environment. The program shall prepare candidates who create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to the differing needs, values, and characteristics of students, families, and communities.
12. Professionalism. The program shall prepare candidates who engage in ethical professional practice based on the history, philosophy, and family

and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.37. Healthcare Science Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.**
  - (a) Candidates shall meet eligibility criteria outlined in GaPSC Rule [505-2-.87](#) HEALTHCARE SCIENCE EDUCATION.
  - (b) The program shall have established procedures for evaluating and assessing work experience.

- (c) 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. 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 cross-curricular activities.
  4. The program shall prepare candidates who organize, manage, plan, and supervise the healthcare science lab.
  5. The program shall prepare candidates who understand and are able to accommodate special populations and the unique learning needs and cultures of all students.
  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 apply and integrate technology and computer skills in specific occupational areas and classroom instruction.
  8. The program shall prepare candidates who know and implement safety practices and procedures.
  9. The program shall introduce candidates to Career Technical Student Organizations (CTSO) such as, HOSA-Future Health Professionals or Skills USA and provide information and resources to prepare them to facilitate CTSOs.
  10. The program shall prepare candidates who work with business, industry, health, and medical workforce stakeholders when establishing school/business/community partnerships and advisory committees.
- (d) 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 prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.38. Marketing Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 (e.g., market identification, market share, target market, market segmentation, and marketing mix);
      - (ii) Foundational skills (e.g., economic theory and systems, basic business concepts, customer service skills, and technology skills); budgeting and financial literacy concepts;

- (iii) Terminology and concepts particular to the specialized area of marketing;
  - (iv) Marketing information management;
  - (v) Product and service management;
  - (vi) Pricing;
  - (vii) Channel Management and Distribution;
  - (viii) Communications and Promotion;
  - (ix) Selling;
  - (x) Entrepreneurship; and
  - (xi) Market planning.
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 mastery of curriculum.
  5. The program shall prepare candidates who have either academic preparation or professional experiences in marketing.
  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 primarily comprised 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.
  10. The program shall prepare candidates who understand and are able to accommodate the unique learning styles and cultures of students.
  11. The program shall prepare candidates who are able to apply technological skills in classroom instruction.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, 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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 2020 Standards for

Technological and Engineering 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 within 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 and Engineering Literacy.
7. The program shall prepare candidates who use a variety of effective teaching practices that utilize the engineering design process and engineering notebooks when solving real world design challenges.
8. The program shall prepare candidates who design, create, and manage learning environments that promote technological and engineering literacy.
9. The program shall prepare candidates who understand students as learners, and how commonalities and differences 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 (CTSOs).
  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.
  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 the program.
- (c) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.  
**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.40. Career and Technical Specializations Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.**
  - (a) Candidates shall meet eligibility criteria outlined in GaPSC Certification Rule [505-2-.90](#) CAREER AND TECHNICAL SPECIALIZATIONS 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	Health Information Technology
Aviation	Information Technology
Barbering	Junior Reserve Officer's Training Corps (JROTC)
Collision Repair	Law, Public Safety, Corrections and Security
Computer Animation	Manufacturing and Engineering Sciences
Construction	Marine Service Technology
Cosmetology	Nails
Culinary Arts	Precision Machine Technology
Distribution and Logistics	Sheet Metal
Electronics Technology	Welding Technology
Esthetics	
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 cross-curricular activities.
  4. The program shall prepare candidates who organize, manage, plan, and supervise the school CTS laboratory.
  5. The program shall prepare candidates who understand and are able to accommodate special populations and the unique learning needs and cultures of all students.
  6. The program shall prepare candidates who are familiar with secondary school counseling and career readiness 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 and integrate technology and computer skills in specific occupational areas and classroom 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 Organizations (CTSOs).
  11. The program shall prepare candidates who work with business, industry, and workforce stakeholders when establishing school/business partnerships and advisory committees.
- (d) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#)

FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.41. Computer Science Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. Approval to offer the Computer Science Program qualifies the EPP to recommend for the Computer Science Micro-Endorsement, candidates who are actively enrolled in this program and who demonstrate mastery of standards 1 and 6. The Computer Science Micro-Endorsement qualifies individuals to teach introductory computer science courses in grades P-12 (see GaPSC Rule [505-2-.193](#) COMPUTER SCIENCE MICRO-ENDORSEMENT).

(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 the International Society for Technology Education (ISTE) (2017), and the Computer Science Teachers Association Standards (2017).
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++, C#/.NET, R, and Rust, 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 methods (functions/procedures), data structures, and application programming interfaces (APIs);
  - (iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust full stack programs (interpreted and compiled) 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, and words;
  - (ii) The program shall prepare candidates who demonstrate knowledge of the mathematics of binary, octal and hexadecimal, as well as conversions among them;
  - (iii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, motherboard layout (north & south bridges), I/O devices, and peripherals;
  - (iv) 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
  - (v) 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 and cloud 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, security, 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 (OSI model) 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, non-repudiation, and Zero Trust systems;
  - (ii) The program shall prepare candidates who can describe the fundamentals of encryption and decryption to protect data;
  - (iii) The program shall prepare candidates who can explain fundamental security design principles, to include the differences between network and data security;
  - (iv) 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;

- (v) The program shall prepare candidates who can describe common network vulnerabilities and their associated responses;
  - (vi) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; and use effective strategies to evaluate the quality and credibility of websites; and
  - (vii) The program shall prepare candidates to educate students on their role in the prevention of cyberbullying and to take an active role in building positive online communities.
7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction for teaching full stack computer programming as indicated by the following:
- (i) The program shall prepare candidates to use industry standard Integrated Development Environments (IDE) for the development of computer programs;
  - (ii) The program shall prepare candidates who can demonstrate fundamental programming design paradigms, to include Waterfall, Agile, and DevOps;
  - (iii) The program shall prepare candidates who can demonstrate full stack programming in both interpreted and compiled languages;
  - (iv) The program shall prepare candidates who can professionally interface with end users to develop programming requirements;
  - (v) The program shall prepare candidates who can instruct students to develop their own unique full-stack programs (both interpreted and compiled languages) and debug them using professional industry-standard IDEs;
  - (vi) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups and for a diverse student population;
  - (vii) The program shall prepare candidates who create and implement multiple forms of assessment (including performance- and project-

based) and use resulting data to gauge student progress and adjust instruction accordingly; and

- (viii) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase student self-efficacy and interest to drive goals towards continued 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.
- 9. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations that are appropriate for computer science content.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.42. Repealed and Reserved.**

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**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.**

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**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.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **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:
  - (i) An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
  - (ii) An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
  - (iii) Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
  - (iv) Knowledge of current methods and materials available in all fields and levels of art education.
  - (v) Basic understanding of the principles and methods in art education of developing curricula and the short-and long term instructional units that comprise them.

- (vi) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations in art education.
  - (vii) 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.
  - (viii) Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.45. Dance Education Program.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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):

- (a) 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.
- (b) 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 a variety of cultures.
- (c) 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 a variety of 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.
- (d) 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 repertoires 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.
- (e) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.46. Drama Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 repertoires 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.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.47. English to Speakers of Other Languages (ESOL) Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 preconceptions 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 differences and fairness 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 preconceptions, 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 preconceptions 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.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.48. World Languages Education Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach World Languages and American Sign Language 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 and GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 American Council on the Teaching of Foreign Languages (ACTFL) (2013, 2015).
    - 1. Language Proficiency: Interpersonal, Interpretive, and Presentational.

- (i) The program shall prepare candidates who demonstrate proficiency speaking the language of the field of certification sought.
- (ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension; and
- (iii) The program shall prepare candidates who demonstrate proficiency presenting oral and written information to audiences of listeners or readers.

2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.

- (i) The program shall prepare candidates who demonstrate target cultural understandings and are able to compare perspectives toward cultural products and practices in target cultures to their own;
- (ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language (honoring language varieties), and are able to compare language systems with their own; and
- (iii) The program shall prepare candidates who demonstrate understanding of authentic historical and authentic resources representing 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; and
- (ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student that includes a variety of instructional practices.

4. Integration of Standards in Planning and Instruction.

- (i) The program shall prepare candidates who demonstrate an understanding of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the



ACTFL Core Practices for Language Learning as the basis for instructional planning;

- (ii) The program shall prepare candidates who integrate the goal areas of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the ACTFL Core Practices for Language Learning in their classroom practice; and
- (iii) The program shall prepare candidates who use the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards to select and integrate authentic resources, use technology, and adapt and create 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 implement ongoing authentic performance assessments using a variety of assessment models for all learners;
- (ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instruction accordingly and use data to inform and strengthen subsequent instruction; and
- (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 intercultural competence in preparing all students to interact in the global community through collaboration and advocacy; and
- (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 fair and ethical interactions with all students, colleagues and other stakeholders.

- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (c) For the World Languages fields in which a GACE content assessment is available, candidates must attempt the GACE. 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). See GaPSC Rule [505-2-.26](#) CERTIFICATION AND LICENSURE ASSESSMENTS for details.

**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.

**Repealed:** New Rule entitled "World Languages Education Program" adopted. F. June 21, 2023; eff. July 1, 2023, 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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 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 and fair 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 prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.50. Music Education Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 repertoires 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 repertoires 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.
- (b) Field Experiences/Clinical Practices. Programs shall prepare candidates who complete field experiences or clinical practices in choral, instrumental, and general music.
- (c) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

**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.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.51. READING EDUCATION PROGRAM.**

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- (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, in accordance with GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Reading Education programs will be classified as teaching (T) 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 an advanced degree. All programs leading to initial certification in this 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 based on the science of reading and 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), 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. 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, intellectual, and other learner differences;
- (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.
5. 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.
6. 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.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

**Note:** Correction of non-substantive typographical errors in paragraph (1), "... for those holding an advanced degrees. All program leading to..." corrected to "... for those holding an advanced degree. All programs leading to..." (i.e., "degrees" to "degree" and "program" to "programs"), as requested by the Agency. Effective May 10, 2024.

## **Rule 505-3-.52. Repealed and Reserved.**

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**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.**

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**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.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 Council for Exceptional Children (2020).
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;
      - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
      - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
    2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and



experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

- (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
- (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
- (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and

school-based systems of intervention for students with and without exceptionalities;

- (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
- (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
- (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
- (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
  - (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
  
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and

- (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Adapted Curriculum published by the Council for Exceptional Children (2012).
- (i) Candidates are prepared to demonstrate understanding of sensory challenges of individuals with developmental disabilities and autism spectrum disorder;
  - (ii) Candidates are prepared to demonstrate Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder;
  - (iii) Candidates are prepared to demonstrate Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder;
  - (iv) Candidates are prepared to plan and implement instruction for independent functional life skills and adaptive behavior;
  - (v) Candidates are prepared to plan and implement instruction and related services in environments that are both age appropriate and ability appropriate;
  - (vi) Candidates are prepared to use specialized instruction to enhance social participation across environments;
  - (vii) Candidates are prepared to plan systematic instruction based on learner characteristics, interests, and ongoing assessment;
  - (viii) Candidates are prepared to use specialized instruction to enhance social participation across environments;
  - (ix) Candidates are prepared to demonstrate understanding of assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder;
  - (x) Candidates are prepared to demonstrate understanding of components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder;

- (xi) Candidates are prepared to develop strategies for monitoring and analyzing challenging behavior and its communicative intent;
  - (xii) Candidates are prepared to conduct functional behavior assessments that lead to development of behavior support plans;
  - (xiii) Candidates are prepared to implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems;
  - (xiv) Candidates are prepared to provide instruction in community-based settings;
  - (xv) Candidates are prepared to demonstrate understanding of continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder;
  - (xvi) Candidates are prepared to demonstrate understanding of perspectives held by individuals with developmental disabilities and autism spectrum disorder;
  - (xvii) Candidates are prepared to demonstrate understanding of concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder; and
  - (xviii) Candidates are prepared to 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 standards for Special Education (P-12) programs specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (f)).
- (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. One or more courses taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.
3. One or more courses 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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.55. Special Education General Curriculum Program.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 Council for Exceptional Children (2020).
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;

- (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- 2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- 3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
  - (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to

achieve mastery of curricular standards and individualized goals and objectives.

4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
  - (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
  - (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;



- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
- (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective

meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;

- (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
- (b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the standards for Special Education (P-12) programs specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (f)).
- (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. One or more courses taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.
  - 3. One or more courses 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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.56. Special Education General Curriculum Elementary Education (P-5) Program.**

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- (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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 Council for Exceptional Children (2020).
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;
      - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
      - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
  - (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short- and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
  - (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates

plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
  - (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and

access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and

- (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
- (b) 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.
- (c) The program shall prepare special education elementary education professionals to meet the standards for Elementary, Special Education General Curriculum/Elementary Education, and Middle Grades Reading teachers specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (c)).

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.57. Special Education Deaf Education Program.**

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- (1) **Purpose.** This rule states field-specific content 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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 Council for Exceptional Children (2020).

1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
  - (i) Candidates practice within ethical guidelines and legal policies and procedures;
  - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject



matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
- (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
- (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
- (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and

increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
  - (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan,

implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Deaf and Hard of Hearing (D/HH) published by the Council for Exception Children (2018):
  - (i) Learner Development and Individual Learning Differences.
    - (I) Candidates are prepared to demonstrate understanding of the effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH;
    - (II) Candidates are prepared to demonstrate understanding of auditory development of individuals who are D/HH;

- (III) Candidates are prepared to demonstrate understanding of visual and spoken languages and communication modes;
- (IV) Candidates are prepared to demonstrate understanding of the impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs;
- (V) Candidates are prepared to demonstrate understanding of the importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings;
- (VI) Candidates are prepared to incorporate current theories of spoken and signed language development of individuals who are D/HH and components of communication competence into programming and planning for students;
- (VII) Candidates are prepared to develop individualized programming and instruction in light of various aspects of hearing status;
- (VIII) Candidates are prepared to incorporate auditory development of individuals who are D/HH into programming and planning for students;
- (IX) Candidates are prepared to implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes;
- (X) Candidates are prepared to identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families;
- (XI) Candidates are prepared to deliver individualized programming and planning informed by the presence of identified exceptionalities; and
- (XII) Candidates are prepared to identify and support all Least Restricted Environment (LRE) options to facilitate

Individualized Education Program (IEP) team decisions taking communication into account.

(ii) Learning Environments.

- (I) Candidates are prepared to demonstrate understanding of the influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning;
- (II) Candidates are prepared to demonstrate the value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes;
- (III) Candidates are prepared to demonstrate factors impacting visual and/or auditory learning;
- (IV) Candidates are prepared to promote ongoing opportunities for interactions between individuals who are D/HH and their families with peers and role models who are D/HH;
- (V) Candidates are prepared to assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment;
- (VI) Candidates are prepared to design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs; and
- (VII) Candidates are prepared to structure the learning environments to encourage developmentally appropriate self-advocacy and self-determination skills.

(iii) Curricular Content Knowledge.

- (I) Candidates are prepared to demonstrate understanding of the interrelationship between services and curricular sequencing and progressions;
- (II) Candidates are prepared to integrate evidence-based language and literacy instruction across all academic areas; and

- (III) Candidates are prepared to differentiate and adapt curricula in response to the variety of populations across multiple educational settings.

(iv) Assessment.

- (I) Candidates are prepared to demonstrate understanding of the range of assessment types, from informal to standardized;
- (II) Candidates are prepared to demonstrate understanding of the appropriate formative, summative, and diagnostic assessment of expanded core curriculum, auditory skills, visual language skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety;
- (III) Candidates are prepared to demonstrate understanding of the relationship between assessment data, reporting, and programming and planning;
- (IV) Candidates are prepared to utilize appropriate terminology and interpret results across assessments;
- (V) Candidates are prepared to ensure equal access to communication and minimized partiality in assessment with regard to laws, policies, and ethical principles;
- (VI) Candidates are prepared to use and interpret technically sound assessments for individuals with D/HH;
- (VII) Candidates are prepared to administer appropriate formative, summative, and diagnostic assessments;
- (VIII) Candidates are prepared to identify or develop appropriate specialized assessments that allow for alternative forms of expression, and select appropriate accommodations and modifications;
- (IX) Candidates are prepared to collect and analyze a range of spoken, signed, written, or other language and communication samples; and
- (X) Candidates are prepared to utilize assessment data to develop reports and to inform programming and planning.

(v) Instructional Planning and Strategies.

- (I) Candidates are prepared to demonstrate language/modes of communication used by individuals who are D/HH;
- (II) Candidates are prepared to demonstrate understanding of the strategies that promote curricular programming that is responsive to the variety of populations across multiple educational settings;
- (III) Candidates are prepared to tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional setting;
- (IV) Candidates are prepared to coordinate and collaborate to ensure appropriate instruction and planning;
- (V) Candidates are prepared to implement strategies for supporting audition;
- (VI) Candidates are prepared to implement strategies for conserving vision and hearing;
- (VII) Candidates are prepared to implement evidence-based strategies for developing language in individuals' preferred communication mode(s);
- (VIII) Candidates are prepared to promote optimal access to communication to facilitate supportive and welcoming experiences;
- (IX) Candidates are prepared to develop proficiency in the languages/modes of communication used by individuals who are D/HH;
- (X) Candidates are prepared to promote literacy and content area reading and writing through the individual's preferred communication mode(s);
- (XI) Candidates are prepared to apply first and second language teaching strategies;
- (XII) Candidates are prepared to ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and

planning across a variety of service delivery models and instructional settings; and

(XIII) Candidates are prepared to plan and implement transitions across service continua.

(vi) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to demonstrate understanding of laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s);
- (II) Candidates are prepared to demonstrate understanding of the awareness of the educator's language competence in supporting individual outcomes;
- (III) Candidates are prepared to demonstrate understanding of the sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH;
- (IV) Candidates are prepared to advocate, using impartial ethical practices, based on the needs of the individual or family;
- (V) Candidates are prepared to apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning;
- (VI) Candidates are prepared to increase educator's competence in the individual's preferred communication mode(s);
- (VII) Candidates are prepared to advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings; and
- (VIII) Candidates are prepared to use historical foundations and research evidence to inform educational programming and planning.

(vii) Collaboration.



- (I) Candidates are prepared to demonstrate understanding of the services, organizations, and networks that are relevant to individuals who are D/HH;
  - (II) Candidates are prepared to demonstrate understanding of the policies, procedures, and resources for universal newborn hearing screening and early intervention;
  - (III) Candidates are prepared to demonstrate understanding of the roles and responsibilities of support staff in programming and planning;
  - (IV) Candidates are prepared to demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice;
  - (V) Candidates are prepared to interpret relevant data and statistics related to hearing levels and their potential impact on outcomes;
  - (VI) Candidates are prepared to participate in professional networks relevant to the education of individuals who are D/HH;
  - (VII) Candidates are prepared to provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options; and
  - (VIII) Candidates are prepared to prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments.
- (b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the standards for Special Education (P-12) programs specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (f)).
  - (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. One or more courses taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.
3. One or more courses 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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, 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 GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **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 Council for Exceptional Children (2020).

1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
  - (i) Candidates practice within ethical guidelines and legal policies and procedures;
  - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group

instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
- (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
- (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
- (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
- (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Physical and Health Disabilities published by the Council for Exception Children (2012):
  - (i) Candidates are prepared to demonstrate understanding of the implications of physical and health disabilities on development and learning;
  - (ii) Candidates are prepared to demonstrate understanding of the functional effects of the type and severity of physical and health disabilities on individual performance;
  - (iii) Candidates are prepared to demonstrate understanding of the psychosocial effects of physical and health disabilities;
  - (iv) Candidates are prepared to demonstrate understanding of the adaptations of educational environments to enhance the potential of individuals with physical and health disabilities;

- (v) Candidates are prepared to demonstrate understanding of the barriers to accessibility by individuals with physical and health disabilities;
  - (vi) Candidates are prepared to use proper positioning techniques and equipment to promote participation in academic and social environments;
  - (vii) Candidates are prepared to demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning, and seating;
  - (viii) Candidates are prepared to demonstrate understanding of continuum of non-symbolic to symbolic forms of communication;
  - (ix) Candidates are prepared to demonstrate understanding of valid and reliable assessment instruments for individuals who have poor motor skills and for those who are nonverbal;
  - (x) Candidates are prepared to teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities;
  - (xi) Candidates are prepared to demonstrate understanding of the adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities;
  - (xii) Candidates are prepared to demonstrate understanding of the incorporation of augmentative and assistive communication into instruction and daily living activities;
  - (xiii) Candidates are prepared to use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities;
  - (xiv) Candidates are prepared to use adaptations and assistive technology to provide access to and participation in the general education curriculum; and
  - (xv) Candidates are prepared to demonstrate techniques for teaching literacy skills to individuals who are nonverbal.
- (b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the standards for Special Education

(P-12) programs specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (f)).

- (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. One or more courses taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.
  - 3. One or more courses 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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.59. Special Education Preschool (AGES 3-5) Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach students aged 3-5 (below K) with disabilities. This rule supplements requirements in GaPSC Educator Preparation Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards published by the Council for Exceptional Children (2020).

1. Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Multiple factors are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
  - (i) Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions;
  - (ii) Candidates apply knowledge of normative sequences of early development, individual differences, and families to support each child's development and learning across contexts;
  - (iii) Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction; and
  - (iv) Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.
2. Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

- (i) Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and responsive partnerships with all families that allow for the mutual exchange of knowledge and information;
  - (ii) Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions, and advocate for access and participation in the school environment; and
  - (iii) Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.
3. Collaboration and Teaming. Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using developmentally, and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
- (i) Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;
  - (ii) Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach; and
  - (iii) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth until kindergarten.
4. Assessment Processes. Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose

developmentally, linguistically, and responsive tools and methods that are appropriate to the characteristics of the young child, family, and program. Using evidence-based and evidence-informed practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

- (i) Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally and linguistically responsive, valid, reliable tools and methods that are appropriate to the characteristics of the young child, family, and program;
- (ii) Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based and evidence-informed practices, including technology, in partnership with families and other professionals;
- (iii) Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals; and
- (iv) Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5. Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences. Candidates collaborate with families and professionals to use an evidence-based, developmentally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences that provide each child and family with access and opportunities for learning and growth.

- (i) Candidates collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful, developmentally responsive learning experiences that support the unique abilities and needs of all children and families; and

- (ii) Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure access to universally designed, developmentally responsive, and challenging learning experiences.

6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate access and participation for all children and families within the school environment through responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

- (i) Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains;
- (ii) Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development;
- (iii) Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family;
- (iv) Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors;
- (v) Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts;

- (vi) Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement; and
  - (vii) Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of settings.
7. Professionalism and Ethical Practice. Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.
- (i) Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations;
  - (ii) Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices;
  - (iii) Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and
  - (iv) Candidates practice within ethical and legal policies and procedures.
- (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 Literacy Association, 2017, as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- 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.

**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.

**Repealed:** New Rule entitled "Special Education Preschool (Ages 3-5) Program" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **Rule 505-3-.60. Special Education Visual Impairments Program.**

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- (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 and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (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 Council for Exceptional Children (2020).
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;
      - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and

- (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
    - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
    - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
  3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
    - (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
    - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
  4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support

classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
- (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
- (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
- (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to



support the use of instruction that is adapted to meet the needs of each individual and group; and

- (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
- (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
- (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

- (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
- (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and

services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;

- (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
- (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Vision Impairment published by the Council for Exception Children (2018):

- (i) Learner Development and Individual Learning Differences.
  - (I) Candidates are prepared to demonstrate understanding of the development of the human visual system and areas of the brain involved in processing visual images;
  - (II) Candidates are prepared to demonstrate understanding of the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 22;
  - (III) Candidates are prepared to demonstrate understanding of terminology related to diseases and disorder of the human visual system, including cerebral/cortical visual impairment;
  - (IV) Candidates are prepared to demonstrate understanding of implications of prevalent visual conditions;
  - (V) Candidates are prepared to demonstrate understanding of sensory development and its impact on development and learning when vision is impaired;
  - (VI) Candidates are prepared to demonstrate understanding of the impact and implications of sociocultural/psychosocial factors on social-emotional development;
  - (VII) Candidates are prepared to accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the education team to individual services;

- (VIII) Candidates are prepared to select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics;
- (IX) Candidates are prepared to use nonvisual/alternate strategies to promote attachment, early communication/literacy, orientation and mobility, and independence to address the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem; and
- (X) Candidates are prepared to select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities and other individual characteristics.

(ii) Learning Environments.

- (I) Candidates are prepared to demonstrate understanding of physical and virtual environmental factors that impact the acquisition of spatial and positional concepts, access to and synthesis of data visualizations, and other concepts typically acquired through vision;
- (II) Candidates are prepared to identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments;
- (III) Candidates are prepared to collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials;
- (IV) Candidates are prepared to identify unique issues specific to visual impairment for accessing digital multimedia and virtually built environments;
- (V) Candidates are prepared to use ergonomics and appropriate technology settings aligned with students' preferred learning

media and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum;

- (VI) Candidates are prepared to facilitate incidental learning experiences to address nonvisual access to physical and virtual environments;
- (VII) Candidates are prepared to evaluate social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments;
- (VIII) Candidates are prepared to teach developmentally appropriate human guide, self-familiarization with new environments, protective, and alignment techniques for independent travel to promote safety across environments;
- (IX) Candidates are prepared to teach orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including requesting and refusing assistance as needed; and
- (X) Candidates are prepared to teach nonvisual and alternate strategies for promoting digital citizenship and secure online practices.

(iii) Curricular Content Knowledge.

- (I) Candidates are prepared to demonstrate understanding of the relationship of individualized assessment, intervention planning/implementation, development of individualized education programs/individualized family service plans, progress monitoring, and placement specific to unique needs of students with visual impairment including cerebral/cortical visual impairment, and co-occurring disabilities;
- (II) Candidates are prepared to demonstrate understanding of the advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment;

- (III) Candidates are prepared to demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille;
- (IV) Candidates are prepared to demonstrate basic proficiency in reading and writing braille for mathematic and scientific notation and in using the abacus;
- (V) Candidates are prepared to produce braille with braille, slate and stylus, computer (including use of braille translation software), and braille production methods;
- (VI) Candidates are prepared to demonstrate basic proficiency in human guide, protective, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications;
- (VII) Candidates are prepared to identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, and language proficiency;
- (VIII) Candidates are prepared to develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings; and
- (IX) Candidates are prepared to identify and adapt general education and visual impairment specific curricula for instruction of literacy, other academic areas, and the expanded core curriculum.

(iv) Assessment.

- (I) Candidates are prepared to demonstrate understanding of the challenges of assessing students with visual impairments, including cerebra/cortical visual impairment, and co-occurring disabilities;

- (II) Candidates are prepared to demonstrate understanding of the options for specialized assessment materials and equipment for unique sensory needs;
- (III) Candidates are prepared to demonstrate understanding of the role of specialized, individualized assessment data unique to visual impairment for pre-referral, referral, annual, and tri-annual processes;
- (IV) Candidates are prepared to demonstrate understanding of the implications of short- and long-term use of accommodations and modifications unique to students with visual impairments, including cerebral/cortical visual impairment, and co-occurring disabilities;
- (V) Candidates are prepared to interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments;
- (VI) Candidates are prepared to use multiple sources of valid information/data, including data from formal/informal assessments to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment;
- (VII) Candidates are prepared to use valid assessment results and medical reports to determine eligibility for vision specific services, for students with and without specific visual diagnoses;
- (VIII) Candidates are prepared to use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for services is needed;
- (IX) Candidates are prepared to adapt assessments when tests are not validated on individuals with visual impairments to determine baseline performance;
- (X) Candidates are prepared to identify assessment items and measures that are biased and make recommendations for non-visual or alternate accommodations and modifications;

- (XI) Candidates are prepared to collaborate with team members and families to plan and implement assessment and interpret assessment results on issues specific to visual impairment;
- (XII) Candidates are prepared to conduct individualized functional vision, learning media, assistive technology and other expanded core curriculum-related assessments;
- (XIII) Candidates are prepared to interpret and/or assess cognitive, motor, social, and language concepts unique to individuals with visual impairments;
- (XIV) Candidates are prepared to use multiple sources of data to determine appropriate learning and literacy media (braille, print, or dual) and assistive technology;
- (XV) Candidates are prepared to interpret assessment results to determine individual needs to support acquisition of skills in the general and expanded core curriculum;
- (XVI) Candidates are prepared to advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments;
- (XVII) Candidates are prepared to address limitations of standard scores and non-standard data when communicating visual impairment specific assessment data to educational teams and families;
- (XVIII) Candidates are prepared to assess accessibility needs of individuals who are visually impaired who are English learners or from diverse backgrounds; and
- (XIX) Candidates are prepared to use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

(v) Instructional Planning and Strategies.

- (I) Candidates are prepared to demonstrate the proper use and care of braille and braille production devices and technology

equipment, including maintenance of devices and software updates;

- (II) Candidates are prepared to demonstrate understanding of the importance of creating positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments;
- (III) Candidates are prepared to demonstrate understanding of knowledge of evidence-based practices for teaching students with visual impairments, including cerebral/cortical visual impairment, and co-occurring disabilities;
- (IV) Candidates are prepared to develop, coordinate, and implement appropriate programs for infants and young children with visual impairment, including those with cerebral/cortical visual impairment and co-occurring disabilities, and their families;
- (V) Candidates are prepared to obtain resources, including published curricula, for braille codes currently in use;
- (VI) Candidates are prepared to use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats;
- (VII) Candidates are prepared to teach varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online;
- (VIII) Candidates are prepared to select and use various visual, nonvisual, multisensory, and adaptive methods to teach technology skills by integrating students' assessed needs into instructional methods for teaching sensory efficiency skills, use of learning media, individual keyboarding, reading, writing, editing, and listening skills;
- (IX) Candidates are prepared to plan and implement explicit instruction in assistive technology, including digital



citizenship, that integrates students' ability to meet, manage, and advocate for their own needs;

- (X) Candidates are prepared to integrate basic principles of accessibility to select, create, adapt, and format text, images, and media to promote usability and accessibility to meet the individual needs of students with visual impairments;
- (XI) Candidates are prepared to provide systematic, explicit braille literacy instruction using embossed materials and digital technologies to meet individual needs;
- (XII) Candidates are prepared to teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for mathematics and science instruction to meet individual needs;
- (XIII) Candidates are prepared to teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs;
- (XIV) Candidates are prepared to teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs;
- (XV) Candidates are prepared to teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information;
- (XVI) Candidates are prepared to promote and reinforce sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment;
- (XVII) Candidates are prepared to teach basic orientation, body image, spatial, temporal, positional, directional, and

environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion;

- (XVIII) Candidates are prepared to teach and reinforce human guide techniques to students with visual impairment, their peers, and others who interact with them;
- (XIX) Candidates are prepared to orient students to unfamiliar environments;
- (XX) Candidates are prepared to reinforce skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility;
- (XXI) Candidates are prepared to teach independent living and organization skills using alternate and nonvisual strategies;
- (XXII) Candidates are prepared to teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette;
- (XXIII) Candidates are prepared to teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality;
- (XXIV) Candidates are prepared to teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings;
- (XXV) Candidates are prepared to teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being;
- (XXVI) Candidates are prepared to teach students their legal rights and responsibilities related to being a citizen with a visual impairment;

- (XXVII) Candidates are prepared to prepare students with progressive visual conditions to transition to alternative skills;
- (XVIII) Candidates are prepared to collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities;
- (XXIX) Candidates are prepared to teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being;
- (XXX) Candidates are prepared to select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities; and
- (XXXI) Candidates are prepared to demonstrate an understanding of the knowledge of a range of cost effective technological devices from low to high tech for the instructional needs specific to visual impairment.

(vi) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to demonstrate understanding roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings;
- (II) Candidates are prepared to demonstrate understanding of current knowledge of eligibility criteria for specialized services, funding, and materials sources specific to visual impairment;
- (III) Candidates are prepared to demonstrate understanding of the historical, political, and sociocultural forces unique to the education of students with visual impairments;
- (IV) Candidates are prepared to demonstrate awareness of the impact of nonverbal reactions and behaviors that are not accessible to students with visual impairments;

- (V) Candidates are prepared to understand the role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the expanded core curriculum;
- (VI) Candidates are prepared to demonstrate understanding of current knowledge of laws that impact and protect individuals with visual impairments;
- (VII) Candidates are prepared to demonstrate understanding of the roles of all members of educational/vision care teams;
- (VIII) Candidates are prepared to develop and maintain professional learning and practice by actively participating in professional organizations;
- (IX) Candidates are prepared to articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings including the expanded core curriculum;
- (X) Candidates are prepared to articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings;
- (XI) Candidates are prepared to advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments;
- (XII) Candidates are prepared to advocate for evidence-based educational policy related to visual impairment and low incidence disabilities;
- (XIII) Candidates are prepared to articulate a plan for maintaining continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to assistive and instructional technology, most prevalent causes of and medical treatments for severe visual impairment, and co-occurring disabilities; and

- (XIV) Candidates are prepared to evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.

(vii) Collaboration.

- (I) Candidates are prepared to demonstrate understanding of the role in conveying, to families and teams, information about the impact and implications of visual impairment on development and learning and access to the general and expanded core curriculum;
- (II) Candidates are prepared to demonstrate understanding of the role in working collaboratively with families and teams for referral for counseling, therapy, or other services to address the unique needs of visual impairment;
- (III) Candidates are prepared to demonstrate understanding of the role in increasing awareness of accessibility in physical and virtual environments and improving open access to information for families and the educational team;
- (IV) Candidates are prepared to demonstrate the importance of role models with visual impairment for a full range of individual learners across settings;
- (V) Candidates are prepared to collaborate with educational team and families on service delivery issues unique to visual impairment;
- (VI) Candidates are prepared to collaborate with technology and curriculum development staff on accessibility needs;
- (VII) Candidates are prepared to serve as liaison between medical care providers, families, and other members of the educational team;
- (VIII) Candidates are prepared to collaborate with vision care professionals to facilitate access to the general and expanded core curriculum;

- (IX) Candidates are prepared to collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other expanded core curriculum skills;
  - (X) Candidates are prepared to collaborate with families and other team members to plan and implement transitions;
  - (XI) Candidates are prepared to instruct and supervise paraeducators, and provide information to families and the educational team in nonvisual strategies that promote independence and autonomy;
  - (XII) Candidates are prepared to instruct and supervise paraeducators and braille transcribers, and provide information to families and the educational team on the production of accessible media;
  - (XIII) Candidates are prepared to collaborate with families and the educational team to promote literacy development; and
  - (XIV) Candidates are prepared to collaborate with assistive technology professionals to identify and support customized tools to meet the accessibility needs of individuals with visual impairment.
- (b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the standards for Special Education (P-12) programs specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (f)).
- (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. One or more courses taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. One or more courses 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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.61. Repealed and Reserved.**

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**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.**

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**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.**

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- (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.**

- (a) Candidates seeking initial certification in the field must complete the following requirements at the appropriate level:
  - 1. Master's Degree level: 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 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. All six (6) hours may also be satisfied through a thesis focused on the content knowledge of a certificate field held by the educator.
  - 2. Specialist or Doctoral degree level: 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 educator. All six (6) 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.**

- (a) 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:
  - 1. Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning as indicated by the following:



- (i) Completers recognize the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design;
  - (ii) Completers can align curriculum across local, state, and national standards within and across subject areas;
  - (iii) Completers have knowledge of resources, including technology, to support evidence-based teaching practices; and
  - (iv) Completers can evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.
2. Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning as indicated by the following:
- (i) Completers can design and modify environments that promote learning and are based on appropriate, evidence-based practices and student performance data;
  - (ii) Completers can differentiate instruction through the use of evidenced-based practices, student performance data, appropriate resources, and culturally responsive pedagogy; and
  - (iii) Completers can evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.
3. Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy as indicated by the following:
- (i) Completers can apply current research and data as they demonstrate content knowledge, and identify appropriate resources to promote student success; and
  - (ii) Completers can plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit each student.
4. Knowledge of Students. Program completers will demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional,

social, cultural, environments, and economic factors as indicated by the following:

- (i) Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning;
- (ii) Completers can design instruction to meet the unique needs of each student; and
- (iii) Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

5. 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 by the following:

- (i) Completers can 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
- (ii) Completers can use quantitative, qualitative, and/or mixed research methods to investigate education problems and are able to articulate the findings to a variety of audiences.

6. 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 by the following:

- (i) Completers demonstrate knowledge of assessment that enables appropriate analysis and interpretation for facilitating effective instruction and student learning;
- (ii) Completers demonstrate an understanding of the principles of assessment design;
- (iii) Completers can use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning;
- (iv) Completers can conduct program evaluations to determine the effectiveness of curriculum and instructional practices; and

- (v) Completers can use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information to a variety of audiences.
7. Professional Practices. Program completers will demonstrate high standards for professional practice as indicated by the following:
- (i) Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity;
  - (ii) Completers participate in and/or lead professional learning experiences to promote effective practices; and
  - (iii) 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.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

### **Rule 505-3-.64. Instructional Technology Program.**

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- (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.**

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- (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.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as literacy specialists (e.g., literacy coaches, instructional coaches, teacher leaders) in grades P-12, in accordance with GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and supplements requirements in GaPSC 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. Candidates must demonstrate proficiency in the knowledge and skills delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, as a prerequisite for admission to this program.
1. Proficiency may be demonstrated through completion of the Reading Endorsement (based on GaPSC Rule [505-3-.96](#), effective July 1, 2023 or later), certification in Elementary Education (earned after July 1, 2025), a passing score on the Reading Education GACE (after July 1, 2025), or another valid and reliable measure of candidate proficiency.
  2. The EPP shall require candidates not demonstrating proficiency in the knowledge and skills delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, to successfully complete one or more pre-requisite courses prior to 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 based on the science of reading and 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) 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. 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 and intellectual, and other 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.

5. 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.
6. 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 (CCAEE)" 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.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.67. School Counselor Program.**

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- (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.**

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- (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 nutrition program;
  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.**

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- (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 PROVIDERS AND 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. Speech-Language Associate Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals as Speech-Language Associates who provide related educational support or direct intervention for all students whose individual education program indicates instructional needs in the area of communication disorders under the direct supervision of a certified Speech-Language Pathologist. 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 for an initial preparation program, 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 in 2020 by the American Speech-Language-Hearing Association (ASHA) 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, mathematics, and the social/behavioral sciences.
    2. The program shall prepare candidates who know basic human communication and swallowing processes, including their biological,

neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

3. The program shall prepare candidates who know the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge shall be demonstrated in the following areas:
  - (i) Speech sound disorders;
  - (ii) Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
  - (iii) Hearing, including the impact on speech and language;
  - (iv) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
  - (v) Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and
  - (vi) Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).
4. The program shall prepare candidates who possess knowledge of the principles and methods of prevention, assessment, and intervention for students with communication disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
5. The program shall prepare candidates who know standards of ethical conduct.
6. The program shall prepare candidates who demonstrate processes used in the integration of evidence-based clinical practice.
7. The program shall prepare candidates who have knowledge of certification, specialty recognition, and other relevant professional credentials.
8. The program shall prepare candidates who understand the supervisory nature of working under a certified Speech-Language Pathologist.

9. The program shall prepare candidates who understand the collaborative nature of working with all stakeholders.
  10. The program shall prepare candidates who have the knowledge of individual education programs, individual learning differences, learning environments, instructional planning, and student engagement.
- (b) Candidates will participate in a school-based internship for one semester, in which a total of 100 hours of direct service with students in either small group, individual sessions, or in an inclusion model will be completed under the direct supervision of a certified Speech-Language Pathologist.

**Cite as Ga. Comp. R. & Regs. R. 505-3-.70**

**Authority:** O.C.G.A § [20-2-200](#).

**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.

**Adopted:** New Rule entitled "Speech-Language Associate Program." F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-3-.71. Speech and Language Pathology Program.**

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- (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 in 2020 by the American Speech-Language-Hearing Association (ASHA) 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 lifespan; and
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 clients'/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 effective guidance and coaching to colleagues who are supporting the speech language program;

- (IV) Provide counseling regarding communication and swallowing disorders to clients/ patients, family caregivers, and relevant others; and
  - (V) 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.

**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.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-3-.72. Teacher Leadership Program.**

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- (1) **Purpose.** This rule states field-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 (S) 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 a school system-level administrator (e.g., superintendent, assistant or associate superintendent, or a designee such as the principal of the applicant's school);
- (b) Have at least one year of successful classroom teaching experience as a certified educator at the Induction, Professional, Advanced Professional, or Lead Professional level. While at least one year of successful classroom teaching experience is required for program admission, this program is better suited for teachers who have completed the induction phase of their careers, or have at least three years of teaching experience.
- (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 a mentor experienced in instructional leadership;
  - 2. Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and a mentor toward achievement of the candidate's IGP goals; and
  - 3. Have individual work samples or other artifacts that demonstrate the candidate has met program standards;
- (b) Advanced degree candidates must meet the following criteria:
  - 1. Have intensive support by a mentor experienced in instructional leadership;
  - 2. Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and a mentor toward achievement of the candidate's IGP goals;
  - 3. Have individual work samples or other artifacts that demonstrate 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 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 educator. 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. This requirement may also be satisfied through work on a thesis or research project, or through work on a program capstone, internship, or other intensive field-based practical exercise directly focused on the content of a certificate field held by the educator or the educator's advancement of one or more peers' knowledge, skill, and/or ability in the peers' field(s) of certification; or

- (ii) Specialist or Doctoral degree level: 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 educator. 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. This requirement may also be satisfied through work on a thesis, research project or dissertation, or through work on a program capstone, internship, or other intensive field-based practical exercise directly focused on a content field held by the educator or the educator's advancement of one or more peers' knowledge, skill, and/or ability in the peers' field (s) of certification.

(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 (as defined in the 2015 Every Student Succeeds Act (ESSA), [20 U.S.C. § 6301](#)) based on identified student and teacher needs. The teacher leader:
  - (i) Applies appropriate knowledge and strategies of adult learning theories across teacher leadership and professional learning 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) Collaborates with others to assist with creating and sustaining viable professional learning communities designed to support the collaborative work of schools;

- (iv) Leverages components of distributed leadership to conduct needs assessments to identify staff needs and provide ongoing support with implementing strategies to address staff needs;
  - (v) Stays current with research on the organizational conditions and features of effective professional learning which are necessary for designing and implementing on-going professional learning experiences that are based on best practices and identified teacher and student needs;
  - (vi) Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;
  - (vii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;
  - (viii) Applies the knowledge and skills of effective mentoring, coaching, and instructional leadership to provide support for teachers' professional learning and practice;
  - (ix) Utilizes multiple methods, including evidence of student learning, to assess the effectiveness of professional learning activities; and
  - (x) Designs, facilitates, and implements professional development aligned to state and national professional learning standards (e.g., Learning Forward's Standards for Professional Learning).
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence in teaching and learning for all, focuses on continuous improvement, and builds 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 team building and effective conflict management, including consensus-building skills, in a variety of contexts to build a culture of collaboration, respect, 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 desired results;
  - (vi) Considers the ethical and legal implications of decisions made and actions executed individually and collectively;
  - (vii) Demonstrates the capacity to support the school or school district in refining, redefining, or sharpening its vision toward continuous improvement;
  - (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 can facilitate others in the alignment of curriculum, instruction, and assessment to standards. The teacher leader:
- (i) Possesses an in-depth knowledge of their discipline, and is knowledgeable about the structure of the curriculum;
  - (ii) Understands how the programs of study 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) Demonstrates the capacity to use a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;
  - (iv) Demonstrates the capacity to use 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 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) Knows how to locate and can assist in recommending content specific resources that are important in the curriculum implementation process; and
  - (vii) Leads and assists in leading 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) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback;
  - (ii) Models and articulates exemplary instructional practices and strategies based on evidence-based research and high expectations for all students;
  - (iii) Models the effective application of curriculum standards, instructional choices, student engagement, and monitoring of student learning;
  - (iv) Demonstrates the capacity to guide and assist teachers in designing and planning quality and meaningful student work and learning experiences;
  - (v) Promotes and encourages teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;
  - (vi) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways;
  - (vii) Models and assists teachers in the integration of technology to support classroom instruction and student learning; and
  - (viii) Implements effective active listening and professional discourse skills to include facilitation of critical or difficult conversations, as appropriate;
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 identification and 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) Is knowledgeable of research on the appropriate use of assessment instruments and data analysis techniques and can coach colleagues on their implementation.
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 formal or informal action 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, policies, trends, and innovations; and shares current research with the school community;
  - (v) Analyzes a variety of valid, reliable, and evidence based 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) Supports colleagues in collaborating with professional organizations involved in educational research.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaboratively advocate for the differentiated needs of students, colleagues, families, and stakeholders to improve student learning and to guide positive change. The teacher leader:
- (i) Facilitates group processes and builds alliances between and among stakeholders 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) Works to develop and sustain trusting, productive, and supportive relationships with all students, colleagues, families, and other stakeholders;
- (v) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;
- (vi) Demonstrates the capacity to understand, explain, and assist with implementation of the school improvement process;
- (vii) Facilitates open dialogue of ideas and information that support the school improvement process student achievement goals, and the improvement of teaching and learning practices;
- (viii) Knows how to find resources to promote school, family, and community relations and can utilize them effectively;
- (ix) Advocates for student needs and for practices that promote student achievement; and
- (x) Facilitates colleagues' understanding of the school community's broad range of backgrounds and populations to enrich the educational experiences of all students and achieve high levels of learning.

**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.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-3-.73. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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- (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. 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 adapted 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 Teacher Assessment on Performance Standards (TAPS) 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](#) TEACHER LEADERSHIP PROGRAM), the

Model Principal Supervisor Standards, the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES), and the standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. 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 (GaPSC 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 all 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; fair access, opportunity, and advancement for all students; 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, and fairness.

- (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 fairness of educational opportunity and responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values learner differences. 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, differences, 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 and fair manner.
  - (v) 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 varied 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 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 responsive to the needs of all learners.
- (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 all 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 a welcoming, 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 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 differences, 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 a recommendation for admission to the program and assurance the candidate works in a leadership position at least one-half day or more, each day;
      - (II) Hold, at a minimum, a master'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 the candidate works in a leadership position at least one-half day or more, each day;
  - (II) Hold a master's degree or a GaPSC Level 5 or higher professional certificate; candidates who also have national board certification, the Teacher Leadership endorsement, Coaching endorsement or the Teacher Support and Coaching endorsement are ideal. The master's degree must have been earned from a GaPSC-accepted accredited institution.
  - (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. Candidate Support. 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. Program Requirements. 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.

(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. Certification Requirements. 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. Exit requirements for successful completion of the alternative preparation program at each tier shall provide 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
  - (iii) 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 Performance Assessment for Educational Leadership (PASL).
7. Notification of Program Completion. 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 (2023), 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. Guidelines. 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.

- (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; however, a provider is not required to offer a Tier II 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.

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. June 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.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

**Note:** Correction of non-substantive typographical error in subparagraph (3)(c)6., "(ii) A passing score..." corrected to "(iii) A passing score...", as requested by the Agency. Effective Feb. 19, 2024.

## **Rule 505-3-.77. Educational Leadership Program.**

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- (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 employing LUA 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. The EPP shall offer 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 adapted 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 GaPSC Rule [505-3-.01](#), the Teacher Assessment on Performance Standards (TAPS) in relation to instructional leadership (see GaPSC Rule [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](#) TEACHER LEADERSHIP PROGRAM), 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), and the standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. 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 (GaPSC 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. 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 all 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; fair access, opportunity, and advancement for all students; 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, and fairness.
- (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 fairness of educational opportunity and responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values learner differences. 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, differences, 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, and fair manner.
  - (v) 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 varied 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 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 responsive to the needs of all learners.
  - (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 all 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 a welcoming, 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 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 differences, 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.
  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 an education specialist degree, a doctoral degree, or a GaPSC-issued certificate at Level 6 or 7. 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 specified in 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.
3. Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each 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.

**(4) Clinical Practice Requirements and Candidate Performance Expectations.**

**(a) Tier I Entry Leader Preparation.**

1. Clinical Practice. 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 a variety of settings. 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 (2023), 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*.

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.  
**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.  
**Amended:** F. Mar. 22, 2024; eff. Apr. 15, 2024, as specified by the Agency.

## **Rule 505-3-.78. Repealed and Reserved.**

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**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.**

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**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.**

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**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.**

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**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.**

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- (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 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 in 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) 4. (ix) of 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 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, and cross-walked with the Early Intervention/Early Childhood Special Educator national standards developed by the Council for Exceptional Children (2020).

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, 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 unique 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 unique 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 unique learning needs occur within multiple contexts, including family, language, and community as well as within a larger societal context of structural inequities; and
  - (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 family and community characteristics. They use this understanding to create respectful 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 differences among 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; and
  - (iv) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten.
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 varied 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 discrepancies, and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with unique 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 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; and
- (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, developmentally responsive learning environments, so that children with unique 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, developmentally 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 unique 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 responsive 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; and
- (vii) Candidates use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

5. Developmentally and Linguistically Responsive 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 responsive 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 unique 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 unique 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 responsive and linguistically relevant, 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; and
- (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 unique learning needs. They understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for children with unique 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 unique 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; and
- (v) Candidates plan, implement, and evaluate developmentally responsive 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 differences are a part of families 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 different 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; and
  - (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 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 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; and
- (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.

**Cite as Ga. Comp. R. & Regs. R. 505-3-.82**

**Authority:** O.C.G.A. § [20-2-200](#).

**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.

**Repealed:** New Rule entitled "Birth Through Kindergarten Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.83. Autism Education Endorsement.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare general and special education teachers to teach students P-12 with Autism. 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 Autism Endorsement have strengthened and enhanced competencies for teaching children with autism in the grade levels and/or subjects of their base certificates(s).
- (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) 4.(ix) of 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 adapted from the standards published by the Council for Exceptional Children (2020):
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;
      - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with various social, cultural, and linguistic backgrounds;  
and
      - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
  - (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate

students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
- (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
- (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
- (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and

- (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
- (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;

- (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Autism adapted from the standards published by the Council for Exception Children (2012).
- (i) Learner Development and Individual Learning Differences.
    - (I) The program shall prepare candidates who understand theories grounded in current research that prepare candidates to understand the etiology of Autism and how such theories can be used to develop differentiated learning and social opportunities.
    - (II) Candidates are prepared to understand and demonstrate the following for individuals with autism spectrum disorder:
      - I. Medical aspects and implications for learning;
      - II. Core and associated characteristics;
      - III. Co-existing conditions and ranges that exist at a higher rate than in the general population;
      - IV. Sensory challenges;
      - V. Speech, language, and communication challenges;
      - VI. Adaptive behavior needs; and
      - VII. Effect of self-regulation on learning and behavior.
  - (ii) Learning Environments and Instructional Planning and Strategies.
    - (I) Candidates are prepared to use person-centered approaches and collaborate with families, other educators, and other professionals to plan and implement age and ability

appropriate differentiated instruction that enhance accessibility to the general education curriculum; and

- (II) Candidates are prepared to use person-centered approaches and collaborate with families, other educators, and other professionals to plan and implement differentiated instruction that enhances sense of belonging, peer relationships, and social communication. (Note: person-centered planning involves instruction based on learner characteristics, interests, and ongoing assessment, and should be embedded into all learning environments.)

(iii) Assessment.

- (I) Candidates are prepared to demonstrate a basic understanding of frequently used procedures to identify eligibility criteria and monitor progress of learning and other goals of individuals with autism spectrum disorders;
- (II) Candidates are prepared to describe how Functional Behavior Assessments and assessments of environmental conditions are used to develop databased interventions to support learning and communication of individuals with autism spectrum disorders;
- (III) Candidates are prepared to identify research-based assessment tools and procedures to describe skills, areas of strength and interest that can be used to differentiate instruction to support learning and behavior;
- (IV) Candidates are prepared to use preference assessment techniques to identify individual preferences that enhance learning;
- (V) Candidates are prepared to collaborate with behavior specialists to conduct Functional Behavior Assessments that lead to the development of behavior support plans; and
- (VI) Candidates are prepared to demonstrate culturally sensitive practices that include collaboration with families in assessment of students with autism spectrum disorders.

(iv) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to understand definitions and issues related to the identification of individuals with autism spectrum disorders at different ages across the spectrum;
- (II) Candidates are prepared to describe the history of autism spectrum disorder and how the history may impact the current understanding of autism and interventions/supports by parents, teachers, and other community members;
- (III) Candidates are prepared to differentiate between research-based practices and pseudo-science, and can describe the importance of using effective practices based on research to those who may advocate for practices lacking empirical support;
- (IV) Candidates are prepared to understand and can identify different perspectives held by individuals with developmental disabilities and autism spectrum disorder; and
- (V) Candidates are prepared to understand and promote the concepts of self-determination, self-advocacy, and community and family support that impact the lives of individuals with autism spectrum disorder.

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** New title, "Autism Education Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the



Agency.

### **Rule 505-3-.84. Career Technical Instruction (CTI) Endorsement Program.**

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- (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.**

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- (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.**

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- (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) GaPSC approved 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) 4. (ix) of GaPSC Educator Preparation Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Approval to offer the Computer Science Endorsement qualifies the EPP to recommend for the Computer Science Micro-Endorsement, candidates who are actively enrolled in this program and who demonstrate mastery of standards 1 and 6. The Computer Science Micro-Endorsement qualifies individuals to teach introductory computer science courses in grades P-12 (see GaPSC Certification Rule [505-2-.193](#), COMPUTER SCIENCE MICRO-ENDORSEMENT).
  - (b) 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 the International Society for Technology Education (ISTE) (2017), and the Computer Science Teachers Association Standards (2017).
    - 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++, C#/.NET, R, and Rust, 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 methods (functions/procedures), data structures, and application programming interfaces (APIs);
  - (iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust full stack programs (interpreted and compiled) 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, and words;
  - (ii) The program shall prepare candidates who demonstrate knowledge of the mathematics of binary, octal and hexadecimal, as well as conversions among them;
  - (iii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, motherboard layout (north & south bridges), I/O devices, and peripherals;

- (iv) 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
  - (v) 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 and cloud 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, security, 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 (OSI model) 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;
  - (v) The program shall prepare candidates to use industry best practices in application development; and
  - (vi) The program shall prepare candidates who can instruct students in proper keying techniques, including typing by touch.
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, non-repudiation, and Zero Trust systems;
  - (ii) The program shall prepare candidates who can describe the fundamentals of encryption and decryption to protect data;
  - (iii) The program shall prepare candidates who can explain fundamental security design principles, to include the differences between network and data security;
  - (iv) 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;
  - (v) The program shall prepare candidates who can describe common network vulnerabilities and their associated responses;
  - (vi) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; and use effective strategies to evaluate the quality and credibility of websites; and

- (vii) The program shall prepare candidates to educate students on their role in the prevention of cyberbullying and to take an active role in building positive online communities.
7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction for teaching full stack computer programming as indicated by the following:
- (i) The program shall prepare candidates to use industry standard Integrated Development Environments (IDE) for the development of computer programs;
  - (ii) The program shall prepare candidates who can demonstrate fundamental programming design paradigms, to include Waterfall, Agile, and DevOps;
  - (iii) The program shall prepare candidates who can demonstrate full stack programming in both interpreted and compiled languages;
  - (iv) The program shall prepare candidates who can professionally interface with end users to develop programming requirements;
  - (v) The program shall prepare candidates who can instruct students to develop their own unique full-stack programs (both interpreted and compiled languages) and debug them using professional industry-standard IDEs;
  - (vi) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups and for a diverse student population;
  - (vii) The program shall prepare candidates who create and implement multiple forms of assessment (including performance- and project-based) and use resulting data to gauge student progress and adjust instruction accordingly; and
  - (viii) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase student self-efficacy and interest to drive goals towards continued 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.
9. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations that are appropriate for computer science content.

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

### **Rule 505-3-.87. Coordinated Career Academic Education (CCAIE) Endorsement Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach Coordinated Career Academic Education (CCAIE) 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 (CCAIE) 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 (CCAЕ)" 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 (CCAЕ) 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.**

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- (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.** Completers of the Culinary Arts Endorsement are qualified to teach culinary arts curriculum to students in grades 6-12.
- (3) **Requirements.**
  - (a) GaPSC approved professional educator preparation providers may seek state approval to offer this field as either a stand-alone endorsement program for candidates who hold a level four (4) or higher renewable professional certificate in any secondary (6-12) field 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) 4. (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 requirements and standards.
    1. Program Requirements.
      - (i) Candidates must earn and document 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 earn the ServSafe Manager 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. The program shall prepare candidates who demonstrate and apply knowledge of nutrition principles applicable to cooking.
    3. Knife Skills. The program shall prepare candidates who demonstrate and apply knife skills to culinary production and fabrication.

4. Cooking Methods. 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 Technical Student Organization (CTSO) 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. 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. 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. 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. The program shall prepare candidates who know and demonstrate American regional and Asian, Indian, European, and Central American cuisines.
- 12. Demonstrating. The program shall prepare candidates who can present live demonstrations using rigorous lesson plans demonstrating the principles of lecture, demonstration, and student practice.
- 13. Butchery. 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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

## **Rule 505-3-.89. English to Speakers of Other Languages (ESOL) Endorsement.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach English to Speakers of Other Languages (ESOL) 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 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 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 preconceptions 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 differences and fairness 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 preconceptions, 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 preconceptions 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.

**Amended:** New title, "English to Speakers of Other Languages (ESOL) Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.90. Gifted In-Field Education Endorsement.**

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- (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 adapted from the standards developed by the National Association for Gifted Children and the Council for Exceptional Children:

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. Learning Environments. Beginning gifted education professionals create safe, supportive, welcoming, 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, supportive, welcoming, and culturally responsive learning environments that engage individuals with gifts and talents 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. 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. 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 partiality 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 partiality 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 individual differences; 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. 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. 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 individual differences, 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. 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.

**Amended:** New title, "Gifted In-Field Education Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.91. Intervention Specialist Endorsement Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach in Georgia's early intervention and remedial intervention programs. 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 Intervention Specialist Endorsement program are qualified to teach, in the grade levels and field(s) of their base certificates, students in

early intervention and remedial 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), Special Education General Curriculum 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) 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. 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 Georgia mandated content standards for students and with the content domains and the designated assessment measure(s) identified by Georgia as being the most proficient in demonstrating student understanding of mandated content standards;
    - (iv) Assess students' cognitive, social-emotional, communication, motor, adaptive, and aesthetic development using multiple valid and reliable assessments and the resulting data 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.

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

## **Rule 505-3-.92. K-5 Mathematics Endorsement.**

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### **(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 a variety of students and with students in the grade levels of the candidate's base certificate. The authentic residency must include a portfolio component.
- (e) 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.
- (f) 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 fair and impartial, 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 Differences. Candidates design lessons in which all students have access to engage in meaningful mathematics, drawing upon cultural, linguistic, and academic differences. 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 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 fair and impartial 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.

**Amended:** New title, "K-5 Mathematics Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-3-.93. K-5 Science Endorsement.**

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### **(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 a variety of 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:

(I) Scientific and Engineering Practices including:

- 1. 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 broad 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 varied 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.

**Amended:** New title, "K-5 Science Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.94. STEM Education Endorsement Program.**

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- (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.**

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- (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 confidentiality of student information, including in the use of technology tools.
6. Differentiation and Accessibility. The online teacher recognizes the variety 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.

**Amended:** New title, "Online Teaching Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.96. Reading Endorsement.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals with enhanced knowledge and skills 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. This endorsement is intended to build upon the knowledge and skills described in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **In-Field Statement.** Completers of the Reading Endorsement program have strengthened and enhanced competency levels in the teaching of reading and are qualified to teach reading 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 an advanced (degree-only) preparation program to candidates who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teacher certificate, leadership certificate, Life certificate, or service certificate. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate.
  - (b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi based on the science of reading and 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. 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.
5. 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.

**Repealed:** New Rule entitled "Reading Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **Rule 505-3-.97. Repealed and Reserved.**

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**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.**

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- (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 educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program to candidates who hold a level four (4) or higher valid professional or induction certificate in any teaching field or in the service field of Speech and Language Pathology, 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) 4. (ix) of 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 adapted from the standards published by the Council for Exceptional Children (2020):
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families

while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.

- (i) Candidates practice within ethical guidelines and legal policies and procedures;
- (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
- (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

- (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
- (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and



- (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic

differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;

- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner

with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

- (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
- (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
- (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
- (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Deaf and Hard of Hearing (D/HH) published by the Council for Exception Children (2018).

(i) Learner Development and Individual Learning Differences.

- (I) Candidates are prepared to demonstrate understanding of the effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH;
- (II) Candidates are prepared to demonstrate understanding of auditory development of individuals who are D/HH;
- (III) Candidates are prepared to demonstrate understanding of visual and spoken languages and communication modes;
- (IV) Candidates are prepared to demonstrate understanding of the impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the

ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs;

- (V) Candidates are prepared to demonstrate understanding of the importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings;
  - (VI) Candidates are prepared to incorporate current theories of spoken and signed language development of individuals who are D/HH and components of communication competence into programming and planning for students;
  - (VII) Candidates are prepared to develop individualized programming and instruction in light of various aspects of hearing status;
  - (VIII) Candidates are prepared to incorporate auditory development of individuals who are D/HH into programming and planning for students;
  - (IX) Candidates are prepared to implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes;
  - (X) Candidates are prepared to identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families;
  - (XI) Candidates are prepared to deliver individualized programming and planning informed by the presence of identified exceptionalities; and
  - (XII) Candidates are prepared to identify and support all Least Restricted Environment (LRE) options to facilitate Individualized Education Program (IEP) team decisions taking communication into account.
- (ii) Learning Environments.
- (I) Candidates are prepared to demonstrate understanding of the influence of educational placement, family communication,

language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning;

- (II) Candidates are prepared to demonstrate the value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes;
- (III) Candidates are prepared to demonstrate factors impacting visual and/or auditory learning;
- (IV) Candidates are prepared to promote ongoing opportunities for interactions between individuals who are D/HH and their families with peers and role models who are D/HH;
- (V) Candidates are prepared to assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment;
- (VI) Candidates are prepared to design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs; and
- (VII) Candidates are prepared to structure the learning environments to encourage developmentally appropriate self-advocacy and self-determination skills.

(iii) Curricular Content Knowledge.

- (I) Candidates are prepared to demonstrate understanding of the interrelationship between services and curricular sequencing and progressions;
- (II) Candidates are prepared to integrate evidence based language and literacy instruction across all academic areas; and
- (III) Candidates are prepared to differentiate and adapt curricula in response to the variety of populations across multiple educational settings.

(iv) Assessment.

- (I) Candidates are prepared to demonstrate understanding of the range of assessment types, from informal to standardized;
- (II) Candidates are prepared to demonstrate understanding of the appropriate formative, summative, and diagnostic assessment of expanded core curriculum, auditory skills, visual language skills, self-advocacy, self determination, functional listening, self-care skills, and student safety;
- (III) Candidates are prepared to demonstrate understanding of the relationship between assessment data, reporting, and programming and planning;
- (IV) Candidates are prepared to utilize appropriate terminology and interpret results across assessments;
- (V) Candidates are prepared to ensure equal access to communication and minimized partiality in assessment with regard to laws, policies, and ethical principles;
- (VI) Candidates are prepared to use and interpret technically sound assessments for individuals with D/HH;
- (VII) Candidates are prepared to administer appropriate formative, summative, and diagnostic assessments;
- (VIII) Candidates are prepared to identify or develop appropriate specialized assessments that allow for alternative forms of expression, and select appropriate accommodations and modifications;
- (IX) Candidates are prepared to collect and analyze a range of spoken, signed, written, or other language and communication samples; and
- (X) Candidates are prepared to utilize assessment data to develop reports and to inform programming and planning.

(v) Instructional Planning and Strategies.

- (I) Candidates are prepared to demonstrate language/modes of communication used by individuals who are D/HH;

- (II) Candidates are prepared to demonstrate understanding of the strategies that promote curricular programming that is responsive to the variety of populations across multiple educational settings;
- (III) Candidates are prepared to tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional setting;
- (IV) Candidates are prepared to coordinate and collaborate to ensure appropriate instruction and planning;
- (V) Candidates are prepared to implement strategies for supporting audition;
- (VI) Candidates are prepared to implement strategies for conserving vision and hearing;
- (VII) Candidates are prepared to implement evidence-based strategies for developing language in individuals' preferred communication mode(s);
- (VIII) Candidates are prepared to promote optimal access to communication to facilitate supportive and welcoming experiences;
- (IX) Candidates are prepared to develop proficiency in the languages/modes of communication used by individuals who are D/HH;
- (X) Candidates are prepared to promote literacy and content area reading and writing through the individual's preferred communication mode(s);
- (XI) Candidates are prepared to apply first and second language teaching strategies;
- (XII) Candidates are prepared to ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings; and

(XIII) Candidates are prepared to plan and implement transitions across service continua.

(vi) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to demonstrate understanding of laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s);
- (II) Candidates are prepared to demonstrate understanding of the awareness of the educator's language competence in supporting individual outcomes;
- (III) Candidates are prepared to demonstrate understanding of the sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH;
- (IV) Candidates are prepared to advocate, using impartial ethical practices, based on the needs of the individual or family;
- (V) Candidates are prepared to apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning;
- (VI) Candidates are prepared to increase educator's competence in the individual's preferred communication mode(s);
- (VII) Candidates are prepared to advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings; and
- (VIII) Candidates are prepared to use historical foundations and research evidence to inform educational programming and planning;

(vii) Collaboration.

- (I) Candidates are prepared to demonstrate understanding of the services, organizations, and networks that are relevant to individuals who are D/HH;



- (II) Candidates are prepared to demonstrate understanding of the policies, procedures, and resources for universal newborn hearing screening and early intervention;
- (III) Candidates are prepared to demonstrate understanding of the roles and responsibilities of support staff in programming and planning;
- (IV) Candidates are prepared to demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice;
- (V) Candidates are prepared to interpret relevant data and statistics related to hearing levels and their potential impact on outcomes;
- (VI) Candidates are prepared to participate in professional networks relevant to the education of individuals who are D/HH;
- (VII) Candidates are prepared to provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options; and
- (VIII) Candidates are prepared to prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments.

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** New title, "Special Education Deaf Education Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.99. Special Education Physical and Health Disabilities Endorsement.**

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- (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 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) 4. (ix) of 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 adapted from the standards published by the Council for Exceptional Children 2020:
    1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
      - (i) Candidates practice within ethical guidelines and legal policies and procedures;

- (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- 2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- 3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
  - (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to

achieve mastery of curricular standards and individualized goals and objectives.

4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short- and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
  - (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
  - (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;

- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

- (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Physical and Health Disabilities published by the Council for Exception Children (2012).
- (i) Candidates are prepared to demonstrate understanding of the implications of physical and health disabilities on development and learning;
  - (ii) Candidates are prepared to demonstrate understanding of the functional effects of the type and severity of physical and health disabilities on individual performance;
  - (iii) Candidates are prepared to demonstrate understanding of the psychosocial effects of physical and health disabilities;
  - (iv) Candidates are prepared to demonstrate understanding of the adaptations of educational environments to enhance the potential of individuals with physical and health disabilities;
  - (v) Candidates are prepared to demonstrate understanding of the barriers to accessibility by individuals with physical and health disabilities;

- (vi) Candidates are prepared to use proper positioning techniques and equipment to promote participation in academic and social environments;
- (vii) Candidates are prepared to demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning, and seating;
- (viii) Candidates are prepared to demonstrate understanding of continuum of non-symbolic to symbolic forms of communication;
- (ix) Candidates are prepared to demonstrate understanding of valid and reliable assessment instruments for individuals who have poor motor skills and for those who are nonverbal;
- (x) Candidates are prepared to teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities;
- (xi) Candidates are prepared to demonstrate understanding of the adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities;
- (xii) Candidates are prepared to demonstrate understanding of the incorporation of augmentative and assistive communication into instruction and daily living activities;
- (xiii) Candidates are prepared to use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities;
- (xiv) Candidates are prepared to use adaptations and assistive technology to provide access to and participation in the general education curriculum; and
- (xv) Candidates are prepared to demonstrate techniques for teaching literacy skills to individuals who are nonverbal.

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** New title, "Special Education Physical and Health Disabilities Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.100. Special Education Preschool (Ages 3-5) Endorsement.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers holding renewable professional certification in Birth Through Kindergarten, Elementary Education (P-5) or any Special Education field to teach students ages 3-5 (below Kindergarten) with disabilities. This rule supplements requirements in GaPSC Educator Preparation 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 Kindergarten) 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 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) 4. (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 Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards published by the Council for Exceptional Children (2020):
    1. Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on



assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Multiple factors are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

- (i) Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions;
  - (ii) Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic differences to support each child's development and learning across contexts;
  - (iii) Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction; and
  - (iv) Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.
2. Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.
- (i) Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information;

- (ii) Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and fairness in the school environment; and
  - (iii) Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.
- 3. Collaboration and Teaming. Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using developmentally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
  - (i) Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;
  - (ii) Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach; and
  - (iii) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten age span.
- 4. Assessment Processes. Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically responsive appropriate tools and methods that are appropriate responsive to the characteristics of the young child, family, and program. Using evidence-based and evidence-informed practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and

share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

- (i) Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, and linguistically responsive appropriate, valid, reliable tools and methods that are appropriate responsive to the characteristics of the young child, family, and program;
- (ii) Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based and evidence-informed practices, including technology, in partnership with families and other professionals;
- (iii) Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals; and
- (iv) Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5. Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences. Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences that provide each child and family with access and opportunities for learning and growth.

- (i) Candidates collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful, developmentally responsive learning experiences that support the unique abilities and needs of all children and families; and
- (ii) Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure access to universally designed, developmentally responsive appropriate, and challenging learning experiences.

6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate access and participation for all children and families through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
- (i) Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains;
  - (ii) Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development;
  - (iii) Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family;
  - (iv) Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors;
  - (v) Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts;
  - (vi) Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement;  
and

- (vii) Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of settings.
7. Professionalism and Ethical Practice. Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.
- (i) Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations;
  - (ii) Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices;
  - (iii) Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and
  - (iv) Candidates practice within ethical and legal policies and procedures.

**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.

**Repealed:** New Rule entitled "Special Education Preschool (Ages 3-5) Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **Rule 505-3-.101. Special Education Transition Specialist Endorsement.**

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- (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 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 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) GaPSC-approved 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) 4. (ix) of 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 adapted from the standards published by the Council for Exceptional Children (2020):

1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
  - (i) Candidates practice within ethical guidelines and legal policies and procedures;
  - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities

high quality learning experiences reflective of each individual's strengths and needs.

- (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
- (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
- (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short- and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and

school-based systems of intervention for students with and without exceptionalities;

- (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
- (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
- (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
- (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
- (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.



6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
  - (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and

- (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Transition Specialist published by the Council for Exception Children (2012).
- (i) Assessment.
    - (I) Candidates are prepared to demonstrate understanding of the procedures and requirements for referring individuals to community service agencies;
    - (II) Candidates are prepared to demonstrate understanding of the implications of individual characteristics with respect to post-school outcomes and support needs;
    - (III) Candidates are prepared to demonstrate understanding of the formal and informal approaches for identifying students' interests and preferences related to educational experiences and post school goals (postsecondary education, employment, independent living), including person-centered planning assessments;
    - (IV) Candidates are prepared to demonstrate understanding of how to match skills and interests of the individuals to skills and demands required by vocational and post-school settings;
    - (V) Candidates are prepared to interpret results of career and vocational assessment for individuals, families, and professionals;
    - (VI) Candidates are prepared to use a variety of formal and informal career, transition, and vocational assessment procedures;
    - (VII) Candidates are prepared to evaluate and modify transitional goals on an ongoing basis; and
    - (VIII) Candidates are prepared to assess and develop natural support systems to facilitate transition to post-school environments.

(ii) Programs, Services, and Outcomes.

- (I) Candidates are prepared to demonstrate understanding of school and post-school services available to specific populations of individuals with exceptional learning needs;
- (II) Candidates are prepared to demonstrate understanding of the methods for providing community-based education for individuals with exceptional learning needs;
- (III) Candidates are prepared to demonstrate understanding of the methods for linking academic content to transition goals;
- (IV) Candidates are prepared to demonstrate understanding of strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation;
- (V) Candidates are prepared to demonstrate understanding of job seeking and job retention skills identified by employers as essential for successful employment;
- (VI) Candidates are prepared to demonstrate understanding of vocational education methods, models, and curricula;
- (VII) Candidates are prepared to demonstrate understanding of the range of postschool options within specific outcome areas;
- (VIII) Candidates are prepared to identify and facilitate modifications within work and community environments;
- (IX) Candidates are prepared to arrange and evaluate instructional activities in relation to post-school goals;
- (X) Candidates are prepared to identify outcomes and instructional options specific to the community and the individual; and
- (XI) Candidates are prepared to use support systems to facilitate self-advocacy in transition planning.

(iii) Research and Inquiry.

- (I) Candidates are prepared to understand theoretical and applied models of transitions; and
- (II) Candidates are prepared to understand research on relationships between individual outcomes and transition practices.

(iv) Leadership and Policy.

- (I) Candidates are prepared to demonstrate understanding of transitional related laws and policies; and
- (II) Candidates are prepared to demonstrate understanding of the history of national transition initiatives.

(v) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to demonstrate understanding of the scope and role of the transition specialist;
- (II) Candidates are prepared to demonstrate understanding of the scope and role of agency personnel related to transition;
- (III) Candidates are prepared to demonstrate awareness of organizations and publications relevant to the field of transition;
- (IV) Candidates are prepared to show positive regard for the capacity and operating constraints of community organizations involved in transition services;
- (V) Candidates are prepared to participate in activities of professional organizations in the field of transition;
- (VI) Candidates are prepared to ensure the inclusion on transition-related goals in the educational program plan; and
- (VII) Candidates are prepared to develop post-school goals and objectives, using interests and preferences of the individual.

(vi) Collaboration.

- (I) Candidates are prepared to demonstrate awareness of methods to increase transition service delivery through interagency agreements and collaborative funding;
- (II) Candidates are prepared to demonstrate understanding of transition planning strategies that facilitate input from team members;
- (III) Candidates are prepared to design and use procedures to evaluate and improve transition education and services in collaboration with team members;
- (IV) Candidates are prepared to provide information to families about transition education, services, support networks, and post-school options;
- (V) Candidates are prepared to involve team members in establishing transition policy;
- (VI) Candidates are prepared to provide transition-focused technical assistance and professional development in collaboration with team members;
- (VII) Candidates are prepared to collaborate with transition focused agencies;
- (VIII) Candidates are prepared to develop interagency strategies to collect, share, and use student assessment data;
- (IX) Candidates are prepared to use strategies for resolving differences in collaborative relationships and interagency agreements;
- (X) Candidates are prepared to assist teachers to identify educational program planning team members; and
- (XI) Candidates are prepared to 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. § [20-2-20](#).

**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.

**Repealed:** New Rule of same title adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

**Amended:** New title, "Special Education Transition Specialist Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.102. Special Education Visual Impairment Endorsement.**

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- (1) **Purpose.** This rule states field-specific content standards for approving endorsement 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.
- (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 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) 4. (ix) of 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 adapted from the standards published by the Council for Exceptional Children (2020):

1. Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic differences; and engage in ongoing self-reflection to design and implement professional learning activities.
  - (i) Candidates practice within ethical guidelines and legal policies and procedures;
  - (ii) Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with varying social, cultural, and linguistic backgrounds; and
  - (iii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, unique characteristics, including exceptionalities, and families and communities to plan and implement supportive and welcoming learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - (i) Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities; and
  - (ii) Candidates use their knowledge and understanding of various factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- (i) Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities; and
  - (ii) Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
- (i) Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities;
  - (ii) Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services; and
  - (iii) Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5. Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group



instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- (i) Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic differences and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual;
  - (ii) Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning;
  - (iii) Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group; and
  - (iv) Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
- (i) Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities;
  - (ii) Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being; and
  - (iii) Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan,

implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

7. Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - (i) Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
  - (ii) Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families;
  - (iii) Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families; and
  - (iv) Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.
8. Candidates are prepared to demonstrate understanding of the Specialty Standards for Special Education Visual Impairment published by the Council for Exception Children (2012).
  - (i) Learner Development and Individual Learning Differences.
    - (I) Candidates are prepared to demonstrate understanding of the development of the human visual system and areas of the brain involved in processing visual images;
    - (II) Candidates are prepared to demonstrate understanding of the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 22;

- (III) Candidates are prepared to demonstrate understanding of terminology related to diseases and disorder of the human visual system, including cerebral/cortical visual impairment;
  - (IV) Candidates are prepared to demonstrate understanding of implications of prevalent visual conditions;
  - (V) Candidates are prepared to demonstrate understanding of sensory development and its impact on development and learning when vision is impaired;
  - (VI) Candidates are prepared to demonstrate understanding of the impact and implications of sociocultural/psychosocial factors on social-emotional development;
  - (VII) Candidates are prepared to accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the education team to individual services;
  - (VIII) Candidates are prepared to select and develop assessment and teaching strategies, accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics;
  - (IX) Candidates are prepared to use nonvisual/alternate strategies to promote attachment, early communication/literacy, orientation and mobility, and independence to address the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem; and
  - (X) Candidates are prepared to select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities and other individual characteristics.
- (ii) Learning Environments.
- (I) Candidates are prepared to demonstrate understanding of physical and virtual environmental factors that impact the acquisition of spatial and positional concepts, access to and synthesis of data visualizations, and other concepts typically acquired through vision;

- (II) Candidates are prepared to identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments;
- (III) Candidates are prepared to collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials;
- (IV) Candidates are prepared to identify unique issues specific to visual impairment for accessing digital multimedia and virtually built environments;
- (V) Candidates are prepared to use ergonomics and appropriate technology settings aligned with students' preferred learning media and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum;
- (VI) Candidates are prepared to facilitate incidental learning experiences to address nonvisual access to physical and virtual environments;
- (VII) Candidates are prepared to evaluate social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments;
- (VIII) Candidates are prepared to teach developmentally appropriate human guide, self-familiarization with new environments, protective, and alignment techniques for independent travel to promote safety across environments;
- (IX) Candidates are prepared to teach orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including requesting and refusing assistance as needed; and

- (X) Candidates are prepared to teach nonvisual and alternate strategies for promoting digital citizenship and secure online practices.

(iii) Curricular Content Knowledge.

- (I) Candidates are prepared to demonstrate understanding of the relationship of individualized assessment, intervention planning/implementation, development of individualized education programs/individualized family service plans, progress monitoring, and placement specific to unique needs of students with visual impairment including cerebral/cortical visual impairment, and co-occurring disabilities;
- (II) Candidates are prepared to demonstrate understanding of the advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment;
- (III) Candidates are prepared to demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille;
- (IV) Candidates are prepared to demonstrate basic proficiency in reading and writing braille for mathematic and scientific notation and in using the abacus;
- (V) Candidates are prepared to produce braille with braille, slate and stylus, computer (including use of braille translation software), and braille production methods;
- (VI) Candidates are prepared to demonstrate basic proficiency in human guide, protective, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications;
- (VII) Candidates are prepared to identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, and language proficiency;

(VIII) Candidates are prepared to develop, implement, and continuously monitor learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and expanded core curriculum across settings; and

(IX) Candidates are prepared to identify and adapt general education and visual impairment specific curricula for instruction of literacy, other academic areas, and the expanded core curriculum.

(iv) Assessment.

(I) Candidates are prepared to demonstrate understanding of the challenges of assessing students with visual impairments, including cerebra/cortical visual impairment, and co-occurring disabilities;

(II) Candidates are prepared to demonstrate understanding of the options for specialized assessment materials and equipment for unique sensory needs;

(III) Candidates are prepared to demonstrate understanding of the role of specialized, individualized assessment data unique to visual impairment for pre-referral, referral, annual, and tri-annual processes;

(IV) Candidates are prepared to demonstrate understanding of the implications of short and long terms use of accommodations and modifications unique to students with visual impairments, including cerebral/cortical visual impairment, and co-occurring disabilities;

(V) Candidates are prepared to interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments;

(VI) Candidates are prepared to use multiple sources of valid information/data, including data from formal/informal assessments to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment;

- (VII) Candidates are prepared to use valid assessment results and medical reports to determine eligibility for vision specific services, for students with and without specific visual diagnoses;
- (VIII) Candidates are prepared to use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for services is needed;
- (IX) Candidates are prepared to adapt assessments when tests are not validated on individuals with visual impairments to determine baseline performance;
- (X) Candidates are prepared to identify assessment items and measures that are biased and make recommendations for non-visual or alternate accommodations and modifications;
- (XI) Candidates are prepared to collaborate with team members and families to plan and implement assessment and interpret assessment results on issues specific to visual impairment;
- (XII) Candidates are prepared to conduct individualized functional vision, learning media, assistive technology and other expanded core curriculum-related assessments;
- (XIII) Candidates are prepared to interpret and/or assess cognitive, motor, social, and language concepts unique to individuals with visual impairments;
- (XIV) Candidates are prepared to use multiple sources of data to determine appropriate learning and literacy media (braille, print, or dual) and assistive technology;
- (XV) Candidates are prepared to interpret assessment results to determine individual needs to support acquisition of skills in the general and expanded core curriculum;
- (XVI) Candidates are prepared to advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments;

- (XVII) Candidates are prepared to address limitations of standard scores and non-standard data when communicating visual impairment specific assessment data to educational teams and families;
- (XVIII) Candidates are prepared to assess accessibility needs of individuals who are visually impaired who are English learners or from diverse backgrounds; and
- (XIX) Candidates are prepared to use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

(v) Instructional Planning and Strategies.

- (I) Candidates are prepared to demonstrate the proper use and care of braille and braille production devices and technology equipment, including maintenance of devices and software updates;
- (II) Candidates are prepared to demonstrate understanding of the importance of creating positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments; and
- (III) Candidates are prepared to demonstrate understanding of knowledge of evidence-based practices for teaching students with visual impairments, including cerebral/cortical visual impairment, and co-occurring disabilities.
- (IV) Candidates are prepared to develop, coordinate, and implement appropriate programs for infants and young children with visual impairment, including those with cerebral/cortical visual impairment and co-occurring disabilities, and their families;
- (V) Candidates are prepared to obtain resources, including published curricula, for braille codes currently in use;



- (VI) Candidates are prepared to use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats;
- (VII) Candidates are prepared to teach varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online;
- (VIII) Candidates are prepared to select and use various visual, nonvisual, multisensory, and adaptive methods to teach technology skills by integrating students' assessed needs into instructional methods for teaching sensory efficiency skills, use of learning media, individual keyboarding, reading, writing, editing, and listening skills;
- (IX) Candidates are prepared to plan and implement explicit instruction in assistive technology, including digital citizenship, that integrates students' ability to meet, manage, and advocate for their own needs;
- (X) Candidates are prepared to integrate basic principles of accessibility to select, create, adapt, and format text, images, and media to promote usability and accessibility to meet the individual needs of students with visual impairments;
- (XI) Candidates are prepared to provide systematic, explicit braille literacy instruction using embossed materials and digital technologies to meet individual needs;
- (XII) Candidates are prepared to teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for mathematics and science instruction to meet individual needs;
- (XIII) Candidates are prepared to teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs;

- (XIV) Candidates are prepared to teach students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs;
- (XV) Candidates are prepared to teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information;
- (XVI) Candidates are prepared to promote and reinforce sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment;
- (XVII) Candidates are prepared to teach basic orientation, body image, spatial, temporal, positional, directional, and environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion;
- (XVIII) Candidates are prepared to teach and reinforce human guide techniques to students with visual impairment, their peers, and others who interact with them;
- (XIX) Candidates are prepared to orient students to unfamiliar environments;
- (XX) Candidates are prepared to reinforce skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility;
- (XXI) Candidates are prepared to teach independent living and organization skills using alternate and nonvisual strategies;
- (XXII) Candidates are prepared to teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette;

- (XXIII) Candidates are prepared to teach development and monitoring of relationships and friendships, and knowledge of self, including human sexuality;
- (XXIV) Candidates are prepared to teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings;
- (XXV) Candidates are prepared to teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and wellbeing;
- (XXVI) Candidates are prepared to teach students their legal rights and responsibilities related to being a citizen with a visual impairment;
- (XXVII) Candidates are prepared to prepare students with progressive visual conditions to transition to alternative skills;
- (XXVIII) Candidates are prepared to collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities;
- (XXIX) Candidates are prepared to teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and wellbeing;
- (XXX) Candidates are prepared to select, adapt, and use nonvisual/alternate instructional strategies to address co-occurring disabilities; and
- (XXXI) Candidates are prepared to demonstrate an understanding of the knowledge of a range of cost effective technological devices from low to high tech for the instructional needs specific to visual impairment.

(vi) Professional Learning and Ethical Practice.

- (I) Candidates are prepared to demonstrate understanding of roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings;
- (II) Candidates are prepared to demonstrate understanding of current knowledge of eligibility criteria for specialized services, funding, and materials sources specific to visual impairment;
- (III) Candidates are prepared to demonstrate understanding of the historical, political, and sociocultural forces unique to the education of students with visual impairments;
- (IV) Candidates are prepared to demonstrate awareness of the impact of nonverbal reactions and behaviors that are not accessible to students with visual impairments;
- (V) Candidates are prepared to understand the role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the expanded core curriculum;
- (VI) Candidates are prepared to demonstrate understanding of current knowledge of laws that impact and protect individuals with visual impairments;
- (VII) Candidates are prepared to demonstrate understanding of the roles of all members of educational/vision care teams;
- (VIII) Candidates are prepared to develop and maintain professional learning and practice by actively participating in professional organizations;
- (IX) Candidates are prepared to articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings including the expanded core curriculum;
- (X) Candidates are prepared to articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of

services unique to visual impairment across ages and settings;

- (XI) Candidates are prepared to advocate for reasonable nonvisual and alternate accommodations and modifications on standardized assessments;
- (XII) Candidates are prepared to advocate for evidence-based educational policy related to visual impairment and low incidence disabilities;
- (XIII) Candidates are prepared to articulate a plan for maintaining continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to assistive and instructional technology, most prevalent causes of and medical treatments for severe visual impairment, and co-occurring disabilities; and
- (XIV) Candidates are prepared to evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.

(vii) Collaboration.

- (I) Candidates are prepared to demonstrate understanding of the role in conveying, to families and teams, information about the impact and implications of visual impairment on development and learning and access to the general and expanded core curriculum;
- (II) Candidates are prepared to demonstrate understanding of the role in working collaboratively with families and teams for referral for counseling, therapy, or other services to address the unique needs of visual impairment;
- (III) Candidates are prepared to demonstrate understanding of the role in increasing awareness of accessibility in physical and virtual environments and improving open access to information for families and the educational team;

- (IV) Candidates are prepared to demonstrate the importance of role models with visual impairment for a full range of individual learners across settings;
- (V) Candidates are prepared to collaborate with educational team and families on service delivery issues unique to visual impairment;
- (VI) Candidates are prepared to collaborate with technology and curriculum development staff on accessibility needs;
- (VII) Candidates are prepared to serve as liaison between medical care providers, families, and other members of the educational team;
- (VIII) Candidates are prepared to collaborate with vision care professionals to facilitate access to the general and expanded core curriculum;
- (IX) Candidates are prepared to collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other expanded core curriculum skills;
- (X) Candidates are prepared to collaborate with families and other team members to plan and implement transitions;
- (XI) Candidates are prepared to instruct and supervise paraeducators, and provide information to families and the educational team in nonvisual strategies that promote independence and autonomy;
- (XII) Candidates are prepared to instruct and supervise paraeducators and braille transcribers, and provide information to families and the educational team on the production of accessible media;
- (XIII) Candidates are prepared to collaborate with families and the educational team to promote literacy development; and
- (XIV) Candidates are prepared to collaborate with assistive technology professionals to identify and support

customized tools to meet the accessibility needs of individuals with visual impairment.

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### **Rule 505-3-.103. Multi-Tiered System of Supports Facilitator Endorsement.**

- (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 variety of 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 an extensive variety of 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 supportive and welcoming 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.

**Amended:** New title, "Multi-Tiered System of Supports Facilitator Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.104. Teacher Leader Endorsement.**

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- (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) Both explore existing research and also engage in the research process for the purpose of improving teaching and learning via the application of the collective findings; 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 is required for program admission. While at least one year of successful classroom teaching experience is required for program admission, this program is better suited for teachers who have completed the induction phase of their careers, or have at least three years of teaching experience.
- (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 appropriate knowledge and strategies of adult learning theories across teacher leadership and professional learning 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, lead, and assist with creating and sustaining viable professional learning communities designed to support the collaborative work of schools;
    - (iv) Collects data in order to diagnose staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;
    - (v) Mentors colleagues and participates in professional learning via supportive observation and feedback that models reflective practice;
    - (vi) Stays current with research on the organizational conditions and features of effective professional learning, which are necessary for designing and implementing ongoing professional learning experiences that are based on best practices and 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, coaching, and instructional leadership to provide support for teachers' professional learning and practice;
  - (x) Utilizes multiple measures to continually assess the effectiveness of professional learning activities and makes adjustments as needed;  
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 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, respect, trust and high expectations;
  - (iii) Works with others to create an environment that encourages needed change using a research-based change model;
  - (iv) Supports analysis of the school's culture and builds understanding of the impact of organizational culture on 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 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 lead colleagues to align 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 programs of study 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 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 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 evidence-based research;
  - (ii) Models the effective application of curriculum standards, instructional choices, and a variety of student assessment practices;
  - (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;
  - (vi) Models the integration of technology to support classroom instruction and student learning; and
  - (vii) Coaches teachers through the reflective process so that they examine their existing practices for the purpose of improving their future planning.
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) Is knowledgeable of research on the appropriate use of assessment instruments and data analysis techniques, and can coach colleagues on their implementation.
6. Candidates who complete the program are teacher leaders who collaborate to explore existing research, engage in new research, and apply those collective findings to the improvement of teaching and learning. The teacher leader:
- (i) Guides colleagues to relevant research to find the appropriate method and solutions for instructional problems and challenges;
  - (ii) Conducts and facilitates action research to improve educational outcomes and to help address critical educational issues;
  - (iii) Follows 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 evidence based research before making decisions; and
  - (vi) Initiates new or different 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, as well as influence change. The teacher leader:
- (i) Facilitates group processes and builds alliances between and among stakeholders 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 the school community's broad range of backgrounds and populations to enrich the educational experience of all students;
- (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 effectively utilizes resources to promote school, family, 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.

**Amended:** New title, "Teacher Leader Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

## **Rule 505-3-.105. Teacher Support and Coaching (TSC) Endorsement Program.**

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### **(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.**

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- (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.**

- (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 GaPSC 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 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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 a wide range of different 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 5<sup>th</sup> 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 different ages (preschoolers, or school-age), with children with varying abilities, and with children reflecting culturally and linguistically different 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.

**Amended:** New title, "Dual Immersion Elementary Education (P-5) Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.108. Personalized Learning Endorsement.**

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- (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 GaPSC 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 individual differences, and focuses on the strengths and potential 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 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 to view the individualities and differences of peers and other educators as assets rather than deficits;
  - (ii) practice responsive pedagogy and curriculum design in a way that promotes learner differences as assets rather than deficits; and
  - (iii) value the differing learner characteristics of all students 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.

**Amended:** New title, "Personalized Learning Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.109. Positive Behavior Intervention and Supports (PBIS) Endorsement Program.**

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- (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.**

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- (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 GaPSC 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 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, supportive and welcoming 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' differing 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 Preconceptions. The program shall prepare candidates who:

- (i) Demonstrate their understandings of how cultural norms and preconceptions impact their perspectives of urban education;
- (ii) Demonstrate an understanding of how to assess personal preconceptions; and
- (iii) Reflect on how personal knowledge of conscious and unconscious preconceptions can be used to create supportive, welcoming, and responsive educational opportunities aimed at meeting the unique learning needs of each student.

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 students in special education who differ culturally, racially, and linguistically.

**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.

**Amended:** New title, "Urban Education Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-3-.111. Elementary Agriculture Education (P-5) Endorsement Program.**

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- (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.**

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(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 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 Varied 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 responsive 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.

**Amended:** New title, "Dyslexia Endorsement." F. Aug. 10, 2023; eff. Aug. 15, 2023, as specified by the Agency.

### **Rule 505-3-.113. Financial Literacy Endorsement Program.**

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- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach financial literacy 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) 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 6-12 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) 4. (ix) of 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 as described in program planning forms, catalogs, and syllabi, based on the following standards adapted from the Voluntary National Content Standards in Economics (2021) and Personal Finance Standards (2021) from the Council for Economic Education.
1. Fundamentals of Economic Decision Making.
- (i) The program shall prepare candidates to analyze how scarcity affects the choices of individual, businesses, and governments as indicated by the following:



- (I) The program shall prepare candidates who can explain that scarcity is a basic, permanent condition that exists because unlimited wants exceed limited productive resources;
  - (II) The program shall prepare candidates who can compare and contrast strategies for allocating scarce resources such as by price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics;
  - (III) The program shall prepare candidates who can define and give examples of productive resources (i.e., factors of production): natural resources (i.e., land), human resources (i.e., labor and human capital), physical capital and entrepreneurship; and
  - (IV) The program shall prepare candidates who can apply the concept of opportunity cost (the forgone next best alternative) to personal choices, as well as business and government decisions.
- (ii) The program shall prepare candidates to provide examples of how rational decision-making entails comparing the marginal benefits and the marginal costs of an action as indicated by the following:
- (I) The program shall prepare candidates who can explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs; and
  - (II) The program shall prepare candidates who can explain that individuals, businesses, and governments respond to positive and negative incentives in predictable ways.
- (iii) The program shall prepare candidates who analyze how economic systems influence the choices of individuals, businesses, and governments as indicated by the following:
- (I) The program shall prepare candidates who can analyze how command, market and mixed economic systems answer the three basic economic questions (what to produce, how to produce, and for whom to produce) to prioritize various social and economic goals such as freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability; and

- (II) The program shall prepare candidates who can compare the roles of government in different economic systems with regards to providing public goods and services, redistributing income, protecting property rights, resolving market failures, regulation, and providing consumer protections.
- (iv) The program shall prepare candidates who analyze factors that influence the standard of living of individuals and nations as indicated by the following:
  - (I) The program shall prepare candidates who can explain how investments in human capital (e.g., education, job training, and healthcare) can lead to a higher standard of living;
  - (II) The program shall prepare candidates who can explain how investment in equipment and technology can lead to economic growth;
  - (III) The program shall prepare candidates who can explain how individuals, businesses, and governments benefit from specialization and voluntary, non-fraudulent trade; and
  - (IV) The program shall prepare candidates who can illustrate economic growth using a production possibilities curve.

## 2. Personal Finance.

- (i) The program shall prepare candidates who analyze major life decisions using economics-based decision-making skills as indicated by the following:
  - (I) The program shall prepare candidates who can apply a rational decision-making model to evaluate the costs and benefits of post-high school life choices (i.e., college, technical school, military enlistment, workforce participation, or other option);
  - (II) The program shall prepare candidates who can evaluate costs and benefits of various ways to pay for post-high school life including scholarships, the HOPE scholarship, employment, work-study programs, loans, grants, savings, prior investments, and other options;

- (III) The program shall prepare candidates who can identify necessary documents needed to complete forms like the FAFSA or scholarship applications;
  - (IV) The program shall prepare candidates who can apply a rational decision-making model to evaluate other major life choices like employment opportunities, renting a home vs. buying, selecting a mortgage, and buying a car; and
  - (V) The program shall prepare candidates who can describe how individual financial decisions can help create generational wealth.
- (ii) The program shall prepare candidates who analyze income as a scarce resource that can be allocated effectively through budgeting as indicated by the following:
- (I) The program shall prepare candidates who can compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains;
  - (II) The program shall prepare candidates who can review and complete a sample federal individual income tax form 1040;
  - (III) The program shall prepare candidates who can describe the basic components of a paystub including gross pay, net pay, and common deductions (i.e., federal and state income tax, Federal Insurance Contributions Act (FICA which includes Social Security and Medicare), and elective deductions like 401K, insurance and tax-deferred savings);
  - (IV) The program shall prepare candidates who can analyze the basic components of a personal budget including income, expenses (fixed and variable), and the importance of short-term and long-term savings;
  - (V) The program shall prepare candidates who can explain how to reconcile a checking account, either online or on paper, including how to account for transactions that have not been posted (i.e., checks, weekend debit card transactions, or monthly auto-pay transactions) and how this helps avoid overdraft fees; and

- (VI) Describe how to determine a person's net worth.
- (iii) The program shall prepare candidates who explain how the financial system channels funds from savers to investors as indicated by the following:
  - (I) The program shall prepare candidates who can explain the roles/functions of money as a medium of exchange, store of value, and unit of account/standard of value;
  - (II) The program shall prepare candidates who can compare services offered by different financial institutions, including banks, credit unions, payday lenders, and title pawn lenders;
  - (III) The program shall prepare candidates who can compare and contrast cash, debit cards, credit cards, prepaid cards and mobile payment apps in terms of how they work, acceptability, and the costs and benefits associated with each;
  - (IV) The program shall prepare candidates who can evaluate the risk and return of a variety of savings and investment options, including: savings accounts, certificates of deposit, retirement accounts (i.e., Roth IRA, 401K, 403b), stocks, bonds, 529 accounts, and mutual funds and explain the importance of diversification when investing; and
  - (V) The program shall prepare candidates who can describe the role of speculative investments (i.e., cryptocurrency and historical examples like buying on margin in the 1920's).
- (iv) The program shall prepare candidates who can explain how interest rates affect various consumer decisions as indicated by the following:
  - (I) The program shall prepare candidates who can compare interest rates on loans and credit cards from different institutions including banks, credit unions, pay-day loan facilities, and title-pawn companies;
  - (II) The program shall prepare candidates who can define annual percentage rate and describe how different interest rates can affect monthly payments on loans;

- (III) The program shall prepare candidates who can use an online amortization tool to show how payments on a fixed loan like a mortgage are applied to interest and principal;
  - (IV) The program shall prepare candidates who can explain the difference between simple and compound interest and the difference between fixed and variable interest; and
  - (V) Define nominal and real returns and explain how inflation affects interest-earning savings and investment accounts.
- (v) The program shall prepare candidates who explain can how changes in taxation can have an impact on an individual's spending and saving choices as indicated by the following:
- (I) The program shall prepare candidates who can describe income, sales, property, capital gains, and estate taxes in the U.S.; and
  - (II) The program shall prepare candidates who can describe the difference between progressive, regressive, and proportional taxes.
- (vi) The program shall prepare candidates who can evaluate the costs and benefits of using credit as indicated by the following:
- (I) The program shall prepare candidates who can differentiate between and explain how to access one's credit report and credit score;
  - (II) The program shall prepare candidates who can describe the basic components of a credit score including payment history, debt to income ratio, amount owed, length of credit history, types of credit used, amount of available credit, and recent credit applications;
  - (III) The program shall prepare candidates who can analyze and evaluate a sample loan application for credit worthiness and the ability to receive favorable interest rates;
  - (IV) The program shall prepare candidates who can explain the difference between revolving credit and installment credit; and

- (V) The program shall prepare candidates who can explain causes of personal bankruptcy and describe consequences of declaring bankruptcy.
- (vii) The program shall prepare candidates who can analyze how insurance and other risk-management strategies protect against financial loss as indicated by the following:
  - (I) The program shall prepare candidates who can explain why people buy insurance;
  - (II) The program shall prepare candidates who can describe various types of insurance such as automobile, health, life (whole and term), disability, renters, flood and property;
  - (III) The program shall prepare candidates who can explain the costs and benefits associated with different types of insurance, including deductibles, premiums, coverage limits shared liability, and asset protection; and
  - (IV) The program shall prepare candidates who can define insurability and explain why insurance rates can vary.
- (viii) The program shall prepare candidates who can describe how the earnings of workers are determined in the marketplace as indicated by the following:
  - (I) The program shall prepare candidates who can identify skills that are required to be successful in the workplace, including positive work ethic, punctuality, time management, teamwork, and communication skills;
  - (II) The program shall prepare candidates who can describe the impact a person's social media footprint can have on their career and finances; and
  - (III) The program shall prepare candidates who can evaluate job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.

- (ix) The program shall prepare candidates who can explain ways consumers are protected by rules and regulations as indicated by the following:
  - (I) The program shall prepare candidates who can describe how government agencies offer protection in banking, investments, borrowing, and buying goods and services;
  - (II) The program shall prepare candidates who can compare different methods for lodging consumer complaints (e.g., Better Business Bureau, online methods, and direct contact with business); and
  - (III) The program shall prepare candidates who can explain the primary purpose of important consumer legislation (i.e., the Truth in Lending Act, Fair Debt Collection Practices Act, Fair Credit Reporting Act, the Equal Housing Act, and the Dodd-Frank Act).
- (x) The program shall prepare candidates who can explain sources of and protection against identity theft as indicated by the following:
  - (I) The program shall prepare candidates who can describe common ways identity theft happens including dumpster diving, skimming, phishing, stealing, and data breaches;
  - (II) The program shall prepare candidates who can describe ways to protect yourself from identity theft including shredding important documents, not opening attachments to unknown emails, not revealing personal information over the phone or email, using secure networks, regularly monitoring your credit report, changing passwords on accounts, and carefully managing social media;
  - (III) The program shall prepare candidates who can describe steps that should be taken if a person is the victim of identity theft including getting replacement credit cards, freezing credit histories, alerting appropriate officials, and changing passwords; and
  - (IV) The program shall prepare candidates who can describe the basic characteristics of investment scams such as Ponzi schemes, pump and dumps, and "advance fee" scams and how to avoid them.

### 3. Microeconomics.

- (i) The program shall prepare candidates who can describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money as indicated by the following:
  - (I) The program shall prepare candidates who can explain, using a circular flow diagram, the real flow of goods and services, resources, and money through the product market and the resource (factor) market.
- (ii) The program shall prepare candidates who can explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy as indicated by the following:
  - (I) The program shall prepare candidates who can define the law of supply and the law of demand;
  - (II) The program shall prepare candidates who can describe various determinants (shifters) of supply and demand and illustrate on a graph how they can change equilibrium price and quantity; and
  - (III) The program shall prepare candidates who can explain and illustrate on a graph how prices set too high (e.g., price floors) create surpluses, and prices set too low (e.g., price ceilings) create shortages.
- (iii) The program shall prepare candidates who can explain the organization and role of business and analyze the four types of market structures in the U.S. economy as indicated by the following:
  - (I) The program shall prepare candidates who can compare and contrast three forms of business organization-sole proprietorship, partnership, and corporation with regards to number of owners, liability, lifespan, decision-making, and taxation; and
  - (II) The program shall prepare candidates who can identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure (perfect) competition with regards to



number of sellers, barriers to entry, price control, and product differentiation.

4. Macroeconomics.

- (i) The program shall prepare candidates who can explain the methods by which economic activity is measured as indicated by the following:
  - (I) The program shall prepare candidates who can describe key economic outcomes and how they are measured including economic growth using Gross Domestic Product (GDP) and real GDP; price stability using the Consumer Price Index (CPI); and full employment using the unemployment rate;
  - (II) The program shall prepare candidates who can explain the differences between seasonal, structural, cyclical, and frictional unemployment; and
  - (III) The program shall prepare candidates who can describe the stages of the business cycle and its relation to economic measurement, including: peak, contraction, trough, recovery/expansion as well as recession.
- (ii) The program shall prepare candidates who can explain the role and functions of the Federal Reserve System as indicated by the following:
  - (I) The program shall prepare candidates who can describe the organization of the Federal Reserve System (12 Districts, Federal Open Market Committee [FOMC], and Board of Governors);
  - (II) The program shall prepare candidates who can describe the Federal Reserve Bank's roles in payment processing, bank supervision, and monetary policy including the dual mandate of price stability and full employment; and
  - (III) The program shall prepare candidates who can describe how the Federal Reserve uses various tools of monetary policy to target the federal funds rate and how this rate influences other interest rates in the economy.

- (iii) The program shall prepare candidates who can analyze how the government uses fiscal policy and its effects on national debt as indicated by the following:
  - (I) The program shall prepare candidates who can explain the effect on the economy of the government's taxing and spending decisions in promoting price stability, full employment, and economic growth; and
  - (II) The program shall prepare candidates who can explain how government budget deficits or surpluses impact national debt.

5. International.

- (i) The program shall prepare candidates who can explain the benefits of international trade and the role of trade barriers as indicated by the following:
  - (I) The program shall prepare candidates who can explain how nations benefit when they specialize in producing goods and services in which they have a comparative advantage;
  - (II) The program shall prepare candidates who can explain how trade barriers create costs and benefits to consumers and producers over time; and
  - (III) The program shall prepare candidates who can analyze Georgia's role in the international economy (i.e., the ports of Savannah and Brunswick, the Northeast inland port, the presence of multinational corporations in the state, and the impact of trade on the state's economy).
- (ii) The program shall prepare candidates who can analyze how changes in exchange rates can have an impact on groups in the United States and in other countries as indicated by the following:
  - (I) The program shall prepare candidates who can describe factors that cause changes in exchange rates; and
  - (II) Explain how appreciation and depreciation of currency affects net exports and benefits some groups and hurts others.

**Cite as Ga. Comp. R. & Regs. R. 505-3-.113**

**Authority:** O.C.G.A. § [20-2-200](#).

**History.** Original Rule entitled "Financial Literacy Endorsement Program" adopted. F. Apr. 4, 2023; eff. Apr. 15, 2023, as specified by the Agency.

### **Rule 505-3-.114. Reserved.**

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**Cite as Ga. Comp. R. & Regs. R. 505-3-.114**

### **Rule 505-3-.115. Reserved.**

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**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.**

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- (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.**

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- (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.**

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- (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.**

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- (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.**

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- (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) "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.
- (f) "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.
- (g) "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.
- (h) "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.

### (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 GaPSC 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 GaPSC all requested information on documents required by the GaPSC when applying for or renewing any certificate with the GaPSC;
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; or 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 GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
- (b) The GaPSC notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

(5) **Disciplinary Action.**

- (a) The GaPSC 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 Services 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. Suspension or revocation of any professional license or certificate;
  5. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
  6. 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 for Educators. 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.
- (c) The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § [20-2-984.4\(e\)](#) and § [20-2-984.5\(e\)](#) if:
1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or

2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.
- (d) The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § [20-2-984.5\(a\)](#) if after review of the report of the preliminary investigation, sanctions should not be imposed.

**(6) Sanctions.**

- (a) As outlined in O.C.G.A. § [20-2-984.5\(c\)](#), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying GaPSC Guidance.
1. Denial is the refusal to grant initial certification to an applicant for a certificate;
  2. 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 *periodic* criminal background check (GCIC). The GaPSC specifies the length of the monitoring period;
  3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;
  4. 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 *be accepted and* becomes effective upon receipt by the GaPSC;
  5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and
  6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

**(7) Application Procedures.**

- (a) "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying GaPSC Guidance.

- (b) With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § [20-2-984.3\(c\)](#) will automatically close and be placed on hold if the applicant fails to submit requested documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

**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.

**Repealed:** New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, 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 GaPSC Rule [505-6-.01](#) THE CODE OF ETHICS FOR EDUCATORS (5) (a) 3., it will be reinstated automatically when the Georgia Professional Standards Commission (GaPSC) is notified by a court of competent jurisdiction or the Department of Human Services 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 GaPSC.

- (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 GaPSC 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 GaPSC 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 GaPSC 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 GaPSC 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 GaPSC reserves the right to consider the time to apply after the initial three-year period on a case-by-case basis. If the GaPSC 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.](#), a certificate will automatically be granted upon notification by a court of competent jurisdiction or the Department of Human Services 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 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 GaPSC 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 GaPSC 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 the stipulation addressed in GaPSC Rule [505-6-.01 THE CODE OF ETHICS FOR EDUCATORS \(5\) \(a\) 3.](#), 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.

**Amended:** F. Dec. 14, 2023; eff. Jan. 1, 2024, as specified by the Agency.

### **Rule 505-6-.03. Change of Address.**

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- (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.**

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- (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.**

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- (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. [Repealed].**

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**Cite as Ga. Comp. R. & Regs. R. 505-6-.08**

**Authority:** O.C.G.A. § [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.

**Repealed:** F. July 27, 2023; eff. Aug. 15, 2023, as specified by the Agency.

## **Rule 505-6-.09. Investigation Instituted by Self-Referral.**

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- (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.