

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of learning

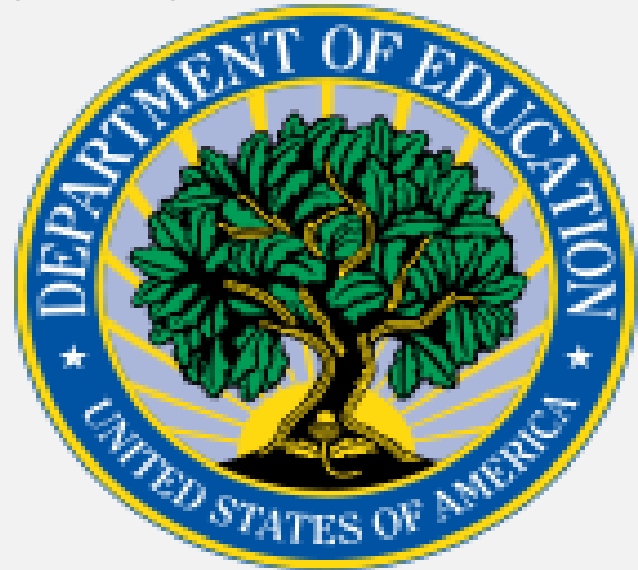
Hi Q Requirements for Special Education Teachers

Special Education
Leadership Development Academy
July 31, 2013

Purpose of Title II, Part A



To increase the **academic achievement** of all students by helping schools and districts **improve teacher and principal quality** and ensure that all teachers and paraprofessionals are **“highly qualified.”**



Goal of Title II, Part A



All students have ***effective teachers***
–who have the ***subject matter knowledge*** and
–the ***teaching skills*** to help all of their students
achieve at high academic standards, regardless of
individual learning styles or needs.

Highly Qualified



Role of the Special Education Director in the LEA Title IIA Program



1. Lead the LEA toward achieving the goal and purposes of Title II-A in special education
2. Assist principals in the hiring and assignment of highly qualified special education teachers and paraprofessional
3. Ensure no student has two ineffective special education teachers in consecutive years or content courses



Practices of Effective Leaders

- Hire and assign effective special education teachers
- Assess special education teacher effectiveness
- Guide special education teachers into professional learning that will improve or enhance their effectiveness
- Set expectations for special education staff
- Set the working conditions/climate of the special education program
- Attend professional learning to improve or enhance his/her own effectiveness

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“Highly Qualified” New Teachers

Bachelor’s Degree

and

Valid GaPSC Certificate

and

Core Academic Major OR Concentration

and

New Teachers/Trad. Prog.

**Appropriate Core
Academic Content
Assessment (GACE)**

Or (must pass within 3 years)

New Teachers/Alt-NNT Prog.

**Appropriate Core
Academic Content
Assessment (GACE)**

and

3 year limit

Teachers must be ASSIGNED to teach in appropriate subject/content area(s)

“Highly Qualified” Veteran Teachers

Bachelor’s Degree

and

Valid GaPSC Certificate

and

**Passing Score on Appropriate Core Academic
Content Assessment (GACE)**

or

Meet the requirements on the HOUSSE rubric

and

**Teachers must be ASSIGNED to teach in appropriate
subject/content area(s)**

“Highly Qualified” Paraprofessionals

Completed at least 2 years of study (a minimum of 60 semester hours) at an institution of higher education (GaPSC approved, accepted)

or

Obtained an associate’s (or higher) degree

or

Met a rigorous standard of quality and can demonstrate, through the Georgia state approved paraprofessional assessment

and

Parapros (including charters) that require certification

Must hold a valid state paraprofessional certificate issued by the GaPSC
(An educator holding a valid, Clear Renewable Teaching, Service, or Leadership certificate does not need to also hold a paraprofessional certificate.)

and

Parapros (including charters) that do not require certification

A certificate is not required but the parapro must meet the requirements as stated

and

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles (assisting with mobility and bodily functions) are not required to meet these requirements. These requirements do not apply to individuals with a) primary duties are to act as a translator or b) duties consisting solely of conducting Parental Involvement activities.

Paraprofessional OR Non-Instructional Aide



- **Paraprofessional** – A teacher assistant with instructional duties.
- **Non-instructional Aide** – A teacher assistant who takes no independent actions, has no decision-making authority regarding instructional matters, and performs only routine tasks assigned by personnel with higher certification.
 - i.e. food service, cafeteria or playground supervision, personal care services such as assisting with mobility and bodily functions, non-instructional computer assistance

Hiring and Assigning Highly Qualified Teachers



Teaching Assignment

- Core Academic Content
- Grade Level of Instruction
- Reg Ed or SpEd

Valid Certificate

- Field
- Level

Content Knowledge

- GACE or other Content Assessment

Hiring and Assigning Highly Qualified Teachers



Teaching Assignment

- Core Academic Content
- Grade Level of Instruction
- Reg Ed or SpEd

Core Academic Content

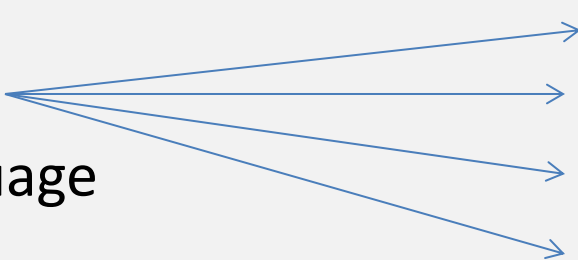


Elementary (P-5) and Middle Grades (4-8)

- Reading
- Language Arts
- Math
- Science
- Social Studies
- Foreign Language
- Visual Arts
- Music
- Band
- Chorus

Secondary (6-12)

- English/Language Arts
- Reading
- Math
- Science
- History
- Political Science
- Geography
- Economics
- Foreign Language
- Visual Arts
- Music
- Band
- Chorus



Hiring and Assigning Highly Qualified Teachers

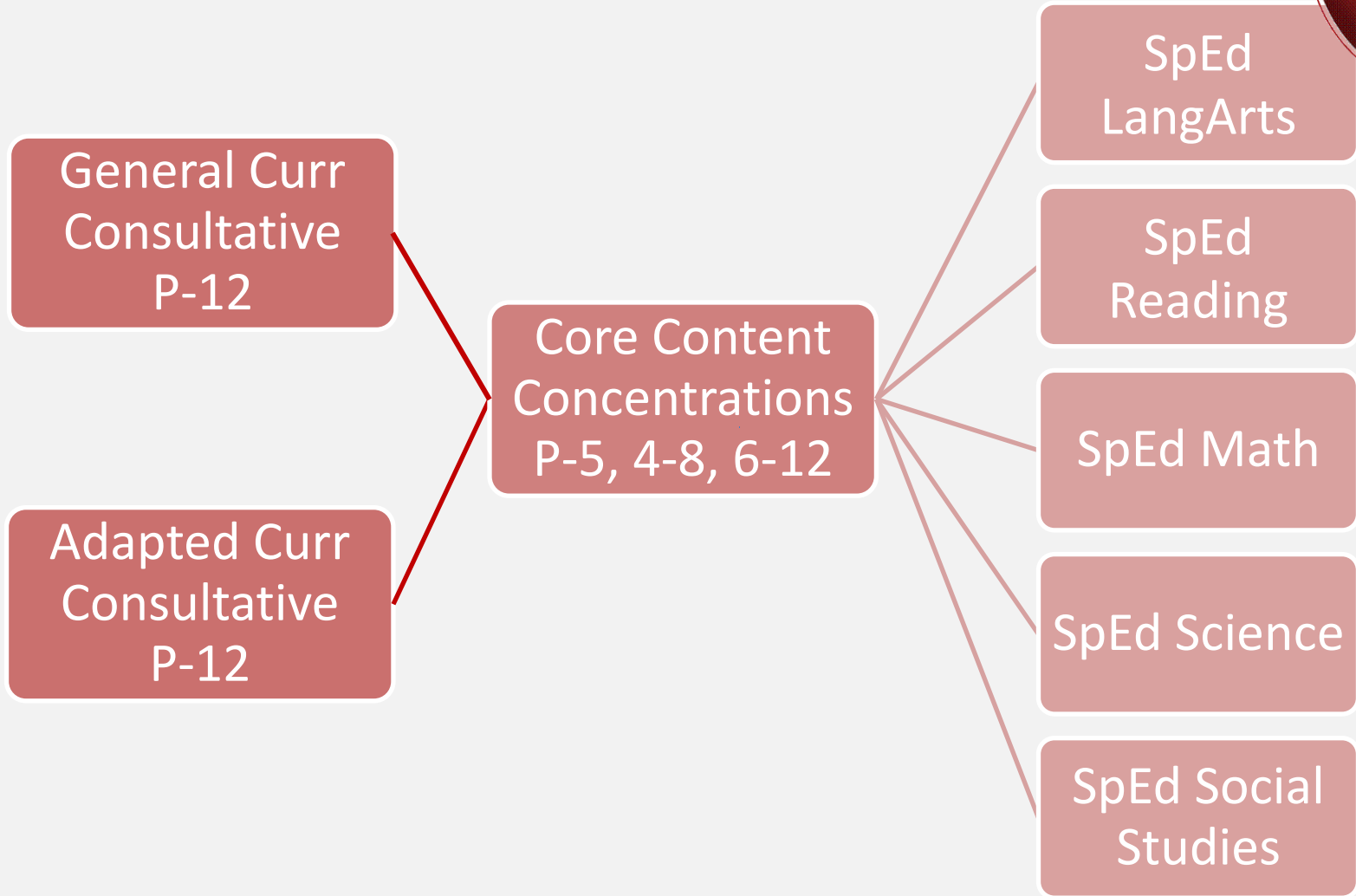


Valid Certificate

- Field
- Level



Special Ed Certification Fields/Levels



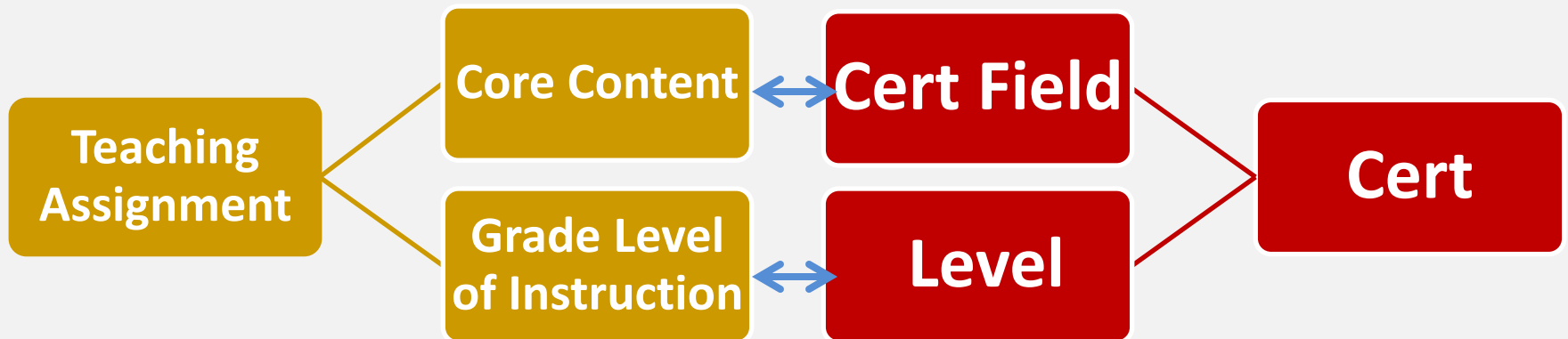
Hiring and Assigning Highly Qualified Teachers



Content Knowledge

- GACE or other Content Assessment

Certificate Must Align with Teaching Assignment



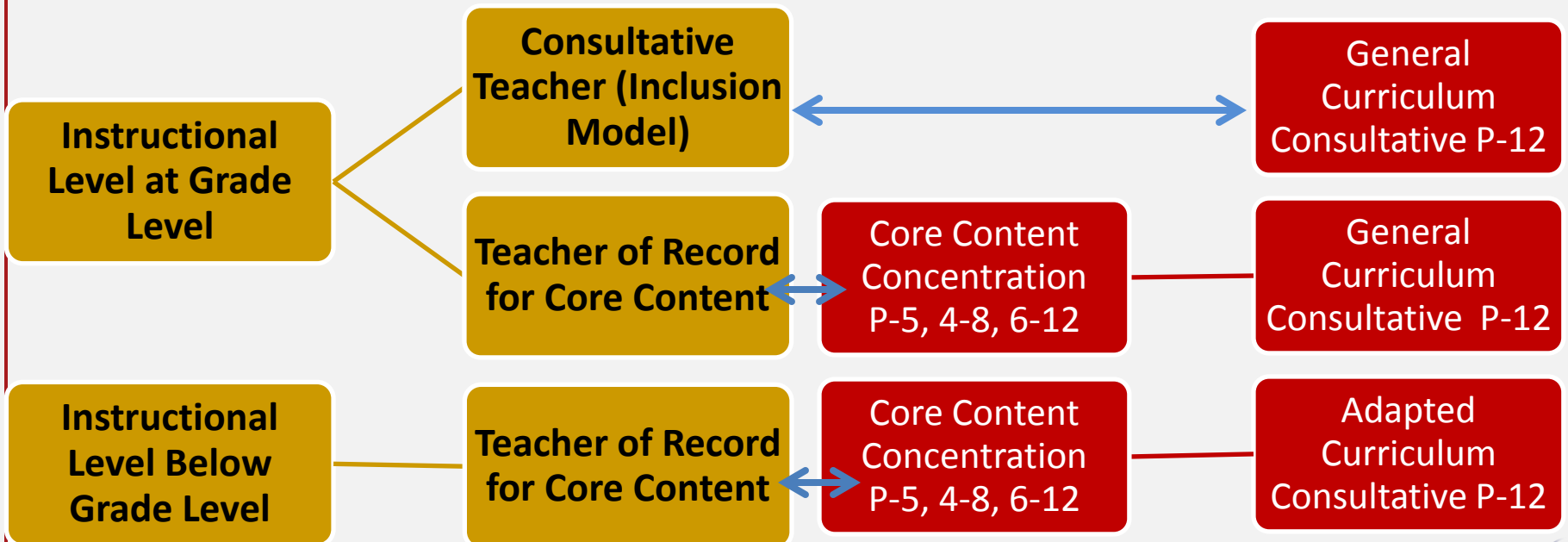
Certificate Must Align with Special Ed Teaching Assignment



All students must be taught core academic content courses during the school day.

Teaching Assignment

Certificate



Teaching Assignments & HiQ **Special Cases**





Teaching Assignments and HiQ

- **Reading Teachers**
 - Who hold ECE, P-5 certification are HiQ to teach reading in grades P-5
 - Who hold MG, 4-8 Reading Concentration are HiQ to teach reading in grades 4-8
 - Who hold Reading Endorsement are HiQ to teach reading at the grade levels of their base certificate
 - Who hold the P-12 Reading certificate are HiQ to teach reading at all grade levels P-12



Teaching Assignments and HiQ

- **Teachers in Early Intervention Programs (EIP)** who are teachers of record for any academic content must meet requirements to be “highly qualified.”
- **Teachers in Pre-K Programs**, including preschool special education programs are not required to meet HiQ requirements.
- **Teachers in Hospital/Homebound Programs**
 - Not required to meet HiQ requirements if students are not absent from school 20 or more consecutive school days
 - If student absent from school 20 or more consecutive school days, a “highly qualified” teacher must be identified for core academic subjects as teacher of record and must supervise content instruct through a collaborative model.



Teaching Assignments and HiQ

- **English to Speakers of Other Languages (ESOL) Teachers**
 - Who teach core academic content subjects must meet HiQ requirements for each content area.
 - English ESOL I, II, III, and IV are English content courses
 - Who hold ESOL (P-12) are in-field to teach any ESOL course in P-12 (course prefix “55”).
 - Who hold ESOL endorsement are in-field to teach any ESOL course (course prefix “55”) at the grade levels of their base certificate.
- **Teachers of Gifted Students**
 - Who hold the gifted in-field endorsement are HiQ in the teacher’s base field of certification only.
 - Who hold the gifted K-12 certification must be “highly qualified” to teach assigned content.

Teaching Assignments and HiQ



- **Teachers in after-school, intersession, and evening-school** must meet HiQ requirements.
- **Connections teachers** who teach core academic content subjects must meet HiQ requirements



Teaching Assignments and HiQ

- **Teachers in in-school suspension programs** are not required to meet HiQ requirements.
- **Teachers who provide academic interventions as part of an RTI framework** must meet HiQ requirements if the student(s) is (are) scheduled for a segment of instruction in a core academic content area.



Teaching Assignments and HiQ

- **Teachers in alternative schools and G-NETS programs**

- Teacher of Record for content

- Must meet HiQ requirements for content area and grade level(s)

OR

- Participate in meaningful consultation with the highly qualified home school teacher – Consultative Model

- Minimum of two consultations per month

- Consultations documented on Alternative Education/G-NETS Conference Record form (Section 5, *Georgia Title II-A Handbook*)

- Facilitator of technology-based programs

Teaching Assignments and HiQ



- **Long-term (20 or more consecutive days) substitute teachers** are not “HiQ” unless they are certified in Georgia in the field in which they are teaching.



#1 Am I Highly Qualified?

Elementary School

- Certification: T-5
 - Special Education General Curriculum P-12
 - Early Childhood Education P-5
 - Special Education Language Arts, P-5
 - Special Education Math, P-5
 - Special Education Reading, P-5
 - Special Education Science, P-5
 - Special Education Social Science, P-5
- Teaching Assignment: Third - Fifth Grade Special Education Resource Class – Reading and Math



#2 Am I Highly Qualified?

Elementary School

- Certification: IT-4
 - Sped Language Arts, 4-8
 - Sped Social Sciences, 4-8
 - Middle Grades Social Science, 4-8
- Teaching Assignment
 - Fifth Grade Sped Language Arts – three periods
 - Fifth Grade Reading – two periods- inclusion



#3 Am I Highly Qualified?

Elementary School

- Certification: T-4
 - Special Education General Curriculum
- Teaching Assignment
 - Inclusion in Fourth Grade Math, 2 periods
 - Inclusion in First Grade Reading, 2 periods
 - Resource Reading, 1 period – students also receiving reading in the regular classroom



#4 Am I Highly Qualified?

Elementary School

Certification

- Sped Adapted Curriculum (P-12)
- Special Education Reading, P-5
- Special Education Language Arts, P-5, 4-8
- Special Education Math, P-5, 4-8
- Special Education Science, P-5, 4-8
- Special Education Social Science, P-5, 4-8

Teaching Assignment

- Self Contained Class- 5 students assessed with the GAA; 1 student assessed with CRCT



#5 Am I Highly Qualified?

Elementary School

- Certification: T-6
 - Early Childhood, P-5
 - Special Education General Curriculum (P-12)
- Teaching Assignment
 - Grades 1-5 Art- 2 segments
 - Sped Resource Reading- 3 segments



#6 Am I Highly Qualified?

Middle School

- Certification T-4
 - Middle Grades Language Arts, 4-8
 - Middle Grades Social Science, 4-8
- Teaching Assignment
 - Eighth Grade Language Arts – 2 periods
 - Eighth Grade Reading – 2 periods
 - Sixth Grade Sped Language Arts- 1 period



#7 Am I Highly Qualified?

Middle School

- Certification: T-5
 - Special Education Language Arts, 4-8
 - Special Education Reading, 4-8
- Teaching Assignment
 - Seventh Grade Exploratory - Reading

#8 Am I Highly Qualified?



Middle School

- Certification: T-4
 - Special Education General Curriculum, P-12
 - Special Education Language Arts, P-5, 4-8
 - Special Education Math, P-5, 4-8
 - Special Education Science, P-5, 4-8
 - Special Education Social Science, P-5, 4-8
- Teaching Assignment
 - Resource Sixth Grade – Language Arts – all students will take the CRCT
 - Resource Sixth Grade – Reading – all students will take the CRCT



#9 Am I Highly Qualified?

Middle School

- Certification: T-5
 - Special Education Adapted Curriculum P-12
 - Middle Grades Math, 4-8
 - Middle Grades Science, 4-8
- Teaching Assignment
 - Math I



#10 Am I Highly Qualified?

High School

- Certification: T-5
 - Special Education Deaf Ed. (P-12)
 - Behavior Disorders (P-12)
- Teaching Assignment
 - Resource- BD students –teacher serves 3 students for Math I



#11 Am I Highly Qualified?

High School

Certification: T-4

- Special Education General Curriculum
- Special Education Language Arts, P-5, 4-8
- Special Education Math, P-5, 4-8
- Special Education Science, P-5, 4-8
- Special Education Social Science, P-5, 4-8

Teaching Assignment

- Self contained- all students are assessed with GAA or participate in the regular statewide assessment



#12 Am I Highly Qualified?

High School

- Certification: T-5
 - Special Education General Curriculum, P-12
 - Special Education Adapted Curriculum, P-12
 - Special Education Social Studies, P-5, 4-8
- Teaching Assignment
 - Special Ed Resource Class – all subjects; severe and profound students, instructional level P-5

#13 Am I Highly Qualified?



High School

- Certification: T-5
 - General Curriculum Consultative, P-12
 - Special Education Math, P-5, 4-8
 - Special Education Science, P-5, 4-8
 - Special Education Social Science, P-5, 4-8, 6-12
- Teaching Assignment
 - Inclusion for two periods – Ninth Grade English
 - Resource for three periods – Math I; some of the students are on track to receive a regular high school diploma

Role of the Special Education Director in the LEA Title IIA Program



1. Lead the school toward achieving the goal and purposes of Title IIA
2. Hire and assign highly qualified teachers
3. Ensure no student has two ineffective teachers in consecutive years or content courses



A review of 40 years of educational innovations did not find a single innovation that increased student achievement as much as the significance of a teacher.

John Goodlad, UCLA study



Teacher expertise accounts for more difference in student performance—40%—than any other factor. *Ferguson (2001)*

Students who have several effective teachers in a row make dramatic achievement gains, while those who have even two ineffective teachers in a row lose significant ground. *Sack (1999)*



The achievement gap facing poor and minority students is due not to poverty or family conditions, but to systematic differences in **teacher quality.**

A student who is taught by an ineffective teacher for two years in a row can never recover the learning lost during those years. As a teacher's effectiveness increases, the first group to benefit from this improvement is the lower achieving students.



Assisting the LEA – What Can I Do?

- Assist the principal in the development of remediation plans for special education teachers and help monitor those on remediation plans to ensure that requirements are met
- Be aware of the special education teachers in the district who do not hold clear renewable certificates
- Be aware of the special education teachers in the district who have been determined to be highly qualified through HOUSSSE
- Assist the principal in ensuring that letters are sent to parents of students who are taught for 20 or more consecutive days by a non highly qualified special education teacher.



Assisting the LEA- What Can I Do?

Assist the principal in the development of remediation plans for special education teachers and help monitor those on remediation plans to ensure that requirements are met

- For teachers who are not highly qualified for one or more of his/her teaching assignments
- For paraprofessionals who are not highly qualified
- For core content teachers who do not hold a clear renewable certificate

Remediation Plans



Developed for each non-HiQ teacher, non-HiQ parapro, *and teacher who holds a nonrenewable certificate* and at the time of hire

- In collaboration with the teacher/parapro
- Outlines requirements for teacher/parapro to meet HiQ requirements (*or attain clear renewable*)
- Includes a timeline for completion of each component of the plan
- Includes a target date for meeting requirements to attain HiQ status (*or attain clear renewable*)
- Signed by the teacher/parapro and principal





Assisting the LEA- What Can I Do?

Be aware of the special education teachers in the district who do not hold clear renewable certificates.

- Non-Renewable **Professional** – (NT)
- Non-Renewable Non-Professional – (NNT) or **(NT non-professional)**



Non-Renewable Professional – (NT)

Teachers who hold NT certificates are considered “highly qualified” if they have passed the State approved content assessment in the core academic subject area in which they serve as the teacher of record. Teachers who hold NT certificates in Special Education who serve as the teacher of record in core academic subject areas must demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers and have an appropriate teaching assignment to be considered “highly qualified.”



Non-Renewable Non-Professional – (NNT) or (NT non-professional)

- Teachers who hold NNT certificates or NT non-professional certificates in Special Education who serve as the teacher of record in core academic content areas must demonstrate subject matter competence by passing the appropriate State approved content assessment.
- In addition to meeting other requirements, the individual who holds an NNT or NT non-professional certificate may not assume the functions as a teacher for more than three years

The district should carefully review the requirements for non-renewable professional (NT), non-renewable non professional (NNT), and non-renewable non-professional (NT non-professional) certificates if teachers in the district hold such certificates.



Assisting the LEA- What Can I Do?

Be aware of the special education teachers in the district who have been determined to be highly qualified through HOUSSE

HOUSSE



- The Georgia Content Area Rubric is the State’s high objective uniform state standard of evaluation (HOUSSE). It is an assessment system that is used to verify a veteran teacher’s competency in academic subjects in which the teacher teaches. HOUSSE may be used if a veteran teacher meets all requirements to be fully certified to teach in Georgia, but does not meet either the content or testing requirement to be considered “highly qualified.”
- The HOUSSE is available for a small number of veteran special education teachers who are the teacher of record for multi-subjects, returning retired teachers, and teachers holding life certificates only.



Assisting the LEA- What Can I Do?

Assist the principal in ensuring that letters are sent to parents of students who are taught for 20 or more consecutive days by a non highly qualified special education teacher.



Parent Notices

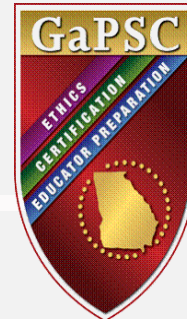
- LEAs are required to notify parents if a teacher(s) (including long-term substitutes) who is not “highly qualified” is teaching their child a core academic content course for four consecutive weeks (20 days) or more.
- Parents must be notified via standard mail.
- Notification must contain
 - Name of teacher
 - Core academic content area in which teacher is not HiQ
 - Statement that the teacher is not highly qualified
- Notification may contain other qualifications of the teacher.
- Parental notification is not required for teachers who are not the teacher of record for core academic subjects or paraprofessionals who are not “highly qualified.”



Resources

- HR Department or Title II-A Coordinator at LEA (HiQ2)
- Title II-A Education Specialists
- Georgia Professional Standards Commission website (www.gapsc.com)
- Georgia Title II, Part A Handbook
http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Admin/admin_LEAHandbook_2013.aspx
- Certification/Curriculum Assignment Policies System (CAPS) <http://www.gapsc.com/caps/caps.asp>

Questions



What's on your mind?



Latest on GACE

- When will information on the new program be available?
 - Informational Website and Call Center Support
 - Opened July 1, 2013 – www.gace.ets.org
 - Calls about any aspect of GACE, not related to certification: **1-855-225-7178** (7 a.m. – 6 p.m)
 - Emails from all test takers - gaceinquiries@ets.org
 - Registration Opens
 - August 19, 2013
 - Testing Begins
 - October 2013



Latest on GACE

- What are the remaining test dates with the current program with ES?
 - The GACE Paraprofessional assessment will be offered through September 30, 2013.
 - The Educational Leadership assessment and the Professional Pedagogy assessment will remain with ES until Spring 2014.



Latest on GACE

- **For Questions:**
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