Special Education Certification

Carly Ambler
Program Manager, Title II, Part A and PQ/In-Field

Carol Seay
Part B Data Manager

Georgia Department of Education
March 12, 2019
HiQ to PQ: Highly Qualified to Professionally Qualified

• Highly Qualified no longer exists
• The term Professional Qualifications captures Federal, State and Local requirements
  • Federal: Paraprofessionals must meet NCLB requirements
  • **State: Special Education Teachers must be fully certified**
  • Local: Regular Education Teachers (including gifted and ESOL) must meet local requirements (PQ)
ESSA Professional Qualifications (PQ) vs In-Field

Professional Qualifications

ESSA – Assurances
Sec. 1111(g)(2)(J), 1112(c)(6)

The state educational agency/ local education agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Checked during Monitoring

ESSA In-Field

ESSA – Reporting
Sec. 1111(h)(1)(c)(ix)

Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

In Georgia, “out-of-field” teachers are those who are not teaching in their field of certification. It may also apply to teachers who hold a GaPSC issued certificate “W”, “N”, or “SI”.

Reported Annually
PQ and In-Field: Special Education

Professional Qualifications & In-Field

REQUIREMENTS ARE THE SAME

• Certification does not guarantee an educator is in-field for a teaching assignment. Because PQ and In-Field are determined at a point in time and are dependent on the current assignment and current students, status may change course to course and semester to semester.

• All special education teachers must hold special education certification
  • General Curriculum Certification
  • Adapted Curriculum Certification
  • Program Area Certification (VI, BD, Deaf, etc.)

• Important Note:
  • Teachers with General Curriculum Certification are in-field to teach students assessed with the Georgia Milestones
  • Teachers with Adapted Curriculum Certification are in-field to teach students assessed with the Georgia Alternative Assessment (must also have content certification)
  • Special Note: If a teacher’s class contains students who will take the Milestones and students who will take the Georgia Alternative Assessment, the teacher must hold special education certification in General AND Adapted Curriculum and content certification at the highest grade level of the highest course.
Georgia’s Systems of Continuous Improvement
Special Education Teacher Professional Qualifications/ESSA In-Field

Federal Professional Qualification Requirements - ESSA

ESSA requires SEAs and LEAs to ensure that teachers meet state certification requirements. ESSA Sections 1111(g)(2)(I), 1112(c)(6)

**Traditional Georgia LEAs**

Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers **MUST** follow all GaPSC certification requirements and State Board of Education rules.

O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules

**Charter & Strategic Waiver LEAs Special Education Teacher Does Not Issue Grades**

In compliance with Georgia State Board Rule, special education teachers who do NOT issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) and **MUST** have a clearance certificate.


**Charter & Strategic Waiver LEAs Special Education Teacher Issues Grades**

In compliance with Georgia State Board Rule, special education teachers who issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) and **MUST** hold content certification or the equivalent for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance with the students' IEPs and **MUST** have a clearance certificate.


**Special Education Teachers who hold a GaPSC issued ‘W’, ‘N’, or ‘SI’ certificate in Special Education may not meet Georgia ESSA Professional Qualification requirements.**

**WHO DO LEAS CALL WITH QUESTIONS ABOUT EDUCATOR QUALIFICATIONS?**

OUT-OF-FIELD & PROFESSIONAL QUALIFICATIONS: GaDOE Staff, professionalqualifications@doe.k12.ga.us

CERTIFICATION:
GaPSC Portal, mail@gapsc.com

SPECIAL EDUCATION:
GaDOE Special Education Staff, Assigned District Liaisons

**CHARTER & STRATEGIC WAIVER QUESTIONS:**

ESSA In-Field Reporting:
GaDOE will use GaPSC in-field rules to determine ESSA In-Field qualifications. For LEAs that waive content area certification, teachers may demonstrate equivalent ESSA In-field qualifications by degree, coursework or content area test. ‘Out-of-Field’ will be reported for the entirety of the school year using Certification Records and all three CPI and Student Class data collections cycles.

**ESSA In-Field Equivalent:**
1) Degree in the subject area assigned, OR
2) Coursework in subject area assigned (21 semester/35 quarter hours), OR
3) Passing Score on Content Area Test in subject area assigned
Certification: Special Education Teachers

All LEAs (Traditional, Charter, Strategic Waiver) must meet the same requirements for Special Education Teachers

• **Special Education Teachers Who Do Not Issue Grades**
  - GAPSC **Special Education Certification** aligned with teaching assignment
  - **Clearance Certificate**

• **Special Education Teachers Who Issue Grades**
  - GAPSC **Special Education Certification** aligned with teaching assignment
  - **Content Certification** aligned with teaching assignment
  - **Clearance Certificate**
### Course Taught in General Education Setting by General Education Content Teacher

<table>
<thead>
<tr>
<th>SWD with no services for this class in the IEP (No additional teacher)</th>
<th>SWD with IEP that states student receives “Direct Services”, Consultative ONLY (Report an Additional Teacher)</th>
<th>SWD with IEP that states student receives “Additional Supportive Services” (Additional Personnel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Field is N/A for Special Education Teacher (there is no special education teacher)</td>
<td>Special Education teacher must hold Special Education Certification</td>
<td>In-Field is N/A for Inclusion Codes 4-7 In-Field is checked for Inclusion Code 8 (any certification) (there is no Special Education teacher)</td>
</tr>
<tr>
<td>General Education teacher must hold Content Certification (or GaDOE Content Equivalent)</td>
<td>General Education teacher must hold Content Certification (or GaDOE Content Equivalent)</td>
<td>General Education teacher must hold Content Certification (or GaDOE Content Equivalent)</td>
</tr>
<tr>
<td>Do Not report an Inclusion Code</td>
<td>Report Inclusion Code ‘9’ (Consultative ONLY), if the student receives services on count day</td>
<td>Report appropriate Inclusion Codes: ‘4’ (Paraprofessional), ‘5’ (Interpreter), ‘6’ (Job Coach), ‘7’ (Assistive Personnel), ‘8’ (Certified General Education Teacher)</td>
</tr>
</tbody>
</table>

3/14/2019
Course Taught in Special Education Setting by Special Education Teacher (‘.8’ Course Code)

**SWD with IEP that states Small Group Specialized Instruction**

<table>
<thead>
<tr>
<th>Special Education Teacher must hold:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Special Education Certification <strong>Adapted Curriculum</strong> if students are assessed on GAA, <strong>and/or General Curriculum</strong> if students are assessed on Regular Assessments AND</td>
</tr>
<tr>
<td>• <strong>Content Certification</strong></td>
</tr>
</tbody>
</table>

No general education teacher

Do Not report an Inclusion Code
Course Taught in a General Education Setting by a General Education Teacher and Special Education Teacher Providing Services Through the Collaborative or Co-Teaching Model (‘.9’ Course Code)

<table>
<thead>
<tr>
<th>Students are assessed with GA Milestones</th>
<th>Students are assessed with the Georgia Alternative Assessment</th>
<th>Some students are assessed with the Georgia Alternative Assessment and some students with GA Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teacher must hold Special Education Certification in General Curriculum, and if issuing grades must hold Content Certification</td>
<td>Special Education Teacher must hold Special Education Certification in Adapted Curriculum, and if issuing grades must hold Content Certification</td>
<td>Special Education Teacher must hold Special Education Certification in Adapted and General Curriculum, and if issuing grades must hold Content Certification</td>
</tr>
<tr>
<td>Regular Education Teacher must hold Content Certification or Equivalent</td>
<td>Regular Education Teacher must hold Content Certification or Equivalent</td>
<td>Regular Education Teacher must hold Content Certification or Equivalent</td>
</tr>
<tr>
<td>Report Inclusion Code ’09’</td>
<td>Report Inclusion Code ’09’</td>
<td>Report Inclusion Code ’09’</td>
</tr>
</tbody>
</table>
Reporting PK Teachers
## Pre-K Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK.00100xx</td>
<td>Regular Education Pre-K Literacy</td>
</tr>
<tr>
<td>PK.00200xx</td>
<td>Regular Education Pre-K Numeracy</td>
</tr>
<tr>
<td>PK.00300xx</td>
<td>Special Education Pre-K Literacy</td>
</tr>
<tr>
<td>PK.00400xx</td>
<td>Special Education Pre-K Numeracy</td>
</tr>
<tr>
<td>Application to Staff</td>
<td>PK Students Regular Education Instruction</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>Regular Education Teacher</strong></td>
<td>Subject to PQ and In-Field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3YR/4YR Literacy</th>
<th>PK.00100xx</th>
<th>Do not report a course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQ Requirement</td>
<td>Bright from the Start Requirements</td>
<td>Do not report a course code</td>
</tr>
<tr>
<td>In-Field Requirement</td>
<td>Content Certification</td>
<td>Do not report a course code</td>
</tr>
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<tr>
<td>In-Field Requirement</td>
<td>Content Certification</td>
<td>Do not report a course code</td>
</tr>
<tr>
<td>Application to Staff</td>
<td>PK Students Regular Education Instruction and Special Education Related Services, not Instruction</td>
<td>PK Students Special Education Instruction and Special Education Related Services</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Regular Education Teacher Subject to PQ and In-Field.</td>
<td>• Special Education Teacher Subject to PQ and In-Field.</td>
</tr>
<tr>
<td></td>
<td>• Staff providing related services not subject to PQ and In-Field.</td>
<td>• Staff providing Related Services not subject to PQ and In-Field.</td>
</tr>
<tr>
<td>3YR/4YR Literacy</td>
<td>PK.00100xx</td>
<td>PK.00300xx</td>
</tr>
<tr>
<td>PQ Requirement</td>
<td>Bright from the Start Requirements</td>
<td>Content Certification &amp; Special Education Certification</td>
</tr>
<tr>
<td>In-Field Requirement</td>
<td>Content Certification</td>
<td>Content Certification &amp; Special Education Certification</td>
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<td>Content Certification</td>
<td>Content Certification &amp; Special Education Certification</td>
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### PK Students

**Regular Education Instruction and Special Education Instruction**
*(Special Education teacher provides direct instruction)*

<table>
<thead>
<tr>
<th>Application to Staff</th>
<th>3YR/4YR Literacy</th>
<th>PQ Requirement</th>
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<td>Content Certification &amp; Special Education Certification</td>
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<td></td>
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<td>Content Certification</td>
<td></td>
<td>PK.00400xx</td>
<td>Content Certification &amp; Special Education Certification</td>
</tr>
</tbody>
</table>

*• Regular Education Teacher Subject to PQ and In-Field*

*• Special Education Teacher Subject to PQ and In-Field*

*• One course must be regular education and one must be special education*
<table>
<thead>
<tr>
<th>Application to Staff</th>
<th>PK Students</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Regular Education Instruction and Special Education Instruction (Special Education teacher doesn’t provide direct instruction)</td>
</tr>
</tbody>
</table>

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<tr>
<td>Special Education</td>
<td>Special Education Certification</td>
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<tr>
<td><strong>In-Field Requirement</strong></td>
<td></td>
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<td>Regular Education</td>
<td>Content Certification</td>
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<td>Special Education</td>
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<td>Content Certification</td>
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<tr>
<td>Special Education</td>
<td>Special Education Certification</td>
</tr>
</tbody>
</table>
Frequently Asked Questions
What certification must a special education teacher hold who is **not issuing grades** in a co-teaching class?

- General Curriculum Certification
- Clearance Certificate
- NO Content Certification
What certification must a special education teacher hold who is issuing grades in a co-teaching class?

- General Curriculum Certification
- Clearance Certificate
- Content Certification
What certification must a special education teacher hold who is issuing grades in a small group ID class where students are assessed on the GAA?

- Adapted Curriculum Certification
- Clearance Certificate
- Content Certification
What certification and level content certification does a teacher need to hold if a teacher’s class contains students assessed by the Georgia Alternative Assessment?

- **Adapted Curriculum Certification**
- **Clearance Certificate**
- Special Education teachers issuing grades in content must have **Content Certification**
  - Special Education teachers serving GAA students in middle and high schools **may hold content certification at a lower grade level**
  - Special education teachers must **hold content certification aligned to the highest level required by the students being served**
What certification must a special education teacher in a specialized setting have if the teacher’s class contains students participating in the statewide assessment and the Georgia Alternative Assessment?

- Adapted Curriculum Certification
- General Curriculum Certification
- Content Certification
- Clearance Certificate
Why is my teacher with Adapted Curriculum Certification who is teaching students assessed on GAA not in-field?

- The GAA flag currently being used is based on 2017-2018 data
- LEAs report GAA in Student Record
- The 2018-2019 report is not yet available
- This issue will fix itself after SR sign-off in June 2019
- Make sure all students in the class who are assessed on GAA are flagged GAA in Student Record
A Special Education teacher with Adapted Curriculum Certification and Content Certification aligned to the teaching assignment is being reported as Out-of-Field, but all the students are being assessed by the GAA, do I have to send a 20 Day Notification?

• The In-Field portal uses lagging data for GAA flags. If the LEA is confident that all students have the GAA flag in alignment with each student’s IEP and the teacher’s certification is aligned with the teaching assignment, a 20 Day Notification does not need to be issued. GaDOE recommends comparing In-Field with local records to be sure.
What certification is required for teachers in this scenario? A student assessed by the GAA is taking an Auto Mechanics class; the IEP says Co-teaching.

- General Education Teacher must have Content or Equivalent Certification
- Special Education Teacher must have Adapted Curriculum Certification
  - If the special education teacher is issuing grades, also Content Certification

(If the special education teacher is also providing specialized instruction to students in the class who are on regular assessment, he/she must also have General Curriculum Certification)
What certification is required for teachers in this scenario? A student assessed by the GAA is in a regular education PE class; the IEP says no special education services

- General Education Teacher must have Content or Equivalent Certification
- No Special Education teacher
Why is my special education teacher who holds Special Education General Curriculum/Early Childhood Education Certification out-of-field for middle school co-taught classes where the educator does not issue grades?

• Special Education General Curriculum/Early Childhood Education Certification is in-field for Special Education General Curriculum P-5 and Early Childhood Education P-5.

• Do not confuse with Special Education General Curriculum P-12.
A Special Education Teacher who is not employed by my LEA is on my In-Field report? How do I get them off my report?

• LEAs are responsible for all their students. All teachers of LEA students will be included on the In-Field report. This includes: GNETS, GAVS, Third Party Contractors, and Teachers engaged by MOUs, etc.

• We encourage LEAs to engage in critical conversations about expectations for the credentials of educators serving your students.
Are teachers at residential treatment facilities required to meet special education certification requirements?

• If a student with disabilities is placed in a residential treatment facility (RTF) in GA then any staff member reported as a teacher is subject to PQ and In-Field and should be reported in CPI and Student Class.
What happens if my special education teachers do not meet State PQ and are not In-Field?

• Make all decisions based on **Student Needs**
• Consider the following options:
  • Work with existing Special Education Teachers to add the requisite credentials
  • Consider using online options for some courses
  • Consider partnering with neighboring LEAs
  • Consider ‘Grow Your Own’ Special Education Teachers
  • Engage in Critical Conversation with Partners (GNETS, MOUs, Third Party Providers)
## Consequences of In-Field

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Regular Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
<td>Regular Education Teachers do not have to be in-field</td>
<td>Special Education teachers must be PQ/In-field</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>In-Field is publicly reported on the GOSA website</td>
<td>In-Field is publicly reported on the GOSA website</td>
</tr>
<tr>
<td><strong>Reclamation of Funds</strong></td>
<td>Title I funds are not reclaimed if teachers are not in-field</td>
<td>IDEA funds are not reclaimed for failure to meet In-Field</td>
</tr>
<tr>
<td><strong>Monitoring Findings</strong></td>
<td>Monitoring findings are not issued if teachers are not in-field</td>
<td>A finding will be issued during monitoring for failure to meet State PQ for special education teachers (same requirements as in-field); Corrective Action is procedural.</td>
</tr>
<tr>
<td><strong>Right to Know Notification</strong></td>
<td>Right to Know Notifications need to go to out to all parents – usually website, handbook, letter, email, calling tree</td>
<td>Right to Know Notifications need to go to out to all parents – usually website, handbook, letter, email, calling tree</td>
</tr>
<tr>
<td><strong>20 Day Notification</strong></td>
<td>20 Day letters do not need to go home for regular education teachers who are not in-field</td>
<td>20 Day Letters have to go home to for teachers who do not meet State PQ (same requirements as in-field)</td>
</tr>
<tr>
<td><strong>Office of Civil Rights</strong></td>
<td>It’s possible that there could be consequences around OCR (see ESSA PQ/In-Field Implementation Guide)</td>
<td>In the event of a Special Education complaint, teacher qualifications may be a consideration. Some IDEA complaints/lawsuits have the potential to have monetary consequences.</td>
</tr>
</tbody>
</table>
Questions

Contact

professionalqualifications@doe.k12.ga.us

or

Carol Seay
cseay@doe.k12.ga.us

or

Carly Covic Ambler
cambler@doe.k12.ga.us
Target Setting
APR Indicators 1 & 3
Graduation Rate and Proficiency Rate Targets

• Public Reports of each LEA’s Annual Performance Report will soon be posted

• Targets for Indicator 1 (Graduation Rate) and Indicator 3c (Academic Proficiency) will mirror ESSA targets
  • Each LEA will have it’s own target based on FY17 data
  • LEAs will no longer be measured against a State Target for these 2 indicators
Target Formula

\[(100\% - \text{FY17 data}) \times 3\% = \% \text{ increase}\]

\[\text{FY17 data} + \% \text{ increase} = \text{TARGET}\]

Each LEA’s target will be determined based on the LEA’s FY17 4 year Cohort Graduation Rate and FY17 Academic Proficiency percentage.
Calculating the LEA Graduation Rate Target, SWD

Example:
FY17 Graduation Rate: 57.6%
100% - 57.6% = 42.4%
(42.4% is the gap between current data and 100%)
42.4% x 3% = 1.27%
57.6% + 1.27% = 58.87%

FY18 Graduation Rate Target for this LEA is 58.87%
Calculating the LEA Math Proficiency Rate Target, SWD

Example:
FY17 Math Proficiency Rate: 32.10%
100% - 32.10% = 67.9%
(67.9% is the gap between current data and 100%)
67.9% x 3% = 2.04%
32.1% + 2.04% = 34.14%

FY18 Math Proficiency Rate Target for this LEA is 34.14%
## Understanding Targets

- Lower FY17 percentages require higher percent increase

<table>
<thead>
<tr>
<th>FY17 Data</th>
<th>Gap (100% - FY17 data)</th>
<th>GAP times 3%; Percent Increase Required</th>
<th>FY18 Target; FY17 data + Percent Increase Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.60%</td>
<td>42.40%</td>
<td>1.27%</td>
<td>58.87%</td>
</tr>
<tr>
<td>88.50%</td>
<td>11.50%</td>
<td>0.35%</td>
<td>88.85%</td>
</tr>
<tr>
<td>32.10%</td>
<td>67.90%</td>
<td>2.04%</td>
<td>34.14%</td>
</tr>
</tbody>
</table>
Targets Beyond FY18 Data Reporting

Indicators 1 (4-year Cohort Graduation Rate) and 3 (Math and ELA Achievement) in FY19

- Targets will increase every year
- Example:

<table>
<thead>
<tr>
<th>FY17 Data</th>
<th>FY18 Target</th>
<th>FY19 Target</th>
<th>FY20 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.60%</td>
<td>58.87%</td>
<td>60.11%</td>
<td>61.30%</td>
</tr>
<tr>
<td>88.50%</td>
<td>88.85%</td>
<td>89.18%</td>
<td>89.50%</td>
</tr>
<tr>
<td>32.10%</td>
<td>34.14%</td>
<td>36.11%</td>
<td>38.03%</td>
</tr>
</tbody>
</table>
Questions About Public Reports of the APR

Contact
Carol Seay
470-218-3244
cseay@doe.k12.ga.us