Hi Q Requirements for Special Education Teachers

Special Education Leadership Development Academy

July 31, 2013
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.
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
Role of the Special Education Director in the LEA Title IIA Program

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3. Ensure no student has two ineffective special education teachers in consecutive years or content courses
“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)

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
    - Paraprofessionals (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
    - Paraprofessionals (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

Georgia Professional Standards Commission
Hiring and Assigning Highly Qualified Teachers

Valid Certificate

- Field
- Level
Special Ed Certification Fields/Levels

General Curr Consultative P-12

Adapted Curr Consultative P-12

Core Content Concentrations P-5, 4-8, 6-12

SpEd LangArts
SpEd Reading
SpEd Math
SpEd Science
SpEd Social Studies
Hiring and Assigning Highly Qualified Teachers

Content Knowledge

• GACE or other Content Assessment
Certificate Must Align with Teaching Assignment

Teaching Assignment

Core Content

Grade Level of Instruction

Cert Field

Level

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

**Teaching Assignment**

- **Instructional Level at Grade Level**
  - Consultative Teacher (Inclusion Model)
  - Teacher of Record for Core Content

- **Instructional Level Below Grade Level**
  - Teacher of Record for Core Content

**Certificate**

- **General Curriculum Consultative P-12**
  - Core Content Concentration P-5, 4-8, 6-12

- **General Curriculum Consultative P-12**
  - Core Content Concentration P-5, 4-8, 6-12

- **Adapted Curriculum Consultative P-12**
  - Core Content Concentration P-5, 4-8, 6-12
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
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
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)
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)
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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