Ensuring Equitable Access to Instruction by Highly Qualified Teachers

SELD
August 25, 2015

Pam Daniels and Greg Petersen
Title II, Part A Education Specialists
Teacher and Leader Effectiveness Division
Agenda

• Purpose, Goal, and Focus of Title II, Part A
• Role of the Special Education Leader in the LEA
• Definitions- New and Veteran Teachers, Paraprofessionals and Non-Instructional Aides
• Hiring and Assigning HiQ Teachers
• HiQ Requirements
• Teaching Assignments and HiQ Special Cases
• Remediation Plans
• Resources
Title II, Part A

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and

(2) hold local educational agencies and schools accountable for improvements in student academic achievement.
Goal of Title II, Part A

All students have *highly qualified, 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.
Focus of Title II, Part A

**Teacher Effectiveness**

- Recruit, train, and retain *highly qualified* teachers, paraprofessionals, and principals
- Provide high quality professional learning opportunities
Focus of Title II, Part A

**Equity**

- Ensure that poor and minority children are not taught by inexperienced, unqualified, or mis-assigned teachers at higher rates than other children

- Ensure that children in low performing schools in all geographic regions of the state have access to experienced, qualified, effective, and appropriately assigned teachers on an equitable basis
Role of the Special Education Leader in the LEA Title II, Part A Program

1. Lead the LEA toward achieving the goals and purposes of Title II, Part A.
2. Hire and assign highly qualified teachers and paraprofessionals.
3. Ensure no student has two ineffective teachers in consecutive years or content courses.
What is the definition of a Highly Qualified New Teacher?

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>• From a GaPSC accepted, accredited institution of higher education</td>
</tr>
<tr>
<td>Core Academic Major or Concentration</td>
<td>• Minimum 15 semester hours middle grades</td>
</tr>
<tr>
<td></td>
<td>• Minimum 21 semester hours secondary grades</td>
</tr>
<tr>
<td>Evidence of Subject Matter Knowledge</td>
<td>• Academic Major or equivalent</td>
</tr>
<tr>
<td></td>
<td>• Appropriate GACE Assessment</td>
</tr>
<tr>
<td>Valid Georgia Teaching Certificate</td>
<td>• Renewable or Non-Renewable, not Waivers</td>
</tr>
<tr>
<td>Appropriate Teaching Assignment</td>
<td>• Aligned to content fields and grade levels on certificate</td>
</tr>
</tbody>
</table>
What is the definition of a Highly Qualified Veteran Teacher?

<table>
<thead>
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<th>Category</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Bachelor’s Degree</td>
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<td></td>
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</tr>
<tr>
<td>Evidence of Subject Matter Knowledge</td>
<td>• Academic Major or equivalent</td>
</tr>
<tr>
<td></td>
<td>• OR Appropriate State Approved Assessment</td>
</tr>
<tr>
<td></td>
<td>• OR HOUSSE Rubric</td>
</tr>
<tr>
<td>Valid Georgia Teaching Certificate</td>
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<tr>
<td>Appropriate Teaching Assignment</td>
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### What Is the Definition of a Highly Qualified Teacher in Charter Schools Waiving Certification Requirements?

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
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<tbody>
<tr>
<td><strong>Bachelor’s Degree</strong></td>
<td>• From a GaPSC accepted, accredited institution of higher education</td>
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<tr>
<td><strong>Core Academic Major or Concentration</strong></td>
<td>• Minimum 21 semester hrs for middle grades and secondary grades</td>
</tr>
<tr>
<td><strong>Evidence of Subject Matter Knowledge</strong></td>
<td>• Academic major or equivalent</td>
</tr>
<tr>
<td></td>
<td>• OR Appropriate State Approved Assessment</td>
</tr>
<tr>
<td></td>
<td>• OR HOUSSE Rubric</td>
</tr>
<tr>
<td><strong>Appropriate Teaching Assignment</strong></td>
<td>• Have a teaching assignment that is appropriate for the core academic area/subject(s) in which the teacher serves as the teacher of record AND in which the teacher validates their “highly qualified” status with an appropriate major, or the equivalent of the major, or a passing score on the State approved, required content assessment for the area/subjects they teach, or HOUSSE requirements</td>
</tr>
</tbody>
</table>

*GaDOE* (Georgia Department of Education)
Highly Qualified Paraprofessionals

- Minimum 60 semester hours from a GaPSC approved Institute of Higher Education  OR
- Associate’s Degree  OR
- GaPSC Approved Paraprofessional Assessment  AND
- Valid GaPSC Paraprofessional Certificate (or Clear Renewable Teaching, Service or Leadership Certificate) (n/a for Charter Schools that waive certification)
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

<table>
<thead>
<tr>
<th>Teaching Assignment</th>
<th>Valid Certificate</th>
<th>Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Core Academic Content</td>
<td>- Field</td>
<td>- GACE or other Content Assessment</td>
</tr>
<tr>
<td>- Grade Level of Instruction</td>
<td>- Grade Levels</td>
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<tr>
<td>- Regular Ed or Special Ed</td>
<td>- renewable or non-renewable certificates</td>
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</table>
Hiring and Assigning Highly Qualified Teachers

Teaching Assignment

- Core Academic Content
- Grade Level of Instruction
- Regular Ed or Special Ed
Hiring and Assigning Highly Qualified Teachers

Valid Certificate

- Field
- Level
- SRT, NT, NNT, IT and other GaTAPP certs
Valid Georgia Teaching Certificates Have a Number of Titles

<table>
<thead>
<tr>
<th>Renewable</th>
<th>Non-Renewable</th>
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<tr>
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<td>INT</td>
</tr>
<tr>
<td>PRT</td>
<td>NT</td>
</tr>
<tr>
<td>APT</td>
<td>X</td>
</tr>
<tr>
<td>LPT</td>
<td>NNT</td>
</tr>
<tr>
<td>DT</td>
<td>I, O, CA, CP</td>
</tr>
</tbody>
</table>

- **SRT**: Standard Professional (formerly T, PBT)
- **PRT**: Performance Based
- **APT**: Advanced Professional
- **LPT**: Lead Professional
- **DT**: Life
- **INT**: Induction
- **NT**: Non-Renewable Professional
- **X**: International Exchange
- **NNT**: Non-Renewable, Non-Professional
- **I, O, CA, CP**: Intern, One Year Supervised Practicum, Core Academic, Clinical Practice

**Will remain valid until date of expiration**
What are the Core Academic Content Subjects?

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

*This may be broad field certification or individual science fields (see Handbook)*
What is a Valid Georgia Teaching Certificate?

<table>
<thead>
<tr>
<th>Type</th>
<th>Field</th>
<th>First Issued</th>
<th>Current Issued</th>
<th>Begin Validity</th>
<th>End Validity</th>
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</thead>
<tbody>
<tr>
<td>SRT</td>
<td>MIDDLE GRADES (4-8) - MATH [FLD851]</td>
<td>03/20/2001</td>
<td>11/19/2010</td>
<td>07/01/2011</td>
<td>06/30/2016</td>
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<tr>
<td>SRT</td>
<td>MIDDLE GRADES (4-8) - SOCIAL SCIENCE [FLD854]</td>
<td>03/20/2001</td>
<td>11/19/2010</td>
<td>07/01/2011</td>
<td>06/30/2016</td>
</tr>
<tr>
<td>SRT</td>
<td>READING ENDORSEMENT [FLD833]</td>
<td>05/13/2014</td>
<td>05/13/2014</td>
<td>03/07/2014</td>
<td>06/30/2016</td>
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</table>
Special Education Certification Fields

- General Curriculum Consultative P-12
- Adapted Curriculum Consultative P-12
- Visual Impairment, Deaf Ed, BD, LD Consultative P-12
- Core Content Concentrations P-5, 4-8, 6-12
  - Sp. Ed. Reading
  - Sp. Ed. Math
  - Sp. Ed. Science
  - Sp. Ed. Social Studies
Hiring and Assigning Highly Qualified Teachers

Content Knowledge

- GACE or other Content Assessment
How do I know if a teacher has demonstrated content knowledge?

<table>
<thead>
<tr>
<th>Description</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Computer Competency (InTech)</td>
<td>06/30/2001</td>
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<tr>
<td>Early Childhood (Passed)</td>
<td>08/29/1987</td>
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<tr>
<td>Middle Grades Language Arts (Coursework)</td>
<td>12/08/2004</td>
</tr>
<tr>
<td>Middle Grades Social Studies (Coursework)</td>
<td>12/08/2004</td>
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</table>

OR

for some Veteran Teachers –HOUSSE Rubric
Teaching Assignment Must Align with Certificate

Teaching Assignment

- Core Academic Content Subject
- Grade Level of Instruction

Teaching Certificate Field

- Core Academic Content Subject
- Grade Level Span
  - P-5, 4-8, 6-12, P-12
Special Education Teaching Assignment Must Align with Certificate

Instructional Level at Grade Level
- Consultative Teacher (Inclusion Model)
- General Curriculum Consultative P-12
- Teacher of Record for Core Content
- Core Content Concentration P-5, 4-8, 6-12

Instructional Level Below Grade Level
- Teacher of Record for Core Content
- Adapted Curriculum Consultative P-12
Where can I get help?

- Latest on GACE -- 5-1-14
- 2013 Certification and Program Officials Conference
- GACE website www.gace.ets.org
- GACE - The Transition to ETS from ES

Popular Links:
- Approved Programs
- GaTAPP
- Routes to Certification
- CAPS
- FAQ
- Check Certification Status

Policies And Guidelines:
- Understanding the 2014 Educator Certification Changes
- Certificate Upgrades
- Paying for Advanced Leadership Degrees (HB 455/923)
- PLU Requirements for Certificate Renewal
- Georgia Educational Leadership

Education Links...
- American Association for Colleges for Teacher Education (AECTE)
- QA Association of Educational Leaders (GAEL)
- QA Association of Educators (GAE)
Certification/Curriculum Assignment Policies System (CAPS)

Courses listed in CAPS are described in Rule 160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES (.pdf) (requires Adobe Reader).

Choose or enter search criteria and click the Search button. Click the Clear button to start over.

Search Certification Assignment

Subject Area: Life Sciences
Grade Level: 6-12
Course Number: 
Course Title Keyword: 
Certification Field: ALL

Search  Clear
## CAPS Search Results

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Phrase/Certificates</th>
<th>Effective date</th>
<th>Expired date</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.01200</td>
<td>Biology I (Grades 9-12)</td>
<td>SCIENCE (6-12)</td>
<td>3/5/2008</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>BIOLOGY (6-12)</td>
<td>3/5/2008</td>
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<tr>
<td>26.01250</td>
<td>Access to Biology I (Only for students who participate in the Georgia Alternate Assessment)</td>
<td>Sp Ed Adapted Curr. P-12 Consul. and Sp Ed Science Academic Content Concentration at the cognitive level of the student</td>
<td>7/1/2008</td>
<td></td>
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<tr>
<td>26.01300</td>
<td>Biology II (Grades 9-12)</td>
<td>SCIENCE (6-12)</td>
<td>3/5/2008</td>
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<tr>
<td></td>
<td></td>
<td>BIOLOGY (6-12)</td>
<td>3/5/2008</td>
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<tr>
<td>26.01400</td>
<td>Advanced Placement Biology (Grades 9-12)</td>
<td>SCIENCE (6-12)</td>
<td>3/5/2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOLOGY (6-12)</td>
<td>3/5/2008</td>
<td></td>
</tr>
<tr>
<td>26.01500</td>
<td>Genetics (Grades 9-12)</td>
<td>SCIENCE (6-12)</td>
<td>3/5/2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOLOGY (6-12)</td>
<td>3/5/2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AGRICULTURAL EDUCATION (6-12)</td>
<td>3/5/2008</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Assignments & HiQ

Special Cases
Teaching Assignments and HiQ

- All teachers, including
  - Regular education
  - Special education
  - ESOL
  - EIP
  - REP
  - Gifted
  - Technical/vocational
  - Health/PE

who are teacher of record for any core academic subject must be “highly qualified”
Teaching Assignments and HiQ

• Teachers who teach core academic content in any setting, including
  • After-school
  • Intersession
  • Evening-school
  • Summer school
  • Middle grades connection courses
  • Advanced Placement courses
  • International Baccalaureate programs
  • Academic interventions as part of an RTI framework where student(s) is (are) scheduled for a segment of instruction
  • Credit-recovery programs

must meet HiQ requirements.
Teaching Assignments and HiQ

• **Teachers in Pre-K Programs**, including preschool special education programs are not required to meet Title II, Part A 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 instruction through a collaborative model.
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 (*Title II, Part A Website*)

• 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 OR hold a Certificate of Eligibility in the field in which they are assigned as a substitute to be considered “highly qualified.”
Am I Highly Qualified?

- Consider the following scenarios
  - Certification
  - Teaching Assignment

- Is the teacher highly qualified for the teaching assignment?
  - Why or Why not?
Am I Highly Qualified?

Elementary School

• Certification: SRT-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
Am I Highly Qualified?

Elementary School

• Certification: SRT-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

Answer –HiQ not applicable for inclusion/co-teaching. Not HiQ to teach Resource Reading as the teacher of record.
Am I Highly Qualified?

Elementary School

- **Certification:** INT4
  - General Curriculum P-12, Consultative
  - Sped Language Arts, 4-8
  - Sped Social Science, 4-8
  - Reading Endorsement 4-8

**Teaching Assignment**
- Fifth Grade Sped Language Arts – three periods
- Fifth Grade Sped Reading – two periods
Am I Highly Qualified?

Elementary School

- **Certification**: INT4
  - General Curriculum P-12, Consultative
  - Sped Language Arts, 4-8
  - Sped Social Science, 4-8
  - Reading Endorsement 4-8

- **Teaching Assignment**
  - Fifth Grade Sped Language Arts – three periods
  - Fifth Grade Sped Reading – two periods

**Answer** – HiQ for both teaching assignments
Am I Highly Qualified?

Middle School

- **Certification: SRT-5**
  - General Curriculum P-12, Consultative
  - Early Childhood (P-5)
  - Middle Grades (4-8)
  - Middle Grades Science (4-8)
  - Middle Grades Math (4-8)

- **Teaching Assignment**
  - Sped Science 4-8 all day in a co-teaching classroom
Am I Highly Qualified?

Middle School

• Certification: SRT-5
  – General Curriculum P-12, Consultative
  – Early Childhood (P-5)
  – Middle Grades (4-8)
  – Middle Grades Science (4-8)
  – Middle Grades Math (4-8)

• Teaching Assignment
  – Sped Science 4-8 all day in a co-teaching classroom

Answer - HiQ is not applicable in an inclusion and co-teaching situation where the special education teacher is not the teacher of record.
Am I Highly Qualified?

Middle School

- **Certification: SRT-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**
  Sixth Grade Connections Math
Am I Highly Qualified?

Middle School

- Certification: SRT-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
  Sixth Grade Connections Math

Answer – The teacher is NOT HiQ to teach sixth grade connections math. The teacher would be HiQ to teach Sped Math P-8.
Am I Highly Qualified?

High School

Certification: SRT-5
- Math 6-12
- General Curriculum P-12 Consultative
- Sped Math 6-12

• Teaching Assignment
  - Sped Math 6-12
Am I Highly Qualified?

High School

Certification: SRT-5
- Math 6-12
- General Curriculum P-12 Consultative
- Sped Math 6-12

Teaching Assignment
- Sped Math 6-12

Answer - The teacher is HiQ for the Sped Math 6-12 assignment and would also be HiQ to teach regular math 6-12 as the teacher of record.
Am I Highly Qualified?

High School

- **Certification:** T-5
  - General Curriculum P-12 Consultative
  - Sped Social Sciences P-5, 4-8, 6-12

- **Teaching Assignment**
  - Sped Economics 6-12
Am I Highly Qualified?

High School

• Certification: T-5
  • General Curriculum P-12 Consultative
  • Sped Social Sciences P-5, 4-8, 6-12

• Teaching Assignment
  • Sped Economics 6-12

Answer - The teacher would be HiQ to teach Sped Economics 6-12 as the teacher of record.
Role of the Special Education Leader in the LEA Title II, Part A Program

4. Know the certification and highly qualified status of the LEA’s regular and special education teachers

Be aware of the core academic teachers in your school who do not hold clear renewable certificates

- Non-Renewable Professional – (NT, X, IN1T, IN2T, IN3T)
- Non-Renewable Non-Professional – (NNT, IT, CA, O, CP or IN4T)
Role of the Special Education Leader in the LEA Title II, Part A Program

5. Develop remediation plans

- 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 (not applicable for teachers holding IN1T, IN2T, or IN3T)
Remediation Plans

Developed at the time of hire or reassignment for each non-HiQ teacher, non-HiQ paraprofessional, and core academic teacher who holds a CA, O, CP, NNT, IT, or IN4T certificate

- In collaboration with the teacher/paraprofessional
- Outlines requirements for teacher/paraprofessional 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/paraprofessional and principal
Role of the Special Education Leader in the LEA Title II, Part A Program

6. Be aware of parent notification requirements. Parents must be notified
   - Annually of their right to request professional qualifications of their child’s teacher and paraprofessional (Parents’ “Right to Know”)
   - Whenever their child is taught for 20 or more consecutive days by a teacher (including one or more substitutes) who is not highly qualified (letters must be mailed)
### Map and Specialists

![Map of Georgia]

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carly Ambler</td>
<td><a href="mailto:cambler@doe.k12.ga.us">cambler@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Saralyn Barkley</td>
<td><a href="mailto:sbarkley@doe.k12.ga.us">sbarkley@doe.k12.ga.us</a></td>
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<tr>
<td>Sharon Brown</td>
<td><a href="mailto:shbrown@doe.k12.ga.us">shbrown@doe.k12.ga.us</a></td>
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<td>Pam Daniels</td>
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<td>Greg Petersen</td>
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<tr>
<td>Terri Still</td>
<td><a href="mailto:tstill@doe.k12.ga.us">tstill@doe.k12.ga.us</a></td>
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<td>Elizabeth Zipperer</td>
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*June 18, 2015*
<table>
<thead>
<tr>
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<th>Email</th>
<th>Region</th>
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<tr>
<td>Carly Ambler</td>
<td><a href="mailto:cambler@doe.k12.ga.us">cambler@doe.k12.ga.us</a></td>
<td>Charters, Middle GA, Oconee, State Schools, DJJ, DOC</td>
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<td>Saralyn Barkley</td>
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<td>Chattahoochee-Flint, Southwest GA, Meriwether, Troup, Harris</td>
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<tr>
<td>Greg Petersen</td>
<td><a href="mailto:gpetersen@doe.k12.ga.us">gpetersen@doe.k12.ga.us</a></td>
<td>Northwest GA, North GA, Coweta, Heard, Carroll, Carrollton City</td>
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<td>Terri Still</td>
<td><a href="mailto:tstill@doe.k12.ga.us">tstill@doe.k12.ga.us</a></td>
<td>Coastal Plains, Heart of Georgia, Okefenokee</td>
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<tr>
<td>Elizabeth Zipperer</td>
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<td>First District, Calhoun, Dougherty, Emanuel, Jenkins, Jefferson, Burke, Richmond, Glascock, McDuffie, Columbia</td>
</tr>
</tbody>
</table>
Resources

• HR Department or Title II, Part A Coordinator at LEA
• Title II, Part A Education Specialist
• Georgia Professional Standards Commission website for certification questions (www.gapsc.com)
• Title II, Part A Webpage (www.gadoe.com)
  • “Offices and Divisions” > “School Improvement” > “Teacher and Leader Effectiveness”
• Certification/Curriculum Assignment Policies System (CAPS) http://www.gapsc.com/caps/caps.asp
Ensuring Equitable Access to Instruction by Highly Qualified Teachers

SELDA
August 25, 2015

Pam Daniels and Greg Petersen
Title II, Part A Education Specialists
Teacher and Leader Effectiveness Division