

ESSA PROFESSIONAL QUALIFICATIONS & IN- FIELD IMPLEMENTATION

**THE GEORGIA DEPARTMENT OF EDUCATION
IMPLEMENTATION GUIDELINES FOR PROFESSIONAL
QUALIFICATIONS AND ESSA IN-FIELD REPORTING**



April 2021



The contents of this handbook were developed under a grant from the U.S. Department of Education (US ED). However, those contents do not necessarily represent the policy of the US ED, and you should not assume endorsement.

Note: This document is a draft. It is considered a living document that will be revised as needed. However, it is an authoritative document that can guide local education agencies (LEAs) in their efforts to implement Georgia requirements. This document reflects the most recent federal and state updates and changes available. The most current document will be posted to the Georgia Department of Education website on the Professional Qualifications and Related Reporting Requirements under the Every Student Succeeds Act (2015) webpage.

Originally Developed 11.21.17	<u>IMPLEMENTATION GUIDE UPDATES LOG</u>
03.08.18	<ul style="list-style-type: none"> • Section 3 - Removal of paraprofessionals as subject to in-field; Addition of DIP • Section 6 - Clarity of Title • Section 7.a - Clarification of requirements – Federal, State and Local • Section 7.e.3 - Removal of second paragraph in alignment of GaPSC Rules • Section 7.f - Clarification of collection cycles; reflection of time reported in of out-of-field; clarification of reporting requirement • Section 7.i - Clarification of collection cycles; reflection of time reported in of out-of-field • Section 8.a.2-4 - Further clarification between PQ and ESSA-In-Field • Section 8.f - GNETS clarification • Sections 8.h-8.o - Clarification of requirements • Section 9 - Added in-field clarification for paraprofessionals • Section 11 - Added in-field clarification • Section 12 - Clarified title • Section 13 - Added clarification and content to 13.b; Updated GaTAPP funding information in 13.l; Removed the original 13.w question • Section 13 - Added a new 13.w FAQ on reviewing credentials • Throughout – grammar and formatting
03.26.18	<ul style="list-style-type: none"> • Section 10 - Clarification of PQ/ESSA In-Field Requirements for Substitute Teachers
06.08.18	<ul style="list-style-type: none"> • Section 3 - Updated to include graphic and stakeholders • Section 7.b - Updated Reporting Requirements; Eliminate original section 12 • Section 7.e.2 - Non-Renewable Certificates – Gifted and ESOL • Section 7.e.3 - Induction and Supplemental Induction Certificates • Section 7.f - Further clarification of Data Sources and Use • Section 7.g - Charter Waiver Codes • Sections 8.a.4, 8.b.3 - Updated to reference new section 8.l Adapted versus Traditional PE • Section 8.j - Pre-K Regular and Special Education Requirements • Section 8.h - AP/IB • Sections 8.h and 8.i - Coding Gifted and ESOL Service Delivery Models • Section 8.o 3 - Party Employees through Contracts, Virtual Schools, MOUs • Section 8.q - Work-Based Learning and Move on When Ready (MOWR) • Section 10 - Substitutes • Section 12 - Relocate reporting to section 7.b. Repurpose Section 12 to include Considerations for Developing LEA PQ Requirements – eliminate 13.b • Section 13.c - Hearing Impaired Interpreter & Residential Coordinator Requirements • Section 13.x - Evaluating a transcript for In-Field Equivalent Credentials • Section 13.y - How to update
08.21.18	<ul style="list-style-type: none"> • Section 7.f - Reorganization of content and clarification of data availability • Section 8.h - Further clarification around Gifted Services • Section 8.j - Addition of Pre-K data reporting scenarios for the purposes of calculation in-field • Section 8.k - Addition of Special Note addressing B-K certification requirements • Section 8.o - Addition of Special Note addressing the use of '333-33-3333' • Section 8.r - Addition of language clarifying coding and data validation for Special Education teachers teaching Adapted PE • Addition of 8.s - LEA Staff Reported in Student Class (Counselors, Media Specialists, Administrators) • Section 12 2 - Considerations regarding teacher finance combined; SB 330 mentioned in teacher finance; CPI charter waiver code 106 referenced in LEA Budget

	<ul style="list-style-type: none"> • Section 13.w and 13.x - Transcript Review combined to remove duplicative guidance • Section 13.y - Updating PQ changed to 13.x • Section 13.b - Replaced with an FAQ about CAPS alignment • Section 14 - Contacts Changed to Section 15 • Section 14 - Inserted New CTAE Equivalents • Minor formatting throughout
10.25.18	<ul style="list-style-type: none"> • Section 7.g - CPI Charter Waiver Code use relative to in-field reporting • Section 8.j - Clarification on Pre-K Reporting – further updates may occur • Section 8.m - Update to Hospital Homebound Less than 20 Days • Section 8.n - Addition of Explanation for Credit in Lieu of Enrollment • Section 8.r - Updates to Adaptive PE – FY18 and FY19 In-Field Guidance • Addition of Section 8.t - Teachers Teaching Summer School and Extended Day • Addition of Section 8.u - Transfers from In-State and Out-of-State
01.25.19	<ul style="list-style-type: none"> • Section 8.p - Removed language omitting college/university professors teaching high school courses from PQ and In-Field requirements • Section 8.q - Updated language to include Dual Enrollment in alignment with messaging from Governor's Office • Section 8.r - Updates to Adapted PE for FY19 • Section 12 - Updates to Considerations
02.07.19	<ul style="list-style-type: none"> • Addition of Section 16 Summary of Relevant PQ and In-Field Citations
03.04.19	<ul style="list-style-type: none"> • Sections 8.a-8.c - Restructured for clarity • Section 7.c - Further clarified Information on clearance certificates • All Sections Updated for GaDOE formatting • All Sections Updated for miscellaneous grammar edits
06.10.19	<ul style="list-style-type: none"> • Section 10 - Further clarified qualifications for long term substitutes • Section 8.u - Added to address Early Intervention Program (EIP) requirements • Section 13.y - Added to provide clarity to questions on service delivery in a single course
11.12.19	<ul style="list-style-type: none"> • Section 7.g - Added suggested documentation to CHW • Section 7.i - Further clarified information on In-Field Disputations • Section 8.g.3 - Added information for In-Field Disputations • Section 8.q - Further clarified information on Adaptive PE • Section 8.i - Updated Pre-Kindergarten Course Codes • Section 8.v - Added information for Coordinate Algebra taught in 8th grade • Section 12 - Updated steps for LEAs wanting to amend their PQ • Section 13.y - Added information for providing multiple services simultaneously • Section 13.z - Added information for the Impact of In-Field edits on TKES • All Sections Updated for GaDOE formatting • All Sections Updated for miscellaneous grammar edits
01.31.2020	<ul style="list-style-type: none"> • All Sections Reviewed & Updated for New Special Education Content Requirements • All Sections Reviewed & Updated to replace Early Childhood with Elementary Ed. • All Sections Reviewed & Updated to remove Supplemental Induction and old IN1-4 • Section 11.d - Updated Third Party Contractors for Equitable Services • Deleted 13.v for Induction/Supplemental Induction and renumbered section • Appendices Removed Summary of GaPSC Certification Rules
12.14.2020	<ul style="list-style-type: none"> • Section 3 - Reviewed and Updated ALL In-Field Reporting under ESSA and Georgia Professional Qualifications • Section 5 - Required Notification: Right to Know • Section 6 - Required Notification: 20 Day Notification of Professional Qualifications • 8.a.1- Regular Education Teachers – Traditional LEAs • 8.b.1 - Teachers Certified in Special Education General Curriculum • 8.b.2 - Teachers Certified in Special Education Adapted Curriculum • 8.b.4 - Special Education Delivery Models

	<ul style="list-style-type: none"> • 8.b.5 - Special Education Delivery Model Scenarios • 8.e.2 - PQ & In-Field for GNETS Operated by RESAs • 8.g - All Sections Reviewed & Updated for Gifted • 8.h - All Sections Reviewed & Updated for ESOL • 8.j - All Sections Reviewed & Updated for Elementary School Teachers • 8.m.3 - Technology-Based Instruction Where Teachers are Issuing Grades • 8.n - Teachers Employed into Third-Party Contract/MOU/Staffing Agencies • 8.q - All Sections Review & Updated for Courses for Georgia Alternative Assessment (GAA) Students in Adaptive Physical Education (P.E.) and Fine Arts • 8.r - All Sections Reviewed & Updated for LEA Staff Reported in Student Class • 8.t - Added Section for Tutors • 8.u - Transfer from In-State and Out of State • 8.v - Early Intervention Program • 8.w - Awarding Credit for Coordinate Algebra in 8th Grade • 9.a - Paraprofessionals Employed by LEAs • 9.c - Non-Instructional Paraprofessionals • 10 - Long Term Substitute Teachers • 12 - Considerations of LEAs Developing Professional Qualifications (PQ) • 13 - Professional Qualification & ESSA In-Field Requirement FAQs
2.3.2021	<ul style="list-style-type: none"> • 7c – Clearance Certificates
4.30.2021	<ul style="list-style-type: none"> • 8.b.3 - Teachers Certified in Specific Special Education Fields (VI, DE, BD, LD, PHD)

OVERVIEW OF IMPLEMENTATION GUIDE

Contents

1. The Georgia Department of Education	8
2. The Georgia Professional Standards Commission	8
3. In-Field Reporting under ESSA & Professional Qualifications	8
4. Code of Ethics for Educators in Georgia	13
5. Required Notification: Right to Know	13
6. Required Notification: 20 Day Notification of Professional Qualifications	14
7. Definitions	16
7.a Professional Qualifications	16
7.b Reporting Requirements	17
7.c Clearance Certificate	18
7.d Certificate Types	18
7.e Emergency & Provisional Certificates	19
7.f ESSA In-Field and Out-of-Field	20
7.g Subject Matter Equivalent for ESSA In-Field	21
7.h CAPS	22
7.i ESSA In-Field Application on www.gapsc.org	23
8. Professional Qualification and Delivery Model Requirements:	23
8.a Regular Education Teachers	23
8.b Special Education Teachers and Delivery Models	24
8.c Special LEAs: Department of Corrections	27
8.d Special LEAs: Georgia DOE State Schools	27
8.e GA Network for Educational & Therapeutic Support (GNETS) Programs	28
8.f Alternative Schools	28
8.g Gifted Teachers and Delivery Models	28
8.h English to Speakers of Other Languages (ESOL)	30
8.i Pre-Kindergarten (Pre-K) Programs	31
8.j Elementary School Teachers	32
8.k In-School Suspension Programs	32
8.l Hospital/Homebound (HHB)	33
8.m Teachers Who Facilitate the Use of Technology-Based Programs	33
8.n Teachers Employed by Third-Party Contract, MOU, Staffing Agencies	34

8.o College or University Faculty Members.....	35
8.p Work-Based Learning (WBL) and Dual Enrollment/ Move on When Ready Teachers.....	35
8.q Teachers Teaching Courses for Georgia Alternative Assessment (GAA) Students in Adaptive Physical Education (P.E.).....	35
8.r LEA Staff Reported in Student Class (Counselors, Media Specialists, Administrators).....	36
8.s Teachers Teaching Summer School and Extended Day	36
8.t Tutors	36
8.u Transfers from In-State and Out-of-State (Student Class Use of 888-88- 8888/999-99-9999)	36
8.v Early Intervention Program (EIP).....	37
8.w Awarding Credit for Coordinate Algebra Taught in the 8 th grade	38
9. Professional Qualification Requirements: Paraprofessionals/Non-Instructional Aides	38
9.a Paraprofessionals Employed by the LEA	38
9.b Paraprofessionals Employed by Third-Party Contract or Staffing Agencies....	38
9.c Non-Instructional Aide	39
9.d ESSA In-Field Reporting	39
10. Professional Qualification Requirements: Substitutes	39
11. Professional Qualification Requirements: Private Schools	40
11.a Private School Teachers Employed by a Private School.....	40
11.b Title I Funded LEA Employees Providing Equitable Services in Private Schools.....	40
11.c Title I Tutors in Private Schools.....	40
11.d Third-Party Contractors Employed by the LEA to Provide Equitable Services	40
12. Considerations for LEAs Developing Professional Qualifications (PQ)	41
13. Professional Qualification/ ESSA In-Field Requirement FAQs	42
14. CTAE ESSA In-Field Equivalents for Career, Technical, and Agricultural Education	49
15. Contact Information	63
16. Summary of Relevant PQ & In-Field Citations.....	64

1. The Georgia Department of Education

(O.C.G.A. §20-2-240; SBOE Rule 160-5-1-.36)

The Georgia Department of Education (GaDOE) is the designated state education agency (SEA) for receiving and administering grants. The GaDOE provides resources and support to local education agencies (LEAs) so that federal, state and local requirements may be met. A network of GaDOE specialists is available to provide information about Every Student Succeeds Act (ESSA) requirements, to assist with data needs and local planning, and to support teacher preparation and professional development initiatives. The [Professional Qualifications and ESSA In-Field Reporting](#) webpage of the GaDOE website provides information, resources, and links for Georgia's district and school administrators, teachers, paraprofessionals, teacher educators, institutions of higher education, parents, and the community at large.

2. The Georgia Professional Standards Commission

(O.C.G.A. §20-2-984)

Under state law, the Georgia Professional Standards Commission (GaPSC) is the state entity responsible for establishing teacher qualifications and, as such, is the agency in charge of establishing and enforcing professional teacher preparation standards and certifying and licensing teachers. The GaPSC provides resources to LEAs so that federal, state and local requirements may be met.

3. In-Field Reporting under ESSA & Professional Qualifications

(see citations below)

3.1.a ESSA In-Field

According to Every Student Succeeds Act (ESSA), a teacher must have a certificate or licensure in the subject and grade level band assigned **OR** meet GaPSC requirements 1) degree in the subject area assigned, **OR** 2) coursework in subject area assigned – 21 semester/ 35 quarter hours, **OR** 3) a passing score on a content area test in subject area assigned to be considered in-field. Under (ESSA):

- **In-Field Reporting** - applies to ALL public-school teachers in grades PK-12.
- **In-Field Reporting** - does not apply to paraprofessionals and substitutes.

3.1.b ESSA In-Field Reporting

In-Field data is reported annually to the public on the LEA Report Card and to US ED on the State Report Card.

- According to *ESSA Sec. 1111(h)(1)(c)(ix)*, the professional qualifications of all Georgia educators (SEA, LEA and School level data), including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of:
 - Inexperienced teachers, principals, and other school leaders,
 - Teachers teaching with emergency or provisional credentials, and,
 - Teachers who are not teaching in the subject or field for which the teacher is certified or licensed,

3.1.c GaPSC In-Field Portal

The In-field Portal provides LEAs with a snapshot in time of the teachers who are or are not in-field. The In-field portal inspects an educator's credentials along with the subject/job as reported on GaDOE fall and spring Certified/Classified Personnel Information (CPI) and detailed class records reported on Student Class versus "in-field" as defined in the GaPSC Certification/Curriculum Assignment Policies System (CAPS) and filtered through the lens of Georgia's ESSA policy to report teachers as in-field or out-of-field.

3.1.d Provisioning Users in the In-Field Portal

GaPSC has provisioned each LEA with an LEA Account Manager in the In-Field portal. Contact your LEA Account Manager to be provisioned to the In-Field Portal. The LEA Account Manager can assign building-level, system-level, or edit and view roles.

3.2.a Professional Qualifications (PQ)

The Georgia Professional Standards Commission (GaPSC) determines state certification requirements in Georgia. However, with the increased flexibility in Georgia, not all teachers have to be certified. According to ESSA Section 1111, SEAs and LEAs **MUST** ensure teachers meet state certification and licensure requirements or, if applicable, must meet the requirements set forth in a state's public charter school law. The term *professional qualifications* (PQ) capture federal, state, and local requirements.

Under Every Student Succeeds Act (ESSA):

- **Professional Qualifications** - applies to ALL public-school teachers in grades PK-12.
- **Professional Qualifications** - applies to ALL paraprofessionals.

LEAs may not waive **federal** professional qualification requirements for paraprofessionals or **state** professional qualification requirements for service for special education teachers.

Regardless of charter or strategic waiver status, all LEA teachers and paraprofessionals must hold a clearance certificate (O.C.G.A. §§ 20-2-82, 20-2-211.1, 20-2-2065, SBOE Rules 160-4-9-.07 and 160-5-1-.33, GaPSC Rule 505-2-.42).

Under O.C.G.A. §20-2-80 / SBOE Rule 160-5-1-.33 (strategic waiver) and O.C.G.A. §20-2-2065/ SBOE Rule 160-4-9-.07 (charter), Georgia LEAs may submit applications to waive provisions of Title 20 Education Law including certification requirements as determined by the GaPSC. While certification waivers vary from LEA to LEA, a review of current applications on file reflects waivers of teacher certification (§20-2-200), Professional Learning (PL) for certification renewal (§20-2-201), paraprofessional certification (§200-2-204), alternative certification (§200-2-206) and substitute teacher certification (§200-2-216). In order for GaDOE to ensure that LEA teachers meet state certification requirements, all LEAs must outline LEA professional qualification requirements that align either with GaPSC requirements, approved charter or strategic waiver applications or a combination of the two. LEA professional qualifications are

submitted annually by responding to the following questions in the District Improvement Plan (DIP) section of the Consolidated LEA Improvement Plan (CLIP):

1. For the current fiscal year, the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule – Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification – Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]
2. If the LEA waives certification, specify whether, in the current fiscal year, certification is waived for all teachers (except Special Education service aligned with the student's IEP), or for a select group of teachers, the response must address the content fields and grade level bands (P-5, 4-8, 6-12, P-12).
3. If the district waives certification, state the minimum professional qualifications required for employment of teachers whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience, etc.). If no requirements exist beyond a clearance certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

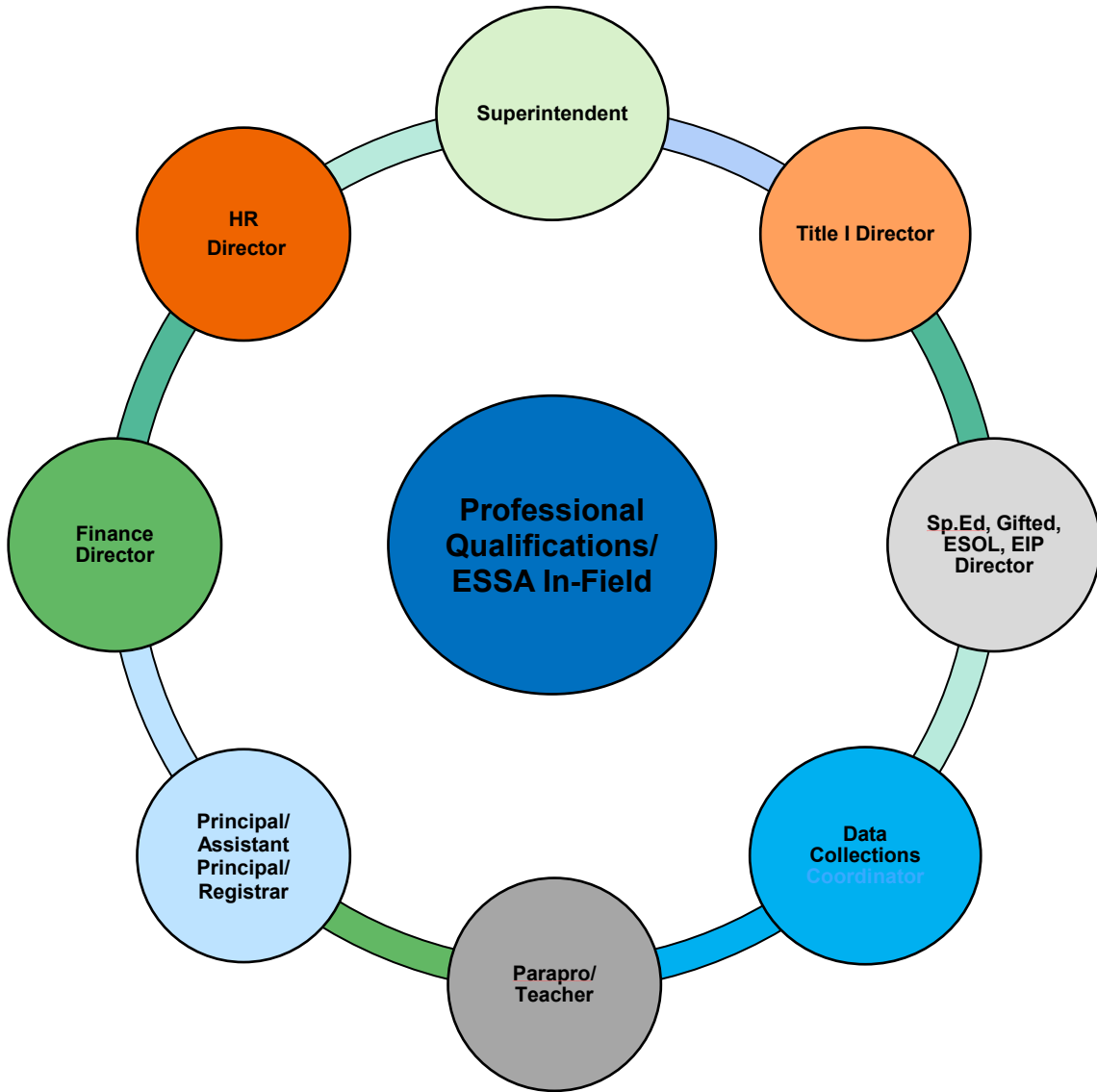
Even though LEAs have the flexibility to waive certification for a specific group of teachers **or** all teachers under the charter and strategic waiver flexibility as outlined in the Consolidated LEA Improvement Plan (CLIP), the waiver **does not remove** LEAs obligation to abide by federal, state, and local rules, regulations, court orders, and statutes relating to civil rights and labor laws. LEAs are encouraged to work with the LEA's human resources staff and legal counsel to ensure all obligations are met.

LEAs may update professional qualification requirements at any time in accordance with charter and strategic waiver applications. (LEAs needing to update PQ requirements may do so by having the Superintendent to make a request inside the LEA's CLIP to reopen the CLIP. The Superintendent must state the reason for reopening is to revise the LEA's PQ).

3.2.b Monitoring Professional Qualifications (PQ)

GaDOE reviews LEA professional qualifications yearly in the Consolidated LEA Improvement Plan (CLIP) and monitors LEA established professional qualifications every four years during cross-functional monitoring process. Failure to adhere to LEA PQ requirements may result in a finding.

LEA Stakeholders Who Support PQ and ESSA In-Field



Superintendent	<ul style="list-style-type: none"> • Knows that PQ requirements impact many district and school positions and must be consistently implemented. • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Understands that waiving certification may impact LEA funding, budgeting and public reporting.
Finance Director	<ul style="list-style-type: none"> • Ensures the LEA maximizes the use of Federal and State resources. • Knows how certification requirements impact budgeting. This includes funding related to Training and Experience (T & E) and funding/ budgeting to support educator preparation and credentialing.
HR Director	<ul style="list-style-type: none"> • Ensures that IDEA/ESSA/ GaDOE/LEA requirements for paraprofessionals and teachers have been met. • Maintains equivalent qualification documentation to support CPI charter/ SWSS assertions. • Knows how PQ may impact teacher recruitment and training. • Works with Title I Director to ensure documentation of notifications.
Data Collections Coordinator	<ul style="list-style-type: none"> • Ensures that all CPI and Student Class data is entered accurately. • Uses CPI CHW codes only for teachers for whom certification is waived. • Coordinates with HR and Title I to verify that CPI entry aligns with approved CLIP District Improvement Plan PQ requirements.
Principals/ Assistant Principals / Registrars	<ul style="list-style-type: none"> • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Supports paraprofessionals/teachers in meeting Federal, State and Local requirements. • Ensures hiring and scheduling/job assignments align with LEA PQ requirements. • Coordinates with HR and Title I for the publication of Right to Know notifications • Disseminates required 20 Day notifications if a teacher does not meet State and/or LEA PQ
Title I Director	<ul style="list-style-type: none"> • Submits LEA PQ requirements in the CLIP District Improvement Plan • Ensures that ESSA requirements have been met for monitoring purposes: professional qualifications and notifications. • Coordinates with HR and Title I for the publication of Right to Know notifications • Coordinates with HR and Title I to verify that CPI entry aligns with approved CLIP District Improvement Plan PQ requirements.
Special Education Director	<ul style="list-style-type: none"> • Verifies IDEA/ ESSA/ GaDOE/ LEA requirements for special education paraprofessionals and teachers have been met for monitoring purposes: professional qualifications and notifications. • Recognizes that PQ requirements and in-field reporting may impact teacher assignments, recruitment, and training.
Paraprofessionals/ Teachers	<ul style="list-style-type: none"> • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Knows that additional qualifications may be required by the employing LEA. • Understands that PQ/ESSA In-Field is based on educator qualifications and job assignment (course/ grade level). • Realizes 20 Day Notifications are required if a teacher does not meet State and/or LEA PQ requirements. 20 Day Notifications are not required for paraprofessionals.

4. Code of Ethics for Educators in Georgia

(O.C.G.A. §20-2-984.1, GaPSC Rule 505-6-.01)

The Ethics Division of the GaPSC is responsible for enforcing the Code of Ethics for Educators in Georgia. Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.” Unethical conduct as it relates to ESSA includes but is not limited to, falsifying, misrepresenting, or omitting:

- Professional qualifications of leaders, teachers, and paraprofessionals.
- Information notifying parents that they may request information regarding teachers’ and paraprofessionals’ professional qualifications.
- Information notifying parents if a teacher has not met state or local professional qualification requirements as determined by the LEA.
- Information submitted to federal and state governmental agencies.
- Information submitted in the course of professional practice.

5. Required Notification: Right to Know

(ESSA Sec. 1112(e)(1)(A))

In Georgia, in accordance with ESSA, all LEA schools/programs are required to notify parents at the beginning of each school year of their ‘Right to Know’ the professional qualifications of their student’s classroom teachers and paraprofessionals.

Requirements for Content of the Right to Know Notification

LEA notifications **MUST** use the language of the law.

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

1. Whether the student’s teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and,
 - is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.

- For verification purposes, notifications must contain the month/year of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is not dated, records may also include supplemental documentation that contains the month/year of notification dissemination.
- For verification purposes, the name of the LEA and/or school must be included.

In Georgia, LEAs are required to notify parents in all LEA schools or programs.

Responses to requests must be provided in a timely manner.

Maintain records of annual notification(s) from all LEA schools or programs.

Best Practices for the Right to Know Notification

ESSA does not prescribe the exact method of dissemination for notifications. In Georgia, the following are considered best practices when notifying parents:

- Develop written procedures for compliance, which include a timeline and person, by position, responsible for verifying notification content, verifying dissemination of notification, and maintaining notification documentation.
- Notify parents in multiple formats to ensure that all parents have the opportunity to receive the information. This may include, but is not limited to, a LEA or school handbook, a letter mailed home, inclusion in a newsletter or brochure, posting on a website, and/or a schoolwide email.
- Notify parents, to the extent practicable, in a language that they may understand.
- Ensure the notification includes school/program/LEA name and a point of contact by position.

Guidance for Right to Know Notification:

[Right to Know Notification Quick Guide](#)

[Right to Know Notifications Samples](#)

6. Required Notification: 20 Day Notification of Professional Qualifications (ESSA Sec. 1112(e)(1)(B)(ii))

ESSA states that LEAs must notify parents when teachers do not meet professional qualification requirements.

In Georgia, in accordance with ESSA, all LEA schools/programs are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (*including professional qualifications developed by the LEA in alignment with an approved charter or strategic waiver application*) at the grade level and subject area in which the teacher has been assigned. In Georgia, notification requirements apply to all teachers in all LEAs and schools/programs within each LEA. Notifications must be made **within ten business days** following the four consecutive weeks.

Requirements for Content of the 20 Day Notification of Professional Qualifications

In compliance with the requirements of Every Student Succeeds Act, parents must be notified of a teacher's professional qualifications under the following circumstances:

- **Regular Education Teachers in Traditional LEAs** - When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable ESSA 'in-field' state certification requirements at the grade level and subject area in which the teacher has been assigned.
- **Regular Education Teachers in Charter/Strategic Waiver LEAs** - When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet LEA professional qualification requirements (in

alignment with approved Charter/SWSS application and CLIP/DIP) at the grade level and subject area in which the teacher has been assigned.

Note: *It is possible for a teacher to meet charter/strategic waiver LEA professional qualification requirements and not meet ESSA in-field certification and licensure requirements. In this circumstance, 20 Day Notification is not required.*

[20 Day Notification Decision Guide](#)

- **Special Education Teachers in Traditional LEAs** - LEAs should use the following criteria to determine when to send 20 Day Notifications for special education teachers:
 - Special education teachers who do not issue grades - 20 Day Notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP.
 - Special education teachers who issue grades-
 - Special Education Certification - 20 Day Notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP, and/or
 - Content Certification - 20 Day Notification must be disseminated if the teacher does not have certification in the subject area and grade level assigned, in accordance with the student's IEP.

(Teachers who pass the ECE GACE will be considered in-field in ECE content through equivalent credentials. No additional coding in CPI or Student Class is required.)

- **Special Education Teachers in Charter/Strategic Waiver LEAs** - LEAs should use the following criteria to determine when to send 20 Day Notifications for special education teachers:
 - Special education teachers who do not issue grades - 20 Day Notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP.
 - Special education teachers who issue grades-
 - Special Education Certification - 20 Day Notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP, and/or
 - Content Certification – 20 Day Notification must be disseminated if the teacher does not meet professional qualifications in accordance with the student's IEP **and** as outlined in the Consolidated LEA Improvement Plan (CLIP).

(Teachers who pass the ECE GACE will be considered in-field in ECE content through equivalent credentials. No additional coding in CPI or Student Class is required.)

- **Clearance Certificates** - Clearance certificate requirements are not subject to 20 Day Notifications.
- **Paraprofessionals and Substitute Teachers** - 20 Day Notifications are not required for paraprofessionals and substitute teachers.
 - Paraprofessionals - ESSA does not include paraprofessionals as educators for whom 20 Day Notifications must be sent.

- Substitutes - O.C.G.A. § 20-2-216/ GaPSC Rule 505-20-.20 requires LEAs hiring and assigning substitutes to ensure substitutes meet state certification requirements or to hire substitutes who most closely meet the requirements for teacher certification and who are available to serve as substitute teachers.

In Georgia, notifications must occur within ten business days following the four consecutive weeks.

- For verification purposes, notifications must contain:
 - Day/Month/Year of notification.
 - Name of the teacher who has not met professional qualification requirements.
 - Name of the LEA and/or school/program.
 - Statement that the teacher has not met state certification OR LEA charter/strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.

In Georgia, notification requirements apply to ALL teachers in LEA schools/programs. Maintain records of all notifications.

Best Practices for the 20 Day Notification of Professional Qualifications

ESSA does not prescribe the exact method of dissemination for notifications. In Georgia, the following are considered best practices when notifying parents:

- Develop written procedures for compliance, which include a timeline and person, by position, responsible for verifying notification content, verifying dissemination of notification, and maintaining notification documentation.
- Notify parents in a format that will ensure that all parents have the opportunity to receive the information.
- Notify parents, to the extent practicable, in a language that they may understand.
- Ensure the notification includes school/program/LEA name and a point of contact by position.

Guidance for 20 Day Notifications:

[20 Day Notification Quick Guide](#)

[20 Day Notification Decision Guide](#)

[20 Day Notifications Samples](#)

7. Definitions

(citations included below)

7.a Professional Qualifications

(ESSA Sections 1111(g)(2)(J), 1112(c)(6); O.C.G.A. §§ 20-2-82, 20-2-2065)

This section outlines the requirements that teachers and paraprofessionals in traditional and charter/strategic waiver LEAs must meet:

Traditional LEAs-

- All Educators - GaPSC issued clearance certificate.

- Paraprofessionals - **Federal** requirements (reflected in GA certification requirements).
- Special Education Teachers - **State** certification requirements for service and content as established by the GaPSC.
- Teachers (other than special education teachers) - **State** certification requirements as established by the GaPSC.

Charter/Strategic Waiver LEAs-

- All Educators - GaPSC issued clearance certificate.
- Paraprofessionals - **Federal** requirements (reflected in GA certification requirements).
- Special Education Teachers Who Do Not Issue Grades - **State** certification requirements as established by the GaPSC.
- Special Education Teachers Who Issue Grades - **State** certification requirements for service as established by the GaPSC and **LEA** PQ requirements for content.
- Teachers - Local professional qualifications established by the **LEA** that align with approved charter/strategic waiver application and District Improvement Plan.

7.b Reporting Requirements

(ESSA Sections 1111 and 2104; GaDOE FY18 CNA Data Guide, GaDOE ESSA Plan)

Under ESSA and IDEA, Georgia reports a number of different variables outlined in the laws. These reports are submitted to USDE, to GOSA, and included in Georgia equity data. Further, Georgia uses this information to inform training and the work that comes from collaborative partnerships with other state agencies and external organizations.

The LEA Report Card (Section 1111) shall include the professional qualifications of all Georgia educators at the SEA, LEA, and School level, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of:

- Inexperienced teachers, principals, and other school leaders;
- Teachers teaching with emergency or provisional credentials (In Georgia, this may apply to teachers who hold a GaPSC - issued 'W' or 'N'.); and,
- Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

The Annual State Report (Section 1111) to the Secretary of the United States Department of Education shall include information on the professional qualifications of teachers in the State, including information on the number and the percentage of the following teachers:

- Inexperienced teachers.
- Teachers teaching with emergency or provisional credentials.
- Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- The annual retention rates of effective and ineffective teachers, principals, or other school leaders. (Section 2104)

****Special Note: Total teacher numbers may vary across reports. This is due to differences in the timing of the contributing reports. ****

- Ineffective and Inexperienced is calculated using Fall CPI Reports.
- Retention is calculated using Spring of previous year and Fall of current year CPI Reports.
- In-Field is calculated using Spring CPI and Summer Student Class Reports.

7.c Clearance Certificate

(GaPSC Rule 505-2-.42, O.C.G.A. §§ 20-2-82, 20-2-211.1, 20-2-2065; GCIC Council Rules 140-2-04: Title 28, CFR, 50.12 (b))

The clearance certificate verifies that an educator 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. 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). In Georgia, ALL educators MUST have a clearance certificate. This includes paraprofessionals, teachers, and long-term substitutes who teach forty-six (46) or more consecutive days in a school year. While monitoring professional qualifications, GaDOE will check for clearance certificates for teachers and paraprofessionals. LEAs should coordinate with third-party contractors to ensure educators serving in the capacity of paraprofessionals, teachers and substitutes hold clearance certificates. LEAs and third - party contractors should follow OCGA, GaPSC Rule and GCIC Council rules and protocols related to the request of clearance certificates. For an explanation of exceptions, such as the provision of religious instruction by a third-party vendor off LEA property, please contact the GaPSC.

LEAs must submit this documentation through ExpressLane. Any questions should be directed from the LEA HR Department to the GaPSC Certification Division.

7.d Certificate Types

(GaPSC Rule 505-2-.02)

Categories		Types	
Renewable	Non-Renewable	Adjunct (J) Clearance (C) Educational Interpreter (EI) Leadership (L) Montessori Non-Instructional Aide (AIDE)	Paraprofessional (PARA) Permit (P) Service (S) Support Personnel (SP) Teaching (T)
Titles	Titles		
Standard Professional (SR) Performance-Based Professional (PR) Advanced Professional (AP) Lead Professional (LP) Life (D) Retired Educator (R)	Pre-Service (PS) Induction (I) Military Support Non-Renewable Professional (N)* Provisional (B) International Exchange (X) Waiver (W)*		

* Special Education teachers who hold a GaPSC issued certificate not supported by test or coursework may not meet Georgia professional qualification requirements.

Note: A service certificate may not make a teacher ‘in-field’ for a course. LEAs should reference GaPSC certification rules and Certification/Curriculum Assignment Policies

System (CAPS) to determine GaPSC in-field requirements. GaPSC in-field requirements serve as the foundation for determining Georgia ESSA in-field requirements.

7.e Emergency & Provisional Certificates

(GaPSC Rule 505-2-.04 (IN); IDEA §1412(14)(C); ESSA Sections 1111(g)(2)(J) and 1111(h)(1)(c)(ix))

7.e.1 Waiver Certificate (W)

(GaPSC Rule 505-2-.13 (W))

The waiver certificate is issued at the request of an employing Georgia LEA 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”.

- Regular Education: In Georgia, a regular education teacher may hold a Waiver certificate if allowed under the Professional Qualifications of the LEA but will be reported as out-of-field under ESSA in-field reporting. This also applies to (N) certificates issued in ESOL and Gifted.
- Special Education: While the GaPSC is authorized to issue Waiver (W) certificates to special education teachers, special education teachers in Georgia who hold a GaPSC Waiver (W) certificate may not meet Georgia Professional Qualification requirements, may be reported as out-of-field, and will be reported as holding emergency or provisional certification under ESSA/IDEA reporting.

Waiver GaPSC Certificate	Waiver GaDOE Approved Charter/ Strategic Waiver
Issued by the GaPSC, a Waiver certificate (W) can be requested by an LEA for a teacher who does not meet certification requirements, but who is the most qualified candidate for employment.	Submitted by an LEA to the GaDOE, an approved charter waiver or strategic waiver application allows LEAs to waive the requirement for an educator to hold a certificate issued by the GaPSC.

7.e.2 Non-Renewable Certificate (N)

(GaPSC Rule 505-2-.09 (N))

A Non-Renewable Professional (N) certificate may be issued at the request of an employing LEA to individuals in the following circumstances: (a) Georgia educators who do not meet renewal requirements; (b) 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 certificate requirements; (c) Individuals who have not met certain requirements for renewable professional certification in a service field, as outlined in the individual service field rules; and (d) Educators assigned to work in a leadership position while completing a GaPSC-approved Tier I or Tier II Educational Leadership program.

In Georgia, a teacher may hold a Non-Renewable Professional (N) certificate if allowed under the Professional Qualifications of the LEA but will be reported as out-of-field under ESSA/IDEA. While the GaPSC is authorized to issue Non-Renewable Professional (N) certificates to special education teachers, special education teachers in Georgia who hold

a GaPSC Non-Renewable Professional (N) certificate do not meet Georgia Professional Qualification requirements, will be reported as out-of-field under ESSA, and will be reported under ESSA/IDEA as holding emergency or provisional certification, even if the teacher meets the LEA's PQ. This also applies to (N) certificates issued in ESOL and Gifted.

7.e.3 Other Certificates Considered Provisional

If a teacher holds GaPSC issued certificate that is not supported by test or coursework, the teacher may not have met GaDOE's ESSA in-field requirements.

7.f ESSA In-Field and Out-of-Field

(ESSA Sections 1111(h)(1)(C)(ix), GaPSC Rule 505-2-.40)

Definition

ESSA requires states to publicly report the number and percentage of teachers at the school level who are not teaching in the subject or field for which the teacher is certified.

In Georgia, 'in-field' is the assignment of educators to positions for which they have been prepared and certified (in-field). GaPSC in-field requirements serve as the foundation for determining Georgia ESSA in-field requirements. Georgia recognizes that lack of certification does not mean an educator lacks demonstrated experience in the field in which the educator is teaching. In order to meet federal reporting requirements in a way that honors the intent of the federal law, the flexibility of state law and the credentials of Georgia's educators, LEAs that waive content area certification may assert in their CPI submission that an individual educator possesses GaDOE-determined equivalent ESSA in-field qualifications by degree, coursework, content area test, or CTAE credentials.

In Georgia, 'out-of-field' teachers are those who are not teaching in their field of certification or in the subject and/or grade level(s) assigned; or, for charter/strategic waiver districts, teachers who are not teaching in a field in which they hold equivalent content qualifications.

When the Determination is Made and Reported

Because LEAs and schools may change teacher assignment(s) each year and during the school year, ESSA 'in-field' is verified at a point-in-time. The reporting determination is made at the close of the academic year and reported on the State Report Card and to USDE the following December. For the purposes of ESSA reporting, 'out-of-field' will reflect the entirety of the school year.

Data Sources and Availability

In-Field determinations are made using Certification Records, and CPI and Student Class data collections.

- Certification Records: Certification Records update every night. This includes renewal and expiration of certification, GACE test results when they become available and verification of program enrollment.
- CPI, Student Class, and FTE: LEAs have the ability to 'update' CPI and Student Class information nightly; however, GaDOE has chosen to only utilize official data

submissions in determining in-field. This means that LEAs may correct local reporting records, but not see an update in the in-field portal for several months.

It is critical that LEAs review data entry prior to submission. Data collection cycle information is available on the Data Collections and Professional Qualifications and ESSA In-Field webpages of the GaDOE website.

Special Note

It is possible to be 'in-field' under GaPSC rules, but 'out-of-field' under Georgia ESSA reporting. For example, a teacher holding an 'Induction' certificate may meet GaPSC in-field requirements but be considered 'out-of-field' for ESSA reporting purposes.

7.g Subject Matter Equivalent for ESSA In-Field

(GaDOE Joint Guidance - Data Collections, Financial Review, Charter, GaPSC)

In Georgia, ESSA in-field equivalents include:

- **Degree-**
The teacher must hold a bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education in the subject area assigned; **OR**
- **Coursework-**
The teacher must have a minimum of 21 semester/35 quarter hours in the subject area assigned. GaDOE follows GaPSC requirements for acceptable course grades; **OR**
- **State Approved Assessment-**
The teacher must have a passing score on a GaPSC accepted content area test in the grade level and subject area assigned. The state-approved content assessment for Georgia is the Georgia Assessments for the Certification of Educators (GACE). For GACE test administration, test preparation, and related GACE issues, visit the GACE website at <http://gace.ets.org/>; **OR**

CTAE Credentials-

The teacher must hold CTAE equivalent credentials determined in consultation with Title I Committee of Practitioners, GaPSC, and GaDOE CTAE Staff.

Foreign Credentials

LEAs who waive certification for teachers and who report the teacher as "in-field" in CPI Charter Waiver fields 101 and 102 and who accept foreign credentials as equivalent documentation, must ensure that the documents have been reviewed by a GaPSC accepted agency. The current list of agencies can be found on the GaPSC website.

Data Reporting Responsibilities:

- Ensuring that data reflects current year Data Collections reporting guidance.
- Verifying that any charter waiver codes entered in the LEA's SIS, carry over into the CPI report as intended.
- Asserting corresponding charter waiver codes to each subject reported in CPI as applicable.

Certificate Field Code	Certificate Field	Comments	In-Field Status	Suggested Documentation
101	Academic Major	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	Degree, Transcripts
102	Course Work (Minimum 21 semester hrs/ 35 quarter hrs at C or Higher)	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	Transcripts
103	GACE	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	GACE Assessment Report, Certificate, GaPSC In-Field Report
105	In-Field by CTAE Equivalent Requirements	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	ESSA PQ and In-Field Implementation Guides (pages 49-63)
104	Meets LEA PQ Requirements Does Not Meet ESSA In-Field Requirements	LEA Uses GaDOE Charter/SWSS Waiver to Meet LEA PQ Requirements; However, the Teacher Does Not Hold GaDOE In-Field Equivalent Credentials	Out-of-Field	LEA CLIP Support the LEA's PQ
106	Does Not Meet LEA PQ Requirements Does Not Meet ESSA In-Field Requirements	LEA Hires/Assigns the Best Available Teacher Who Does Not Meet LEA PQ Requirements. The Teacher Does Not Hold GaDOE In-Field Equivalent Credentials	Out-of-Field	

7.h CAPS

(GaPSC Rule 505-2-.40)

Certification/Curriculum Assignment Policies System (CAPS) created by the Georgia Professional Standards Commission rule 505-2-.40 titled "IN-FIELD ASSIGNMENTS," is a web-based resource that aligns courses in the State-approved curriculum with the Georgia certificate(s) that are in-field to teach that course. The system allows a user to find a course and its appropriate certificates using four different search criteria: by choosing a subject area, entering a course number, entering an exact title or partial title, and/or choosing a grade level. CAPS also allows a user to choose a certificate

field and display the courses for which that specific certificate is in-field. For additional information, visit CAPS at <https://www.gapsc.com/Certification/CAPS.asp>.

7.i ESSA In-Field Application on www.gapsc.org

In an effort to support LEAs in determining whether or not all LEA teachers and paraprofessionals meet ESSA in-field/ out-of-field requirements, the GaDOE will partner with the GaPSC to operate and maintain an application on www.gapsc.org. This application is usually available in January and uses October CPI and Student Class data collections and certification records. It will be updated in May following the March submission of CPI and Student Class data collections and updated in late summer following the final submission of CPI and Student Class. Final verification of ESSA in-field/out-of-field status will occur at the close of the school year, will reflect the year in its entirety, and will use certification records, CPI and Student Class data collections and LEA edited records.

- **In-Field Disputations**

As a rule, GaDOE strives to relieve undue burden on LEAs and support LEA's administrative efforts. To this end, it is the goal of the GaDOE to make an in-field determination using reports already provided by the LEA (CPI, Student Class, FTE and Student Record). GaDOE works annually to ensure data reporting processes accurately capture education scenarios in such a way that in-field determinations can be made without any manual updates. Each spring, GaDOE reviews current data reporting processes based on LEA feedback to determine if a temporary disputation should be added and concurrently works with data collections staff to determine if updates can be made to preclude the use of a disputation in the succeeding year.

If in the event a disputation is required GaDOE PQ and In-Field staff, in conjunction with the impacted GaDOE Program offices, GaDOE Data Collections and GaPSC will create a disputation to be used in very specific scenarios. Disputations require a manual entry at the teacher and course level in the In-Field Application in the GaPSC Portal. In order to use a disputation, an LEA user will need to have edit access that can be granted by the account manager. Local documentation must be kept on file at the LEA to support the use of a disputation. At the recommendation of a special state audit around data validity, the use of disputations will be verified through the use of a sample selection during the Cross Functional Monitoring process.

8. Professional Qualification and Delivery Model Requirements:

(ESSA Sections 1111(g)(2)(J), 1112(c)(6); O.C.G.A. §§ 20-2-152, 20-2-211.1, 20-2-984; 20-2-2065; SBOE Rules 160-4-7-.14; 160-5-1-.33; 160-4-9-.04; GaPSC Rules)

8.a Regular Education Teachers

(O.C.G.A. §§ 20-2-200, 20-2-211.1, 20-2-2065; SBOE Rules 160-4-7-.14, 160-4-9-.04, 160-5-1-.33; GaPSC Rule 505-2-.42)

ESSA requires SEAs and LEAs to ensure teachers meet state certification requirements. Georgia law authorizes GaPSC to establish certification requirements. Georgia law also

allows charter and strategic waiver systems to waive some provisions of Title 20, including certification; however, LEAs may not waive service certification for Special Education teachers. All Georgia educators must hold a Clearance certificate.

Georgia LEAs who waive GaPSC certification must establish LEA professional qualification requirements for teachers. Under ESSA this assists GaDOE and LEAs in ensuring teachers meet state certification requirements. It also assists LEAs in determining whether the LEA must notify parents if teachers do not meet professional qualifications established by the LEA (notifications for special education teachers are dependent on state professional qualification requirements). When establishing professional qualifications, LEAs must identify the subject areas, educational service areas and grade level bands for which certification requirements will be waived.

8.a.1 Regular Education Teachers – Traditional LEAs

- Regular Education Teachers in traditional LEAs must follow GaPSC certification requirements, State Board of Education rules and program-specific delivery model requirements.

8.a.2 Regular Education Teachers - Charter and Strategic Waiver LEAs

- Regular education teachers in Georgia LEAs who waive GaPSC certification must follow LEA-established professional qualification requirements.

8.b Special Education Teachers and Delivery Models

(O.C.G.A. §§ 20-2-200, 20-2-211.1, 20-2-2065; SBOE Rules 160-4-7-.14, 160-4-9-.04, 160-5-1-.33; GaPSC Rule 505-2-.42)

ESSA and IDEA require SEAs and LEAs to ensure teachers meet state certification requirements for service. In Georgia, LEAs may not waive service certification for Special Education teachers. Only Charter and Strategic Waiver LEAs may waive content requirements for Special Education teachers issuing grades.

8.b.1 Teachers Certified in Special Education General Curriculum

- PQ: Special Education teachers in all LEAs must follow all GaPSC certification requirements, and State Board of Education rules. Special education teachers who hold a GaPSC issued 'W' or 'N' certificate in special education may not meet Georgia professional qualification requirements.
- Special Education teachers who issue grades in traditional LEAs must also hold GaPSC content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12).
- Special Education teachers who issue grades in Charter/SWSS LEAs must also hold content certification in accordance with the LEA's PQ Requirements.
- ESSA In-Field: Educators certified in Special Education General Curriculum are in-field to provide educational services for students with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12. Special Education teachers who issue grades must also hold GaPSC content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12).

8.b.2 Teachers Certified in Special Education Adapted Curriculum

- PQ: Special Education teachers in all LEAs must follow all GaPSC certification requirements, and State Board of Education rules. Special education teachers who hold a GaPSC issued 'W' or 'N' certificate in special education may not meet Georgia professional qualification requirements.
 - Special Education teachers who issue grades in traditional LEAs must also hold GaPSC content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12).
 - Special Education teachers who issue grades in Charter/SWSS LEAs must meet professional qualifications in accordance with the student's IEP **and** as outlined in the Consolidated LEA Improvement Plan (CLIP).
- ESSA In-Field: Educators certified in Special Education Adapted Curriculum are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in an adapted curriculum leading to participation in the Georgia Alternate Assessment (GAA). GAA is only a consideration when a delivery model is used.
 - Special Education teachers who issue grades in traditional LEAs must also hold GaPSC content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12).
 - Special Education teachers who issue grades in Charter/SWSS LEAs meet professional qualifications in accordance with the student's IEP **and** as outlined in the Consolidated LEA Improvement Plan (CLIP).
- Special Notes
 - Using current GaDOE Special Education and Data Collections guidance, it is possible to annually report K-12 students who are eligible for alternative testing in accordance with the student's IEP.
 - For PQ and In-Field requirements for provision of Health/PE to students eligible for special education services, please reference Section 8.q.

8.b.3 Teachers Certified in Specific Special Education Fields (VI, DE, BD, LD, PHD)

- ESSA In-Field: In accordance with the GaPSC In-Field statement for Specific Special Education Fields, educators certified in specific special education fields (such as deaf education, visual impairment and learning disorders, etc.) are issued certificates that are Consultative and may also be designated with one or more Special Education Academic content concentrations at a specified cognitive level. These educators are in-field to provide education services for students within the designated field, subject and cognitive level indicated on the educator's certificate and only in accordance and compliance with the associated GaPSC certification rule. Certification rules should be consulted in each circumstance. Special Education teachers who issue grades must also hold GaPSC content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) for traditional LEAs or meet professional qualifications in accordance with the student's IEP **and** as outlined in the Consolidated LEA Improvement Plan (CLIP).

8.b.4 Special Education Delivery Models

- The GaDOE Data Collections CPI and Student Class components including the delivery models are checked against the GaPSC teacher certification records in the GaPSC In-Field Portal. The delivery model coding is critical to ensure teacher certification aligns with the student's IEP and reflects the practices happening for students in the classroom(s).
- The Student Class error codes have been added and hyperlinked to the Delivery Models for convenience. The error code hyperlinks provide more detailed information concerning the issue(s) causing the error.

8.b.5 Special Education Delivery Model In-Field Coding Guidance

The guidance below uses several scenarios to review the selection of specific delivery models and required primary teacher and service teacher's certification requirements. Referring to the [Special Education Delivery Models](#) while reviewing the coding guidance below is highly recommended.

1. An 8th grade student who is deaf and participates in general curriculum instruction is attending a general education math class with general education peers. There is one primary teacher (teacher of record) teaching the math content. An interpreter goes into the classroom with this student to provide services during the math class. This would be coded as **delivery model 1 (Additional Supportive Service to the Student) with no additional teacher**. The primary teacher (teacher of record) would be reviewed for a Mathematics grades (6-8) content certification. The interpreter is reported in FTE and Student Class with inclusion code 5 and is not reported as an additional teacher. Therefore, the interpreter is not tested for certification within-field.
2. A 3rd grade student with a learning disability who participates in general curriculum instruction is scheduled in a third-grade class with 22 general education and special education peers. A teacher comes into the classroom during the reading block to provide special education services to this student. The special education teacher is not issuing grades for reading. This is a 60-minute daily block and the special education teacher in providing services for 45 of those minutes daily. This would be coded as **delivery model 4 (Direct Services Collaborative) with an additional teacher**. The primary teacher (teacher of record) would be reviewed for an Elementary Education (P-5) and the additional teacher would be reviewed for Special Education General Curriculum.
3. A teacher provides special education services and is issuing grades in mathematics to five autistic middle school students who participate in general curriculum instruction in a separate classroom. This would be coded as **delivery model 6 Specialized Placement (Outside General Ed/Individual or Small Group) without an additional teacher**. The teacher would be reviewed for mathematics (6-8) or Special Education Math Cognitive Level (6-8) and Special Education General Curriculum. Reporting an additional teacher with this delivery model could cause the teacher to be reported as out of field.
4. A teacher provides special education services and issuing grades in ELA to five middle school students who are instructed using the adapted curriculum in a separate classroom. This would be coded as **delivery model 6 Specialized**

Placement (Outside General Ed/Individual or Small Group) without an additional teacher. The teacher would be reviewed for ELA (P-5, 6-8) or Special Education ELA Cognitive Level (P-5 or 6-8) and Special Education Adapted Curriculum. The content level can be below the grade level because the teacher is providing instruction using the adapted curriculum. Reporting an additional teacher with this delivery model could cause the teacher to be reported as out of field.

5. A teacher provides special education services and issuing grades in science to five middle school students who are instructed using the general science curriculum in a separate classroom and two students using the adapted science curriculum at the same time. This would be coded as **delivery model 6 Specialized Placement (Outside General Ed/Individual or Small Group) without an additional teacher.** The teacher would be reviewed for science (6-8) or Special Education Science Cognitive Level (6-8) for the students being instructed in using the general curriculum and science (P-5 or 6-8) or Special Education Science Cognitive Level (P-5 or 6-8) for the students being instructed using the adapted curriculum. In addition, the special education teacher must have Special Education Adapted Curriculum and Special Education General Curriculum. Reporting an additional teacher with this delivery model could cause the teacher to be reported as out of field.

8.c Special LEAs: Department of Corrections

(O.C.G.A. § 42-2-5.1)

8.c.1 Regular Education Teachers

- Teachers teaching at the Department of Corrections (DOC) must meet professional qualification requirements as determined by the Department of Corrections. Teachers teaching Department of Corrections' courses that do not align with State-approved curriculum will not be reported in the ESSA In-Field application on www.gapsc.org for in-field/out-of-field purposes.

8.c.2 Special Education Teachers

- **Special Education Teachers who Issue Grades**
In each fiscal year in which DOC accepts IDEA funds, DOC special education teachers must hold GaPSC certification in special education service.
- **Special Education Teachers who Do Not Issue Grades**
In each fiscal year in which DOC accepts IDEA funds, DOC special education teachers must hold content certification in accordance with the DOC's PQ.

8.c.3 Charter Schools Serving DOC Students

- Teachers teaching at the Department of Corrections as a part of a charter school are not considered part of the 'Special School District' established in O.C.G.A. and must meet Georgia professional qualification requirements as established by the charter school.

8.d Special LEAs: Georgia DOE State Schools

(SBOE Rule 160-4-7-.14; O.C.G.A § 20-2-211; GaPSC Rule 505-2-.42)

Teachers who teach in the Georgia Department of Education State Schools (Atlanta Area School for the Deaf, Georgia Academy for the Blind, and Georgia School for the Deaf) must follow GaPSC certification requirements and State Board of Education rules. All teachers must hold a Clearance certificate.

8.e GA Network for Educational & Therapeutic Support (GNETS) Programs

(SBOE Rule 160-4-7-.15)

8.e.1 PQ and In-Field for GNETS Operated by LEAs

Special Education teachers teaching in GNETS programs operated by LEAs must meet State PQ requirements for service and LEA PQ requirements for content. GNETS teachers must hold a clearance certificate. GNETS teachers who facilitate the use of technology-based programs are not required to meet professional qualifications if they are not issuing grades. Compliance will be monitored during GaDOE cross-functional monitoring of LEAs.

8.e.2 PQ and In-Field for GNETS Operated by RESAs

Teachers employed and reported in CPI by GNETS must meet State certification requirements. RESAs are responsible for disseminating Right to Know and 20 Day Notifications. As well as, working with the LEAs they serve to ensure all coding in CPI and student class is accurate for the students participating in the GNETS program. Teachers who facilitate the use of technology-based programs are not required to meet professional qualifications if they are not issuing grades. All educators must hold a clearance certificate. Compliance will be monitored no less than every four years through cross-functional monitoring.

8.f Alternative Schools

(O.C.G.A. § 20-2-211.1; SBOE Rule 160-4-8-.12; GaPSC Rule 505-2-.42)

Teachers who teach in alternative schools and who issue grades must meet GaPSC certification requirements and/or the professional qualification requirements established by the LEA. All teachers in alternative schools must hold a clearance certificate. Alternative schools in Georgia include Performance Learning Centers, Evening Schools, Crossroads Programs, and educational settings defined by SB 618, and programs/schools for neglected, delinquent, or at-risk children. Alternative school teachers who facilitate the use of technology-based programs are not required to meet professional qualifications if they are not issuing grades.

8.g Gifted Teachers and Delivery Models

(O.C.G.A. § 20-2-152; SBOE Rule 160-4-2-.38; Ga PSC Rules 505-2-.98, 505-2-.167; GaDOE Charter School Requirements for Serving Gifted Students; GaDOE Gifted Resource Manual)

8.g.1 General Provision of Gifted Services

- PQ: Teachers who teach gifted classes must meet the professional qualifications established by the LEA. LEAs must continue to meet civil rights obligations.
- ESSA In-Field: To be considered in-field for ESSA reporting purposes, teachers who teach gifted classes must hold Gifted Endorsement or a Gifted (P-12) certificate. 'N' certificates in gifted are considered out-of-field for ESSA reporting purposes.

8.g.2 AP and IB Teachers

- PQ: Teachers teaching AP and IB courses must meet LEA professional qualification requirements.
- ESSA In-Field: Teachers reported as teaching AP and IB are subject to ESSA In-Field Reporting. Through coding in CPI and through data verification while monitoring, AP and IB entries will be screened for:
 - Content (through certification or the use of charter waiver codes 101, 102, 103, or 105)
 - AP or IB Training
 - Gifted
 - Certification (If students are reported as receiving advanced content services) OR
 - 10 Clock Hour Training (if students are reported as receiving AP or IB)
- AP/IB Reporting and Documentation Responsibilities:
 - Ensuring that data reflects current year Data Collections reporting guidance.
 - LEAs are responsible for collecting and maintaining records of AP/IB training.
 - Records of AP/IB training from outside vendors are typically not available.
 - In the event that AP/IB training documentation has been misplaced, HR offices may provide a written assertion that a teacher has received the appropriate AP/IB training that aligns to the teacher's assignment.

8.g.3 Gifted Delivery Models

The GaDOE Data Collections CPI and Student Class components including the delivery models are checked against the GaPSC teacher certification records in the GaPSC In-Field Portal. The delivery model coding is critical to ensure teacher certification aligns with the gifted services provided to the students and reflects the practices happening for students in the classroom(s).

The Student Class error codes have been added and hyperlinked to the Delivery Models for convenience. The error code hyperlinks provide more detailed information concerning the issue(s) causing the error.

8.g.4 Gifted Delivery Model In-Field Coding Guidance

The guidance below uses several scenarios to review the delivery model, primary teacher and additional teacher, and the appropriate credentials required to be reported as in-field. Referring to the [Gifted Delivery Models](#) while reviewing the coding guidance below is highly recommended.

1. Five 7th grade gifted students are attending a regular education science class with their peers. There is one regular classroom teacher (teacher of record) teaching the science content. This science teacher has substantial, regularly scheduled collaborative planning with the gifted teacher who holds a gifted endorsement to better meet the needs of the gifted learners in this class. (The gifted endorsed teacher is not required to “push into” the science class physically, but the co-planning must be evident by documented planning and differentiated learning

plans for the students. This would be coded as **delivery model 4 (Collaborative) with an additional teacher.** The primary teacher (teacher of record) would be reviewed for science grades (6-8) certification and the additional teacher would be reviewed for either GaPSC approved gifted certification or endorsement.

2. Six 3rd grade elementary gifted students are in a regular heterogeneous classroom receiving differentiated math instruction in a small cluster group from their homeroom teacher, who is gifted endorsed. This is a scheduled class period. This is **delivery model 3 (Cluster Grouping) with no additional teacher.** The gifted math teacher is reviewed as a course teacher with content appropriate certification and GaPSC-approved gifted certification or endorsement.
3. Ten gifted high school students are in an AP Biology class with a science teacher. The students in the class are homogeneously grouped based on achievement and interests and include gifted and high ability learners. This would be coded as **delivery model 8 (Advanced Placement-AP) with no additional teacher.** The biology teacher is reviewed as a course teacher with **content appropriate certification AND one** of the following:
 - a. The teacher **APSI training by the College Board for that specific AP course** and a current GaPSC approved **gifted certification or endorsement OR**
 - b. The teacher has completed the appropriate **APSI training by the College Board for that specific AP course** and **has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted learners.**

8.h English to Speakers of Other Languages (ESOL)

(O.C.G.A. § 20-2-156; GaPSC Rules 505-2-.97, 505-2-.166, 505-2-.184; SBOE Rule 160-4-5-.02; GaDOE ESOL Program Guidance)

- PQ: Teachers who teach ESOL courses and provide ESOL services must meet the professional qualifications established by the LEA. LEAs must continue to meet schools' civil rights obligations to English Learners. (Guidance and applicable investigation reports are available through the Office of Civil Rights.)
- ESSA In-Field: To be considered in-field for ESSA reporting purposes, teachers who teach ESOL courses or provide ESOL services must hold ESOL Endorsement, an ESOL (P-12) certificate, hold a degree in ESOL or have completed 21 semester hours of ESOL coursework.
- ESOL Reporting Responsibilities:
 - Ensuring that data reflects current year Data Collections reporting guidance.

8.h.1 ESOL Delivery Models

- The GaDOE Data Collections CPI and Student Class components including the delivery models are checked against the GaPSC teacher certification records in the GaPSC In-Field Portal. The delivery model coding is critical to ensure teacher certification aligns with the ESOL services provided to the students and reflects the practices happening for students in the classroom(s).
- The Student Class error codes have been added and hyperlinked to the Delivery Models for convenience. The error code hyperlinks provide more detailed information concerning the issue(s) causing the error.

8.h.2 ESOL Delivery Model In-Field Coding Guidance

The guidance below uses two scenarios to review the delivery model, primary teacher and additional teacher, and the appropriate credentials required to be reported as in-field. Referring to the [ESOL Delivery Models](#) while reviewing the coding guidance below is highly recommended.

1. An 8th grade English Learner (EL) student is attending an English Language Arts (ELA) class with 8 of his peers and 16 of his English-only peers. There is one primary teacher (teacher of record) teaching the ELA content. An ESOL teacher collaborates with the content teacher and provides language specific support/instruction to the EL students during English Language Arts. This would be coded as **delivery model 2 (Push in/Collaborative) with an additional teacher**. The primary teacher (teacher of record) would be reviewed for ELA grades (6-8) certification and the additional teacher would be reviewed for either an ESOL endorsement at the base certification level of 8th grade or ESOL certification.
2. Five high school students are receiving English Language Acquisition instruction from one ESOL teacher in a small group. Language acquisition is the focus of the instruction. This is a scheduled class period and uses a 55. course number. This is **delivery model 5 Schedule Class Period (Scheduled Language Acquisition) with no additional teacher**. The ESOL teacher is reviewed for either an ESOL endorsement at the base certification level of 9-12 or an ESOL certification. This course is not a content area course. It is a language acquisition course with a specific course number. Reporting an additional teacher or coding this as delivery model 1 (pull-out) could cause the ESOL teacher to be reported as out of field. Never code delivery models 1 (pull out) or 2 (push in) with a 55. course number.

8.h.3 LEA OCR Responsibilities for EL Students

- There are several documented [Office of Civil Rights](#)' investigations and reports where lack of certification requirements or insufficient certification requirements were determined not to provide education opportunities in accordance with students' civil rights needs.
- "School districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen EL programs. This obligation includes having qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers and adequate appropriate materials for the EL programs. At a minimum, every school district is responsible for ensuring that there is an adequate number of teachers to instruct EL students and that these teachers have mastered the skills necessary to effectively teach in the district's program for EL students" (2015, January). *English Learner Students and Limited English Proficient Parents [Letter to Dear Colleague]*.

8.i Pre-Kindergarten (Pre-K) Programs

(Non-Regulatory Guidance: *Early Learning in the Every Student Succeeds Act*; O.C.G.A. 20-2-211.1; GaPSC Rules 505-2-.54, 505-2-.159, 505-2-.42)

- PQ: Professional Qualification requirements apply to pre-kindergarten teachers and paraprofessionals to the extent that the Pre-K program is part of the LEA. Teachers who teach Pre-K must meet Bright from the Start requirements, the professional

qualifications established by the LEA and must hold a clearance certificate. According to the GaPSC 'In-Field' Rule, pre-kindergarten teachers are not required to hold certification.

- ESSA In-Field: In-Field requirements apply to pre-kindergarten teachers and paraprofessionals to the extent that the Pre-K program is part of the LEA. To be considered In-Field under ESSA, pre-kindergarten teachers must have demonstrated content area expertise.
- A minimum of two Pre-K Courses should be reported for all Pre-K Students and must include one literacy and one numeracy. More than two Pre-K courses can be reported. (Effective FY19)
- Pre-K students receiving speech only should not be reported.
- Valid Regular Education Pre-K courses (Effective 2020)
 - PK.001 = PK Literacy
 - PK.002 = PK Numeracy
- Special Circumstances: A publicly funded Special Education teacher is co-teaching in a private Pre-K setting. The primary teacher of the Pre-K class is not a district employee, but a district employee is going into the Pre-K class to provide special education services.
 - The Special Education teacher is reported as the ADDITIONAL COURSE TEACHER field and will be evaluated in the In-Field Application for Special Education certification
 - The primary teacher COURSE TEACHER CODE is reported as '616161616', which is only valid for COURSE NUMBERS
 - PK.901 = PK Special Ed Literacy in a general education setting with Special Education support
 - PK.902 = PK Special Ed Numeracy in a general education setting with Special Education support

8.j Elementary School Teachers

(O.C.G.A. § 20-2-984; O.C.G.A. 20-2-2065; GaPSC Rule 505-2-.55)

- PQ: Regular education teachers teaching Elementary Education must meet LEA professional qualification requirements.
- ESSA In-Field: Teachers teaching Elementary Education may teach one segment per day of art and music and still be considered In-Field for ESSA Reporting Purposes.
- Special Note: Educators holding a B-K certificate with only the B-5 GACE, who do not also hold certification in ECE or the dual field of ECE/SP ED General Curriculum, have not met GaPSC certification requirements to teach Kindergarten. As such, they would not be PQ or In-Field.

8.k In-School Suspension Programs

(GaPSC Rules 505-2-.40, 505-2-.42; SBOE Rule 160 -4-8-.12; O.C.G.A. §20-2-211.1)

- PQ: Teachers who teach students in in-school suspension programs are not required to meet professional qualifications because in-school suspension is typically short-term; however, they must hold a clearance certificate.

- ESSA In-Field: Because in-school suspension is typically short-term, the student's primary teacher(s) reported in Student Class is subject to in-field reporting requirements, not the teacher who is assigned to in-school suspension.

8.I Hospital/Homebound (HHB)

(GaPSC Rule 505-2-.40 505-2-.42; SBOE Rule 160-4-2-.31; O.C.G.A. §20-2-211.1)

8.I.1 Less than 20 Consecutive Days

- PQ: Teachers who teach students in HHB programs are not required to meet professional qualifications because students in these programs are typically not absent from school for more than twenty consecutive days.
- ESSA In-Field: Teachers who teach students in HHB programs are not typically 'tested' for ESSA In-Field requirements because students in these programs are generally not absent from school for more than twenty consecutive days and are usually reported on regular rosters; however, if a HBB teacher is reported in Student Class, that teacher is subject to ESSA In-Field requirements.

8.I.2 More than 20 Consecutive Days

- PQ: If a student is absent for twenty consecutive days or more, a teacher who meets the state/LEA's professional qualifications requirements must be assigned. All LEA teachers must hold a clearance certificate.
- ESSA In-Field: If a student is absent for twenty consecutive days or more, a teacher must be assigned. This teacher is subject to ESSA In-Field reporting requirements.

8.m Teachers Who Facilitate the Use of Technology-Based Programs

(CPI Guidance; O.C.G.A. § 20-2-211.1; GaPSC Rule 505-2-.42, SBOE Rule 160-4-2-.20)

Please see GaDOE Data Collections Data Element Detail Publications for the most current data reporting protocols.

8.m.1 Technology Based Instruction where Courseware/Software is Issuing Grades

- PQ: Teachers who facilitate the use of technology-based programs, computer assisted programs that provide self-pacing, and pre/post-testing or courses delivered through distance learning technologies, are not required to meet professional qualifications if they are not issuing grades; however, they must hold a clearance certificate.
- ESSA In-Field: Teachers who facilitate the use of technology-based programs, computer assisted programs that provide self-pacing, and pre/post-testing or courses delivered through distance learning technologies, are not subject to in-field requirements if they are not issuing grades; however, they must hold a clearance certificate.

8.m.2 Blended Learning where Teacher is Issuing Grades

- PQ: Teachers who facilitate blended learning which leverages both technology-based and face-to-face instructional approaches and who issue grades are subject to state professional qualifications for special education teachers and LEA

professional qualifications for regular education teachers; all educators must hold a clearance certificate.

- ESSA In-Field: Teachers who facilitate blended learning which leverages both technology-based and face-to-face instructional approaches and who issue grades are subject ESSA In-Field reporting; all educators must hold a Clearance certificate.

8.m.3 Technology-Based Instruction where Teachers are Issuing Grades

- PQ: Teachers who provide instruction that is technology-based and who issue grades are subject to state professional qualifications for special education teachers and LEA professional qualifications for regular education teachers; all educators must hold a Clearance certificate.
- ESSA In-Field: Teachers who provide instruction that is technology-based and issue grades are subject to ESSA In-Field reporting; all educators must hold a Clearance certificate.
 - Technology-Based Teachers issuing grades should be coded in Student Class using 444-44-4444.
 - Georgia Virtual School (GAVS) teachers should be coded in Student Class using 222-22-2222. GaDOE will work with GAVS staff to 'replace' this coding using Course ID and Student GTID. (Effective FY19). All GAVS educators must hold a Clearance Certificate.
 - GaDOE and GaPSC are unable to ascertain the qualifications of teachers reported using the generic student class code 333-33-3333. It is highly recommended that LEAs ascertain the required teacher's employment code and **not code** the teacher in Student Class as 333-33-3333 as he/she will automatically be reported as '**out-of-field**' in the 'In-Field' application report.

8.m.4 Teachers Associated with Credit in Lieu of Enrollment

- PQ: Teachers who administer a test for course credit in lieu of enrollment are not subject to PQ for any course reported in Student Class using xx.xxxx3xx.
- In-Field: Teachers who administer a test for course credit in lieu of enrollment are not subject to In-Field for any course reported in Student Class using xx.xxxx3xx. This coding convention indicates the scenario and is 'In-Field Not Applicable'.

8.n Teachers Employed by Third-Party Contract, MOU, Staffing Agencies

(CPI Guidance; O.C.G.A. § 20-2-211.1.; GaPSC Rule 505-2-.42)

- PQ: Teachers teaching in LEAs under third-party contract/staffing agencies must meet the same certification/professional qualification requirements established by the State and LEA for LEA employed teachers.
- ESSA In-Field: Teachers teaching in LEAs under third-party contract/staffing agencies are subject to ESSA In-Field reporting requirements.
 - Special Note: Teachers reported using 333-33-3333 will be automatically coded 'out-of-field'. It is highly recommended that LEAs include the exchange of teacher credentials in contracts and memorandums of understanding and **not code** the teacher in Student Class as 333-33-3333 as he/she will automatically be reported as '**out-of-field**' in the 'In-Field' application report.

8.o College or University Faculty Members

(O.C.G.A. §20-2-211.1)

8.o.1 College or University Faculty Members Employed by the LEA

- PQ: A faculty member must meet the professional qualifications of the LEA if the LEA directly employs him or her.
- ESSA In-Field: A faculty member is subject to ESSA In-Field reporting requirements if the LEA directly employs him or her.

8.o.2 College or University Faculty Members Not Employed by the LEA

- PQ: If a LEA pays tuition to an institution of higher education to permit students to take academic courses at the college or university, then the faculty member is not an employee of the LEA and is not subject to the professional qualification requirements of the LEA.
- ESSA In-Field: If a LEA pays tuition to an institution of higher education to permit students to take academic courses at the college or university, then the faculty member is not an employee of the LEA and is not subject to ESSA In-Field reporting requirements.

8.p Work-Based Learning (WBL) and Dual Enrollment/ Move on When Ready Teachers

In a letter dated August 3, 2017, Georgia Governor Nathan Deal officially renamed 'Move On When Ready' as 'Dual Enrollment'.

- PQ: Students enrolled in Work-Based Learning and Dual Enrollment/Move on When Ready courses typically engage in extended learning educational activities/coursework with non-LEA staff. WBL/Dual Enrollment/MOWR educators are not subject to PQ.
- ESSA In-Field: Students enrolled in Work-Based Learning and Dual Enrollment/Move on When Ready courses typically engage in extended learning educational activities/coursework with non-LEA staff. WBL/Dual Enrollment/MOWR educators are not subject to In-Field. These courses are omitted through coding denoted in the GaDOE Data Collections Student Class File Layout.

8.q Teachers Teaching Courses for Georgia Alternative Assessment (GAA) Students in Adaptive Physical Education (P.E.)

8.q.1 Adaptive Physical Education (P.E.)

Course descriptions provided by GaDOE for Adaptive PE state that these courses are provided for students with IEPs and in lieu of general physical education courses. This is a direct service.

Teacher Qualifications:

- In accordance with GaPSC CAPS In-Field alignment, teachers holding Health and PE Certification (P-12) are in-field to teach the content required for Adaptive PE.
- In accordance with GaPSC Elementary Education Certification Rule 505-2-.55, in a P-5 class an educator certified in Elementary Education is in-field to teach specialized areas such as health and physical education.

8.r LEA Staff Reported in Student Class (Counselors, Media Specialists, Administrators)

- PQ: Non-traditional LEA staff, such as counselors, media specialists and administrators, **teaching** in LEAs must meet the same certification/professional qualification requirements established by the State/LEA for LEA employed teachers.
- ESSA In-Field: Non-traditional LEA staff, such as counselors, media specialists and administrators, **teaching** in LEAs are subject to ESSA In-Field reporting requirements.
- PQ & In-Field: Non-traditional LEA staff, such as counselors, media specialists, and administrators, **not teaching** in LEAs are not subject to PQ and In-Field requirements.

8.s Teachers Teaching Summer School and Extended Day

- PQ: Summer School and/or Extended Day Courses are not generally reported in Student Class and are not 'tested' in monitoring for PQ. However, LEAs are responsible for ensuring teachers teaching in summer school and/or extended day scenarios meet State or LEA PQ requirements as applicable.
- ESSA In-Field: Summer School and/or Extended Day Courses are not generally reported in Student Class and, if not reported in Student Class, are not currently included in annual In-Field reports.

8.t Tutors

Title I tutors are not required to meet professional qualification or in-field reporting requirements under ESSA. It is recommended that LEAs use their flexibility to employ the best candidate(s) for tutoring positions. All staff employed by LEAs, including tutors, **MUST** have a clearance certificate.

- PQ: Tutors are not reported in CPI and Student Class and are not subject to PQ and are not monitored. LEAs have the flexibility to employ the best candidate for tutoring positions.
- ESSA In-Field: Tutors are not reported in CPI and Student Class and are not subject to In-Field requirements, monitoring or reporting. LEAs have the flexibility to employ the best candidate(s) for tutoring positions.

8.u Transfers from In-State and Out-of-State (Student Class Use of 888-88-8888/999-99-9999)

- PQ: Courses reported in Student Class as transfers from In-State and Out-of-State are not subject to PQ.
- ESSA In-Field: Courses reported in Student Class as transfers from In-State and Out-of-State using 888-88-8888/999-99-9999 as the teacher identifier are not subject to In-Field. In-Field will be reported in association with the originating district or state.

8.v Early Intervention Program (EIP)

(O.C.G.A. § 20-2-153, SBOE Rule 160-4-2-.17, EIP Program Guidance)

- PQ: Teachers who provide EIP services must meet the professional qualifications established by the LEA.
- ESSA In-Field: To be considered in-field for ESSA reporting purposes, teachers who provide EIP services must hold the applicable base content certificate in Math or Reading (typically ECE P-5).
- EIP Reporting Responsibilities:
 - Ensuring that data reflects current year Data Collections reporting guidance.

8.v.1 EIP Delivery Models

- The GaDOE Data Collections CPI and Student Class components including the delivery models are checked against the GaPSC teacher certification records in the GaPSC In-Field Portal. The delivery model coding is critical to ensure teacher certification aligns with the EIP services provided to the students and reflects the practices happening for students in the classroom(s).
- The Student Class error codes have been added and hyperlinked to the Delivery Models for convenience. The error code hyperlinks provide more detailed information concerning the issue(s) causing the error.

8.v.2 EIP Delivery Model In-Field Coding Guidance

The guidance below uses two scenarios to review the appropriate delivery model, primary teacher and additional teacher, and the teacher credentials required to be reported as in-field. Referring to the [EIP Delivery Models](#) while reviewing the coding guidance below is highly recommended.

1. An additional teacher goes into a 3rd grade classroom and provides Early Intervention Program (EIP) services during the reading block. There is one primary teacher (teacher of record) teaching the elementary content and one additional teacher providing EIP services. This would be coded as **delivery model 1 (Augmented) with an additional teacher**. Both teachers would be reviewed for Elementary Education (P-5) certification.
2. An additional teacher takes five first grade students out of the primary teacher's classroom to another classroom to provide EIP services in the area of mathematics. This is **delivery model 3 (Pull Out) with an additional teacher**. The students remain on the primary course teacher's roster with the general education teacher. The primary teacher (teacher of record) and the additional EIP teacher work together but not in the same classroom. Both teachers are reviewed for Elementary Education (P-5) certification. Do not confuse this delivery model with delivery model 4 (Reduced Class Size Model). Delivery model 4 does not have an additional teacher and the EIP teacher is the teacher of record.

8.w Awarding Credit for Coordinate Algebra Taught in the 8th grade

(GaDOE SBOE Rules 160-5-1-.15, 160-4-2-20, GaPSC Rules 505-2-.76, 505-2-.61)

Algebra is designated a 9-12 high school (9-12) course under SBOE rule. Further, the GaDOE SBOE Rule that addresses awarding units of credit details that Algebra taught in the eighth grade for credit must be taught by a certified high school mathematics teacher. GaPSC certification is issued at the middle grades for 4-8 and in high school for 6-12. In accordance with the in-field statements in the GaPSC certification rules, only educators certified in Math 6-12 may teach high school math content. In addition, in accordance with the awarding units of credit SBOE rule, LEAs would need a policy allowing eighth grade students to earn high school credit.

- PQ: LEAs should take the certification level of the teacher and grade level(s) in which the course is offered into consideration when developing PQ.
- ESSA In-Field: To be considered in-field in Georgia an educator teaching Algebra in eighth grade for high school credit should hold high school level content certification.

9. Professional Qualification Requirements: Paraprofessionals/Non-Instructional Aides

(citations included below)

9.a Paraprofessionals Employed by the LEA

(O.C.G.A. §§ 20-2-204, 20-2-211.1, GaPSC Rule 505-2-.18, CPI Definitions)

A paraprofessional is an individual with instructional duties who provides instructional support.

The State of Georgia ensures that it has professional standards that meet federal requirements for all paraprofessionals working in any school. All LEA paraprofessionals must hold a clearance certificate. In Georgia, a paraprofessional employed by a Georgia LEA, must meet one of the following requirements:

- **Degree**
Hold an associate degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; **OR**
- **Coursework**
Have completed two (2) years of college coursework (sixty [60] semester hours), at a grade of 'C,' or higher at a GaPSC- accepted accredited institution; **OR**
- **State Approved Assessment**
Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

9.b Paraprofessionals Employed by Third-Party Contract or Staffing Agencies

(CPI Guidance; O.C.G.A. §20-2-211.1)

Paraprofessionals teaching in LEAs under third-party contract/staffing agencies must meet the same state certification/federal professional qualification requirements

established by the NCLB/Georgia for LEA employed paraprofessionals. For CPI purposes, data collections staff advise that LEAs should report only third-party contract employees that are providing direct instruction or special education services.

All LEA paraprofessionals must hold a clearance certificate.

9.c Non-Instructional Aide

(O.C.G.A. §20-2-211.1, GaPSC Rule 505-2-.17, CPI Definitions)

Individuals who work solely in non-instructional roles, such as aides, food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance.

Non-Instructional Aides are not required to meet professional qualification requirements under ESSA. However, all educators employed a LEA must hold a clearance certificate.

9.d ESSA In-Field Reporting

Paraprofessionals are not subject to ESSA In-Field Reporting.

10. Professional Qualification Requirements: Substitutes

(O.C.G.A. § 20-2-216/GaPSC Rule 505-20-.20/GaDOE Rule 160-5-1-.05)

Georgia Law and GaPSC Rule require LEAs hiring and assigning substitute teachers and substitute paraprofessionals:

Ensure substitutes meet state certification requirements, **OR**

Hire substitutes who most closely meet the requirements for certification and who are available to serve as substitute teachers and paraprofessionals.

It is possible for LEAs to comply with O.C.G.A. certification requirements for substitutes without employing a substitute who is certified. In addition, because the law does not outline minimum qualifications for “substitutes who most closely meet the requirements for certification”, substitutes will not be monitored by GaDOE for compliance with professional qualifications.

Short Term Substitute Teachers

- Student Class Data Element Definition: A substitute teacher is an employee hired when there is a vacant position of less than 20 days.
- Professional Qualifications - Not Applicable
- ESSA In-Field Reporting - Not Applicable

Long Term Substitute Teachers

- CPI 2021 Data Element Definition: A long-term substitute is an employee hired directly by the district. This person typically has an hourly service agreement to “fill in” for a vacant permanent position for a period of four (4) consecutive weeks (20 consecutive school days) or more. Long-term substitute teachers are the sole “teachers of record” and there are no teachers under contract for the classes. Reports on long-term substitutes should not include persons substituting for

teachers under contract who are away temporarily and expected to return, such as teachers on medical or maternity leave.

- Professional Qualifications - Not Applicable
- ESSA In-Field Reporting - Applicable (including clearance certificates)
 - Long term substitutes must have an applicable certificate for their assignment. GaPSC will issue Induction certificates until the educator earns enough fulltime experience to convert.
 - Long terms substitutes must hold a clearance certificate if they teach forty-six (46) or more consecutive days in a school year. The in-field portal automatically checks all educators reported in Student Class for a clearance certificate.

11. Professional Qualification Requirements: Private Schools

(2 CFR Part 200.403(c), Title I Equitable Services 2003 B-52, B-54)

11.a Private School Teachers Employed by a Private School

Private school teachers employed by a private school are not subject to professional qualification or ESSA In-Field reporting requirements.

11.b Title I Funded LEA Employees Providing Equitable Services in Private Schools

PQ: Teachers and paraprofessionals employed by LEAs using Title I funds to provide equitable services to private school students, must meet the same professional qualifications requirements as teachers and paraprofessionals employed by the LEA to serve public school students. Private school teachers who are employed by the LEA to provide equitable services outside of contract hours must meet the same professional qualifications requirements as teachers and paraprofessionals employed by the LEA to serve public school students. All staff employed by LEAs MUST have a clearance certificate.

ESSA In-Field: Teachers and paraprofessionals employed by LEAs using Title I funds to provide equitable services to private school students are not subject to ESSA In-Field Reporting requirements.

11.c Title I Tutors in Private Schools

Title I tutors are not required to meet professional qualifications or in-field reporting requirements under ESSA; however, LEAs using federal funds to support tutors are reminded that 2 CFR Part 200 states costs must be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the non-federal entity. It is recommended that LEAs ensure tutors employed by the LEA for equitable services in private schools meet the same requirements as tutors employed by the LEA for services in public schools. All staff employed by LEAs, including tutors, MUST have a clearance certificate.

11.d Third-Party Contractors Employed by the LEA to Provide Equitable Services

In accordance with 2019 Title I, Providing Equitable Services to Eligible Private School Children, Teachers, and Families Non-Regulatory Guidance Third-Party contractors

employed by the LEA to provide equitable services must meet LEA professional qualification requirements.

12. Considerations for LEAs Developing Professional Qualifications (PQ)

LEA-developed PQ requirements can be reviewed and updated as needed.

Explanation: LEAs may find they need to establish qualifications that consider teacher shortage areas and subject areas targeted for innovation. LEAs may update and revise professional qualifications during the year. The LEA's Superintendent must log into the CLIP application in SLDS and request an amendment with a comment about revising PQ.

PQ requirements may impact student achievement.

Explanation: LEAs who waive certification and do not require experience in the subject in which a teacher is assigned may face circumstances where students do not have access to pertinent information. Conversely, flexible professional qualifications may allow LEAs to employ innovative practices and attract candidates, particularly in STEM/STEAM/CTAE, whom LEAs may not have otherwise been able to employ.

PQ requirements may impact climate.

Explanation: LEAs who establish less or more stringent requirements for existing employees and/or new employees may encounter fewer challenges or more challenges related to climate.

PQ requirements may impact scheduling.

Explanation: While LEAs must make staffing decisions based on fiscal and human capital, knowing state monitoring, and reporting requirements may guide LEAs in determining how to assign teachers.

PQ requirements may impact supervising student teaching.

Explanation: In LEAs where certification is not waived, in accordance with [GaPSC Educator Preparation Program Requirements](#), a student teacher must be under the direct supervision of a certified teacher. If certification is waived, the student teacher must be supervised by a teacher who meets the LEAs PQ.

PQ requirements may impact an LEA's federal program monitoring results.

Explanation: LEAs have total flexibility in the candidates they hire and assign. LEAs who set stringent requirements may choose to hire a candidate who does not meet the LEA's requirements for any number of reasons. If monitored, LEA's who employ individuals that do not meet State/LEA professional qualification requirements will be issued findings.

PQ requirements may impact staffing decisions at the LEA's charter schools.

Explanation: LEA authorized charter schools must follow the LEAs PQ. LEAs may wish to establish professional qualifications that honor the flexibility granted in the charter school's locally approved charter.

PQ requirements may impact an LEA's candidate pool.

Explanation: Setting certain requirements may broaden or narrow a LEA's candidate pool.

PQ requirements may impact an LEA’s budget.

Explanation: Teachers coded using CPI Charter Waiver (CHW) Code 106 are not In-Field and do not meet the LEA’s PQ requirements and will not receive Training and Experience (T & E) funding. In addition, many LEAs who waive certification also waive the salary schedule. Financial implications for both the LEA and individuals should be made taking both sets of requirements into consideration. Finance and HR Directors would also need to take into consideration the cost associated with supporting teachers to earn the necessary credentials.

PQ requirements may impact a candidate’s personal finance, including impact the length of time it takes for a teacher to become fully certified and may impact a teacher’s future opportunities.

Explanation: LEAs that waive certification may prolong the time prior to requesting an induction certificate, thus prolonging the length of time it takes to get a teacher fully certified. In turn, this may impact a teacher’s mobility within Georgia and across state lines, placement on a salary schedule, and future retirement relative to ability to contribute and highest salary earned over time. LEAs may require candidates to enroll and personally finance GaTAPP participation/ GACE fees. Agriculture teachers for whom certification is waived are not eligible for additional funding authorized through SB 330.

PQ requirements may impact the civil rights of the students being served.

Explanation: There are several documented [Office of Civil Rights’](#) investigations and reports where lack of certification requirements or insufficient certification requirements were determined not to provide education opportunities in accordance with students’ civil rights needs.

PQ requirements may impact whether an LEA is required to disseminate 20 Day Notifications of Professional Qualifications.

Explanation: LEAs who set stringent requirements, may hire a candidate who does not meet standard LEA requirements. This warrants the dissemination of a 20 Day Notification of Professional Qualifications to parents.

PQ requirements may impact TKES process for educators.

Explanation: The Full Formative Assessment Process (six classroom observations) is required for Out-of-Field teachers. Refer to the [Teachers Keys Effectiveness Handbook](#) for most recent guidance.

13. Professional Qualification/ ESSA In-Field Requirement FAQs

13.a What is the difference between professional qualifications and in-field requirements?

- Professional Qualifications are developed and asserted annually by the LEA in the CLIP, reviewed annually, and monitored every four years during the Cross Functional Monitoring process.

- ESSA In-Field requires teachers to meet GaPSC certification requirement or the equivalent and is reported annually on the LEA Report Card and the State Report Card.

13.b What does my LEA do if we believe CAPS alignment should be reviewed?

LEAs should contact GaPSC with questions of this nature. This can be done through the certification division mail@gapsc.com or through emailing infield@gapsc.com. GaPSC, often in collaboration with GaDOE Teaching and Learning Staff, will review program preparation standards, GACE testing criteria, certification rules and course descriptions in order to make a determination about alignment.

13.c Do Professional Qualifications apply to all teachers and paraprofessionals?

Federal law requires SEAs and LEAs to ensure all teachers and paraprofessionals in Title programs meet state certification requirements. In Georgia, this requirement extends to all teachers and paraprofessionals in all public schools/programs. Principals (not issuing grades), assistant principals (not issuing grades), translators, non-instructional aids, parent involvement coordinators, interpreters, and State School Residential Coordinators are not required to meet professional qualifications.

Any educator reported in student class as responsible for instruction or the provision of services will be listed for in-field status. In addition, in-field status and PQ requirements may not align or reflect other federal, state, or local requirements.

13.d Do teachers with Life Certificates (D) meet Professional Qualification and ESSA In-Field requirements? (GaPSC Rule 505-2-.12)

Teachers who hold Life certificates (D) are fully certified and are considered in-field under ESSA if they are assigned to teach in a content area and grade level band that corresponds with their certificate(s).

13.e If a special education teacher is teaching students providing instruction in the general and adapted curriculum and not giving grades, what certification is required?

Special education teachers must have a general certification if they are providing services to students using the general curriculum. Special education teachers must have an adapted certificate they are providing services to students using an adapted curriculum. If the special education teacher is providing services using both the general and adapted curriculum at the same time, he/she must have general and adapted certification.

13.f Are special education teachers required to meet service certification and content requirements if they are issuing grades?

Special education teachers who provide service to students in alignment the student's IEP must have a general and/or adapted certificate. Special education teachers who are teaching content and issuing grades are required to meet the **professional qualifications of the LEA.**

13.g How can an LEA ensure that teachers meet both professional qualifications and ESSA in-field/out-of-field requirements?

In Georgia, LEAs are encouraged to make hiring, assignment, and retention decisions based on local needs in alignment with Georgia law and SBOE rules. However, LEAs that desire to ensure teachers meet both professional qualification requirements and ESSA in-field/out-of-field requirements should consider establishing professional qualifications that take subject matter competency into consideration either by requiring certification or the GaDOE accepted equivalent.

13.h If a current/prospective teacher or paraprofessional does not meet State or LEA professional qualification requirements should the LEA terminate employment or avoid hiring? Could employing an individual that does not meet PQ impact federal funds?

LEAs are solely responsible for all hiring and retention decisions and for considering all possible repercussions. While ESSA tasks SEAs and LEAs with ensuring teachers and paraprofessionals meet state certification requirements, it does not remove or inhibit an LEA's ability to independently make the best possible staffing decisions.

ESSA Section 8530 prohibits the USDE Secretary from withholding funds related to teacher certification. Similarly, the GaDOE will not withhold funds for failure to meet state certification law; however, LEAs may face monitoring findings for a lack of compliance. Corrective action may include the review, analysis/revision, and submission of hiring and assignment procedures to ensure future compliance with state certification as required under ESSA.

13.i Are LEAs required to train stakeholders (ex: Local BOE/Governance Teams, Superintendent, HR, Program Directors, Principal Supervisors, Principals/Assistant Principals, and Teachers) annually on ESSA PQ and ESSA In-field Reporting?

No, but best practice would suggest that LEAs provide stakeholder groups with relevant training. New employees may benefit from in-depth training. Employees who have already been trained may benefit from a general review and updated information. It is the belief of GaDOE that all affected employees should have access to relevant information. Refer to [GaDOE Professional Qualification website](#) for training resources.

13.j Are remediation plans required and monitored for LEA teachers and paraprofessionals who do not meet PQ?

No, but LEAs are encouraged to support teachers and paraprofessionals who do not meet the federal professional qualification requirements.

13.k How does a Charter/Strategic Waiver LEA determine if a teacher meets professional qualifications when the teacher has earned a degree or completed coursework outside the country?

There is no single regulatory agency that approves U.S. foreign credential agencies. For PQ purposes, LEAs must have on file foreign credential reports from a GaPSC-accepted agency identified on the GaPSC web site at www.gapsc.com. These "foreign credential reports" are 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. As fees and procedures vary from agency to agency, it is suggested that LEAs contact the organizations of their choice for additional information on the specific services and charges (See GaPSC Rule 505-2-.29 for additional information).

13.i Can Title I and Title II federal funds be used to meet PQ requirements?

- Alternative Prep Programs - written guidance received from USDE in early 2018, states there are circumstances in which LEAs could use Title I, Part A and Title II, Part A funds to support job-embedded PD through Alternative Certification Programs. Complete guidance is available on the GaDOE website.
- GACE – if aligned with prioritized needs and not required by SEA or LEA for current assignment, Title II, Part A funds may be used to provide teacher, paraprofessional, principal, or other school leader advancement and professional growth opportunities with an emphasis on leadership opportunities and multiple career paths. For example, Title II, Part A could be used to pay for the requisite credentials (including the GACE) to assist paraprofessionals and teachers in career growth opportunities beyond base certification such as:
 - Paraprofessionals to become teachers
 - Teacher to teach in additional subject areas, including special education teachers adding content area
 - Teacher to add endorsements for lateral movement such as: Gifted, ESOL, Online Teaching, Reading, Intervention Specialist, Work-Based Learning, STEM
 - Teacher to add endorsements to support other educators such as: Teacher Leader, Coaching, Teacher Support and Coaching
 - Teacher to become administrator

A reminder that the acquisition of the credentials should be completed prior to assignment.

13.m Can Title I schoolwide schools that consolidate federal and local funds use consolidated funds to pay for the GACE and Alternative Certification for base certification?

Yes, to the extent that the expenditure meets the needs of the school and the school ensures it is able to meet the federal intents and purposes and schoolwide plans of contributing programs.

13.n Are tutors required to meet professional qualifications and reported in In-Field?

No, tutors are not subject to PQ requirements and ESSA In-Field reporting.

13.o If teachers meet LEA professional qualifications are they considered in-field?

It depends, if an LEA requires GaPSC certification or the equivalent for teachers then the teachers would be reported as in-field. If an LEA is not waiving certification for a specific group of teachers and GaPSC certification or the equivalent is required, then teachers would be reported as in-field. However, if an LEA waives certification for **some or all** their

teachers and does not require GaPSC certification or the equivalent, then the teachers may not be reported as in-field.

13.p What if staff other than a teacher (i.e. media specialist teaching library science) is assigned to teach a class?

- Staff assigned to teach courses to students must meet state and/or LEA professional qualification requirements.
- Staff must hold appropriate certificate or equivalent Charter Waiver Codes (CHW) to be considered in-field under ESSA reporting.

13.g Can Title II, Part A be used to pay for required notifications (Right to Know/20 Day)?

No. Title I can be used to pay for required notifications for Title I schools. IDEA may be used to pay for required 20 Day notifications for special education teachers in non-Title I schools. Other non-federal funds should be used to pay for required notifications in non-Title I schools.

13.r Are 20 Day notifications of professional qualifications required when a teacher is out for an extended time on sick leave/FMLA?

No, 20 Day Notifications of professional qualifications are only required when a teacher does not meet the minimum professional qualifications established by a LEA. However, LEAs may want to consider notifying parents when a teacher is out for an extended period as a professional courtesy and best practice.

13.s How should LEAs handle 20 Day Notifications of Professional Qualifications when the contents of one student's IEP warrant teaching credentials that vary from the remaining students? Am I required to send the 20 Day Notification of Professional Qualifications to the parent of that one student or am I required to send the letter to the parents of all of my students in that class?

The LEA must send a notification only for students whose IEP warrants teaching credentials which the teacher does not possess.

In terms of best practices, LEAs might consider sending a notification to all students stating what the course is, what the teacher is certified in, the state requirements and an explanation of which certification(s) the teacher does not hold. The 20 Day Notification might also include a statement that if a parent has a question about whether this impacts his/her individual student, the parent should contact the LEA/school staff for a response.

13.t Would a teacher employed by an LEA that waives certification for Early Childhood Education (ECE) P-5 be considered in-field under ESSA if the educator has taken and passed the ECE GACE assessment?

Yes, the teacher will be "in-field" under ESSA if the teacher is reported under the CHW code 103 on CPI. However, taking and passing the ECE GACE will not add the ECE field to existing certificates. Please contact GaPSC with questions.

13.u. How can a teacher take the Elementary Education GACE without completing a program?

Educators not enrolled in an educator preparation program may request eligibility to take the Elementary Education GACE through their MyGAPSC account.

Educators actively enrolled in an educator preparation program must have their eligibility to test in their field(s) of preparation granted by their program provider.

13.v How should an LEA Evaluate a transcript for In-Field Equivalent Credentials?

GaDOE staff working with In-Field do not have formal guidance for evaluating a transcript for In-Field Equivalent Credentials. As we audit records, we ask LEAs to use their best judgment and ensure the answer to the following questions is 'yes':

- Is the college/university accredited according to GaPSC recognized agencies? (links to GaPSC recognized accrediting agencies can be found on the GaPSC website)
- If a transcript is translated/evaluated – was it translated by a GaPSC accepted agency? (Acceptable translation agencies are listed on the GaPSC website)
- Are all courses identified by the LEA as supporting documentation completed at a 'C' grade or higher?
- Are all courses identified by the LEA in alignment with the topic/Ed Prep/ certification descriptions?

13.w What is the process for LEAs to update their Professional Qualifications?

LEAs submit their Professional Qualifications annually with their official application for federal funds, the CLIP (Consolidated LEA Improvement Plan). If an LEA needs to update during the year, the LEA's Superintendent must log into the CLIP application in SLDS and request an amendment with a comment about revising PQ.

13.x Can an LEA provide multiple services simultaneously?

It depends, many service implementation plans established to serve children eligible for special education, gifted, EIP, and ESOL are timebound. Whether or not an LEA waives SBOE rules around gifted, ESOL, or EIP, if earning FTE, teachers must be scheduled in such a way that honors the service plan established for the student. Under certain service delivery models, a teacher may provide both content and one service (special education, gifted, EIP or ESOL) in a single course. In general, one teacher **would not** simultaneously provide competing services in a single course but could provide services in succession in a course if aligned with corresponding student service plans.

- Is it possible for services to students to overlap? Certainly, but it depends on the students in the room. To make the determination as to whether this is appropriate, review the service delivery plan of each student.
- Can an LEA schedule multiple services to help increase allotments? Scheduling one teacher to provide multiple services in a single class period should not be done for the sole purpose of increasing allotments.
- How should an LEA code delivery models when more than one service delivery is being provided simultaneously? If the delivery model provided in a course to a group of students does not match the definition of the service delivery model provided by programs in Data Collections Guidance, consider coding the scenario.

The LEA should reference the current fiscal year Data Collections Delivery Model Guidance and align scheduling with definitions and student plans.

13.y What is the Impact of In-Field Edits on TKES?

LEAs are encouraged to review data prior to official CPI and Student Class Data Collections submission. Because SIS systems inform Data Collections submissions and inform TKES in SLDS, it is critical to ensure that teachers are entered correctly. LEAs should review annual Data Collections Guidance and updates. If an LEA encounters any challenges with teachers in TKES as a result of in-field edits, contact TLSDSupport@doe.k12.ga.us with questions.

14. CTAE ESSA In-Field Equivalents for Career, Technical, and Agricultural Education

ESSA Reporting Requirements and GaDOE Development of Equivalent Credentials

ESSA Sec. Sec. 1111(h)(1)(c)(ix) requires State Education Agencies (SEAs) to report by number and percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed. In Georgia, local education agencies (LEAs) have the ability to waive certification; however, many teachers have equivalent credentials that the GaDOE would accept as verification that a teacher is teaching in the field in which the teacher has demonstrated, relevant content area expertise. Prior to the 2018-2019 school year, equivalent credentials were limited to 1) a bachelor's degree or higher, 2) Coursework – 21 semester hours or 35 quarter hours completed at a 'C' level or higher, or 3) a passing score on a Georgia Professional Standards Commission (GaPSC) accepted content area test – currently the GACE. In 2017-2018, Georgia's obligation to report teacher credentials expanded to all Pre-K-12 teachers in all subject and service areas. While most teachers can demonstrate content area expertise through the existing equivalent credentials, this may not be applicable for several CTAE certificate fields. The GaDOE used GaPSC certification rules as the foundation for proposing equivalent credentials and worked collaboratively with GaDOE CTAE and LEA content experts to establish equivalent credentials. All questions related to CTAE In-field equivalent credentials can be directed to professionalqualifications@doe.k12.ga.us. In-field staff will consult with stakeholders as questions arise.

The chart below aligns CTAE Certificate Fields, CTAE Specializations and CTAE Endorsements to CTAE In-Field Equivalent Credentials. An LEA may only assert in-field equivalent credentials if the LEA waives certification in the field as outlined in the Professional Qualifications section of the LEA's annual CLIP submission. In-Field Equivalent credentials are asserted in the 'Certification Waiver' field of the LEA's submission of the Certified/Classified Personnel Information (CPI) report collected by GaDOE Data Collections. While LEAs who have an approved Charter or Strategic Waiver may establish 'professional qualifications', they may not establish 'in-field' equivalents used for reporting. All in-field equivalent credentials are established by the GaDOE in aligned with Federal reporting expectations.

CTAE Pathways, Clusters and Courses and Certificate Alignments

Established and supported by several state agencies, information about CTAE Pathways, Clusters and Courses can be found on the GaDOE website. Questions about pathways, clusters and courses should be addressed to GaDOE CTAE Staff. CTAE Alignments are developed by the GaPSC taking into consideration Educator Preparation Program (EPP) Requirements, Academic Test Content, and Course Standards. Questions about certification/course alignment should be addressed to the GaPSC.

Hiring the Best Candidate

While GaPSC rule allows issuance of an Induction Certificate in specific Career and Technical Specialization Fields to individuals who do not yet meet industry testing or licensure requirements if the individual is the best candidate and has an Individual Development Plan (IDP), an in-field equivalent of this exception will not be developed for in-field charter waiver reporting purposes. LEAs are always encouraged to hire and assign the most qualified and effective teachers available.

CTAE Charter Waiver Equivalents					
Certificate Field	GaPSC Rule for Certification	Bachelor's Degree (CPI Code 101)	Coursework (CPI Code 102)	Content Test (CPI Code 103)	CTAE Equivalent (CPI Code 105)
		<ul style="list-style-type: none"> Bachelor's Degree or Higher in Field or in a Related Field with Comparable Course Requirements from a GaPSC Accepted Accredited Institution Documentation on file at LEA 	<ul style="list-style-type: none"> 21 Semester Hours or 35 Quarter Hours Must be Passed at 'C' or Higher from a GaPSC Accepted Accredited Institution Documentation on file at LEA 	GaPSC Accepted Content Area Test in Field. <ul style="list-style-type: none"> Passing Score in Accordance with GaPSC Current Guidance Documentation on file at GaPSC 	<ul style="list-style-type: none"> Documentation requirements vary Some documentation requires prior approval from GaDOE Verified Work Experience may include: <ul style="list-style-type: none"> Resume with letter from previous employer Internal LEA memo documenting verification from previous employer Corporation papers, tax forms Documentation on file at LEA
Agriculture	505-2-.84, 505-2-.08 Other Considerations: SB 330*	Degree fields might include Agriculture, Plant Sciences, Animal Sciences, Soil Sciences (To use 101 the educator's degree MUST include an Agricultural Science course)	Coursework in Agriculture (To use 102 the educator's transcript MUST include Agricultural Science)	Agricultural Education	LEAs waiving certification for teachers teaching agriculture courses who wish to assert CTAE Equivalent credentials through the use of 105 must contact the GaDOE In-Field Program Office professionalqualifications@doe.k12.ga.us
Business	505-2-.85, 505-2-.08	Degree fields might include Business Administration, Business Operations, Business Economics, Financial Management, International Business	Coursework in Business	Business Education	No 105 CTAE Equivalent Code available at this time.
Computer Science	505-2-.91, 505-2-.08	Degree fields might include Computer Information Systems, Computer Science, Computer Software Engineer, Information Technology, Software Systems	Coursework should include computer programming (may be by language), networking, information systems, maintenance and repair, cyber security (At least 4 courses must be programming for computer science)	Computer Science	No 105 CTAE Equivalent Code available at this time. See Specializations section for other 105 CTAE Equivalent Code options.

CTAE Charter Waiver Equivalents					
Certificate Field	GaPSC Rule for Certification	Bachelor's Degree (CPI Code 101)	Coursework (CPI Code 102)	Content Test (CPI Code 103)	CTAE Equivalent (CPI Code 105)
Engineering and Technology	505-2-.89, 505-2-.08	Degree Fields might include Engineering, Technology Education, Engineering Technologies, Industrial Technologies or a related engineering Field (i.e. Mechanical, Civil, Architectural, Industrial, Electrical, etc.)	Coursework in Engineering, Technology Education, Engineering Technologies, Industrial Technologies or a related engineering Field (i.e. Mechanical, Civil, Architectural, Industrial, Electrical, etc.)	Engineering and Technology Education	No 105 CTAE Equivalent Code available at this time. See Specializations section for other 105 CTAE Equivalent Code options.
<ul style="list-style-type: none"> Energy Pathway 		Degree Fields might include electrical engineering	Coursework in electrical engineering		<ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND At least two (2) years of verified occupational work experience in the field including "lineman apprenticeship"
Family and Consumer Sciences	505-2-.86, 505-2-.08	Degree Fields might include Family and Consumer Sciences	Coursework in Family and Consumer Sciences	Family and Consumer Sciences Education	See Pathways below and Specializations section for other 105 CTAE Equivalent Code options.
<ul style="list-style-type: none"> Nutrition and Food Science 		Degree Fields might include Food Science related degrees (Note a degree in Nutrition or Food Science would not allow a teacher to be in field in other FCS specializations)	Coursework in Food Science	Family and Consumer Sciences Education	<ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND At least five (5) years of verified occupational work experience in Nutrition and Food Science AND Approval from GaDOE In-Field Program Staff
<ul style="list-style-type: none"> Interiors, Fashion and Textiles 		Degree Fields might include Interiors, Fashion and Textile related degrees (Note a degree in Interiors, Fashion and Textile would not allow a teacher to be in field in other FCS specializations)	Coursework in Interiors, Fashion and Textile	Family and Consumer Sciences Education	<ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND At least five (5) years of verified occupational work experience in Interiors, Fashion and Textiles AND Approval from GaDOE In-Field Program Staff

CTAE Charter Waiver Equivalents					
Certificate Field	GaPSC Rule for Certification	Bachelor's Degree (CPI Code 101)	Coursework (CPI Code 102)	Content Test (CPI Code 103)	CTAE Equivalent (CPI Code 105)
<ul style="list-style-type: none"> Housing and Community Management 		Degree Fields might include Family Consumer Science or Housing and Community Management related degrees (Note a degree in Housing and Community Management would not allow a teacher to be in field in other FCS specializations)	Coursework in Housing and Community Management	Family and Consumer Sciences Education	<ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND At least five (5) years of verified occupational work experience in Housing and Community Management AND Approval from GaDOE In-Field Program Staff
<ul style="list-style-type: none"> Middle School FCS 		Degree Fields might include Family and Consumer Science	Coursework in Family and Consumer Science	Family and Consumer Sciences Education	No 105 CTAE Equivalent Code available at this time.
<ul style="list-style-type: none"> Culinary Arts 		Degree Fields might include Culinary Arts	Coursework in Culinary Arts	N/A	OPTION 1 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in culinary arts AND At least two (2) years of verified occupational work experience in the field OPTION 2 <ul style="list-style-type: none"> Degree in Family and Consumer Science AND Successful completion of a secondary culinary education program from Culinary Institute of America or from the National Restaurant Association
<ul style="list-style-type: none"> Early Childhood/Elementary Education 		Degree Fields might include Elementary Education or Family Consumer Science	Coursework in Elementary Education or Family Consumer Science	Elementary Education OR Family and Consumer Sciences Education	No 105 CTAE Equivalent Code available at this time.
<ul style="list-style-type: none"> Teaching as a Profession 		Degree in any field	Coursework in any field	Any GACE required for a teaching certificate field	No 105 CTAE Equivalent Code available at this time.
Law, Public Safety, Corrections and Security	505-2-.90 (3)(j)	Degree Fields might include Law, Criminal Justice, Homeland Security, Corrections	Coursework in Law, Criminal Justice, Homeland Security, Corrections	N/A	<ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND At least five (5) years of verified occupational work experience in Law, Public Safety, Corrections and Security

CTAE Charter Waiver Equivalents					
Certificate Field	GaPSC Rule for Certification	Bachelor's Degree (CPI Code 101)	Coursework (CPI Code 102)	Content Test (CPI Code 103)	CTAE Equivalent (CPI Code 105)
Healthcare Science	505-2-.87, 505-2-.08, 505-2-.10	Degree Fields might include Pre-Med, Nursing, Public Health, Pharmacy, Physical Therapy	Coursework might include Pre-Med, Nursing, Public Health, Pharmacy, Physical Therapy	N/A	<ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in a healthcare related field AND Hold a current healthcare professional license, registration, or certification that relates to the healthcare field and has been issued by an appropriate governing or regulatory body At least two (2) years of verified occupational work experience in the field
Marketing	505-2-.88, 505-2-.08	Degree Fields might include Marketing, Business Administration and Management, Entrepreneurship, Small Business, Advertising	Coursework should address logistics, production, business, social media	Marketing Education	<ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND At least three (3) years verified work experience above entry level
Foreign Language*	505-2-.10	Degree in Foreign Language being Taught	Coursework in Foreign Language being Taught, may include related history	<ul style="list-style-type: none"> Has Passed the corresponding GACE in the Foreign Language being taught OR Has passed 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 	<p>*While not CTAE, in alignment with the GaPSC permit issued for Teachers of Foreign Language, LEAs may assert the 105 Equivalent Code in the following scenario:</p> <ul style="list-style-type: none"> Hold a bachelor's degree or higher in any field from a GaPSC accepted accredited institution AND Is fluent in the foreign language for which the individual is hired to teach AND Is fluent in English as determined by the LEA
Performing Artists: Art, Dance, Drama and Music*	505-2-.10	Degree in Field being Taught	Coursework in Field being Taught	GACE in Field being Taught	<p>*While not CTAE, in alignment with the GaPSC permit issued for Teachers of Performing Arts, LEAs may assert the 105 Equivalent Code in the following scenario:</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND At least three (3) years of verified occupational work experience in the field

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
Architectural Drawing and Design	505-2-.90 (3)(a)	OPTION 1 <ul style="list-style-type: none"> • Technical College diploma or higher from a GaPSC accepted accredited institution in drafting, drafting technology, architecture, industrial design, civil engineering AND • At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> • Hold a high school diploma or GED equivalent or higher AND • Pass one of the following NOCTI Teacher Assessments, Architectural Drafting, Mechanical Drafting and Design or Technical Drafting AND • At least two (2) years of verified occupational work experience in the field
Audio/Video Technology & Film	505-2-.90 (3)(b)	OPTION 1 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in broadcast and video production, communication, mass communication AND • At least two (2) years of verified occupational work experience in the field 	
Automotive Service Technology	505-2-.90 (3)(c)	OPTION 1 <ul style="list-style-type: none"> • Hold a high school diploma or GED equivalent or higher AND • Hold valid certification from the National Institute for Automotive Service Excellence in one of the following: Automobile and Light Truck Certification (Series A) or Auto Maintenance and Light Repair Certification (Test G1) AND • At least two (2) years of verified occupational work experience in the field 	
Aviation – Aviation Maintenance	505-2-.90 (3)(d)	OPTION 1 <ul style="list-style-type: none"> • Hold a high school diploma or GED equivalent or higher AND • Hold valid airframe and power plant mechanic certificates from the FAA AND • At least two (2) years of verified occupational work experience in the field 	
Aviation – Flight Operations	505-2-.90 (3)(d)	OPTION 1 <ul style="list-style-type: none"> • Hold a bachelor's degree or higher from a GaPSC accepted accredited institution AND • Hold a valid pilot certificate (private, commercial, or airline transport) AND • Have a minimum of three hundred (300) hours logged flight time as a Pilot in Command (PIC) 	OPTION 2 <ul style="list-style-type: none"> • Hold a bachelor's degree or higher from a GaPSC accepted accredited institution AND • Hold a valid FAA ground instructor certificate AND • Have a minimum of three hundred (300) hours logged flight time as a Pilot in Command (PIC)

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
		OPTION 3 <ul style="list-style-type: none"> Hold a bachelor's degree or higher from a GaPSC accepted accredited institution AND Hold a valid FAA flight instructor certificate AND Have a minimum of three hundred (200) hours of flight training as a FAA certified flight instructor 	OPTION 4 <ul style="list-style-type: none"> Hold a bachelor's degree or higher from a GaPSC accepted accredited institution AND At least two (2) years of verified occupational work experience in a field related to flight operations or aviation instruction AND Have verified military experience equivalent to Option 1, 2, or 3
Barbering	505-2-.90 (3)(e)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid barber license issued by the Georgia Board of Barbers AND At least two (2) years of verified occupational work experience in the field 	
Collision Repair	505-2-.90 (3)(f)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold valid certification from the National Institute for Automotive Service Excellence in: Collision Repair and Refinish Certification Series in the areas of Paining and Refinishing (Test B2) and Non-Structural Analysis and Damage Repair (Test B3) AND At least two (2) years of verified occupational work experience in the field 	
Construction (carpentry, electrical, masonry, plumbing and heating, ventilation, air conditioning & refrigeration (HVACR), and Industrial Maintenance)	505-2-.90 (3)(g)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold one of the following: a valid Level IV certificate in Carpentry, Electrical, HVAC or Plumbing issued by the National Center for Construction Education and Research (NCCER); a valid Level III certificate in Masonry issued by NCCER; a valid Contractor license issued by the Georgia Board of Construction Industry; or a valid Contractor license from the Georgia State Licensing Board for Residential and General Contractors AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution construction, construction management, industrial maintenance AND At least two (2) years of verified occupational work experience in the field
		OPTION 3 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Completion of a Registered Apprenticeship at the Journeyman level in the field in which assigned 	OPTION 4 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Pass one of the following NOCTI Teacher Assessments: Building Construction Occupations; Cabinetmaking; Carpentry; Electrical Construction Technology; or Plumbing AND At least two (2) years of verified occupational work experience in the field

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
		<p>OPTION 5</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Pass the NOCTI Teacher Assessments in Industrial Maintenance Mechanics or hold one of the following: a valid Level III or IV certificate in Industrial Maintenance Mechanic issued by the National Center for Construction Education and Research (NCCER) AND At least two (2) years of verified occupational work experience in the field 	
Computer Animation	505-2-.90 (3)(h)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in computer animation 	<p>OPTION 2</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in a field equivalent to computer animation AND At least two (2) years of verified occupational work experience in the field
		<p>OPTION 3</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in the field AND Have expertise and two (2) years of experience with the software used in the industry such as Alias PowerAnimator/Maya, Kinetix 3D Studio Max, SoftImage, Lightwave, Adobe Animate CC (Expertise may be verified by software certification, verified occupational work experience. Experience in internships will not be accepted) 	
Cosmetology	505-2-.90 (3)(i)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid Master Cosmetologist or Cosmetology Instructor license issued by the Georgia State Board of Cosmetology AND At least two (2) years of verified occupational work experience in the field 	
Culinary Arts	505-2-.90 (3)(j)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in culinary arts AND At least two (2) years of verified occupational work experience in the field 	<p>OPTION 2</p> <ul style="list-style-type: none"> Degree in Family and Consumer Science AND Successful completion of a secondary culinary education program from Culinary Institute of America or from the National Restaurant Association

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
Distribution and Logistics	505-2-.90 (3)(k)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Pass one of the following Manufacturing Skills Standards Council (MSSC) Certified Logistics Technician program assessments: Certified Logistics Associate (CLA) or Certified Logistics Technician (CLT) AND At least two (2) years of verified occupational work experience in the field 	<p>OPTION 2</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in distribution and logistics AND At least two (2) years of verified occupational work experience in the field
Electronics Technology	505-2-.90 (3)(l)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in electronics technology, electrical engineering technology, electrical systems technology, electronics technician, electrical engineering AND At least two (2) years of verified occupational work experience in the field 	<p>OPTION 2</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND a valid Associate Electronics Technician (CETa) certificate issued by the Electronics Technicians Association, International; or a valid Level IV certificate in Electronic Systems Technician from the National Center for Construction Education and Research (NCCER) AND At least two (2) years of verified occupational work experience in the field
Esthetics	505-2-.90 (3)(m)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid Esthetician or Esthetician Instructor license issued by the Georgia State Board of Cosmetology AND At least two (2) years of verified occupational work experience in the field 	
Government and Public Administration	505-2-.90 (3)(n)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold a bachelor's degree or higher from a GaPSC accepted accredited institution public administration, government, political science, public policy AND At least two (2) years of verified occupational work experience in the field 	
Granite Technology	505-2-.90 (3)(o)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND At least two (2) years of verified occupational work experience in the field 	
Graphic Communications and Design	505-2-.90 (3)(p)	<p>OPTION 1</p> <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution graphic design; advertising design; communication design; commercial art; graphic arts; visual communication; computer animation; print management AND At least two (2) years of verified occupational work experience in the field 	

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
Information Technology - IT/Information Services and Support	505-2-.90 (3)(q)	OPTION 1 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in any field AND • Hold A+ certification from CompTIA AND • At least two (2) years of verified occupational work experience in the field 	
Information Technology – IT/Network Systems	505-2-.90 (3)(q)	OPTION 1 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in any field AND • Hold any one of the following: Network + certification from CompTIA; Cisco Certified Design Associate (CCDA) certification from Cisco; or any of the Cisco Certified Network Administrator (CCNA) certifications from Cisco AND • At least two (2) years of verified occupational work experience in the field 	
Information Technology – IT/Programming and Software Development	505-2-.90 (3)(q)	OPTION 1 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in any field AND • Hold a Microsoft Certified Solutions Developer (MCSD) certificate from Microsoft AND • At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> • Hold a bachelor’s degree or higher from a GaPSC accepted accredited institution in computer science AND • At least two (2) years of verified occupational work experience in the field
		OPTION 3 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in any field AND • Hold a programming language certification AND • At least two (2) years of verified occupational work experience in the field 	
Information Technology – IT/Cybersecurity	505-2-.90 (3)(q)	OPTION 1 <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in an information technology related field AND • Hold a CompTIA Security + certificate AND • At least two (2) years of verified occupational work experience in the field 	

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
Junior Reserve Officer's Training Corps (JROTC)	505-2-.90 (3)(r), 505-2-.10	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND 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 Hold a letter or certificate from a branch of military service verifying successful completion of all required JROTC instructor training for full branch certification 	
Manufacturing and Technology Sciences	505-2-.90 (3)(s)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid Level IV certificate in Industrial Maintenance Electrical & Instrumentation Technician issued by the National Center for Construction Education and Research (NCCER) or hold a valid Certified Manufacturing Technologist or Certified Manufacturing Engineer certificate issued by the Society of Manufacturing Engineers (SME) AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in industrial maintenance, industrial systems, industrial engineering AND At least two (2) years of verified occupational work experience in the field
		OPTION 2 (Preferred) <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in manufacturing AND At least two (2) years of verified occupational work experience in the field 	
Marine Service Technology	505-2-.90 (3)(t)	OPTION 1 <ul style="list-style-type: none"> Hold a renewable professional Automotive Service Technology Certificate AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in any field AND Hold one of the following valid certifications from the American Boat and Yacht Council (ABYC): Diesel Engine & Support System Certification, Gasoline Engine and Support System Certification or Electrical Certification AND At least two (2) years of verified occupational work experience in the field

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
Nails	505-2-.90 (3)(u)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid Nail Technician or Nail Technician Instructor license issued by the Georgia State Board of Cosmetology AND At least two (2) years of verified occupational work experience in the field 	
Precision Machine Technology	505-2-.90 (3)(v)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold valid credentials in Machining Level 1 and either Metalforming Level 1 or Metal Stamping Level 2 issued by the National Institute for Metalworking Skills, Inc. (NIMS) AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Pass the NOCTI Teacher Assessment in Precision Machining AND At least two (2) years of verified occupational work experience in the field
		OPTION 3 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in related field AND Hold valid credentials in Machining Level 1 and either Metalforming Level 1 or Metal Stamping Level 2 issued by the National Institute for Metalworking Skills, Inc. (NIMS) 	OPTION 4 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in related field AND Pass the NOCTI Teacher Assessment in Precision Machining
Law, Public Safety, Corrections and Security	505-2-.90 (3)(w)	OPTION 1 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in criminal justice, emergency management, fire science, paralegal studies, political science AND At least two (2) years of verified occupational work experience in the field AND Closely related background 	<ul style="list-style-type: none">
Sheet Metal	505-2-.90 (3)(x)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold valid Level IV certification in Sheet Metal issued by the National Center for Construction Education and Research (NCCER) or Precision Sheet Metal Operator Certification issued by the Fabricators & Manufacturers Association, International (FMA) AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in related field AND Hold valid Level IV certification in Sheet Metal issued by the National Center for Construction Education and Research (NCCER) or Precision Sheet Metal Operator Certification issued by the Fabricators & Manufacturers Association, International (FMA)

CTAE Charter Waiver Equivalents			
Specializations	GaPSC Rule for Certification	CTAE Equivalent Options (CPI Code 105)	CTAE Equivalent Options (CPI Code 105)
		OPTION 3 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Completion of a Registered Apprenticeship at the Journeyman level in the field in which assigned 	
Welding Technology	505-2-.90 (3)(y)	OPTION 1 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Hold a valid Certified Welding Educator certificate issued by the American Welding Society (AWS); or hold a valid Level III certificate in Welding issued by the National Center for Construction Education and Research (NCCER) AND At least two (2) years of verified occupational work experience in the field 	OPTION 2 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Pass the NOCTI Teacher Assessment in Welding AND At least two (2) years of verified occupational work experience in the field
		OPTION 3 <ul style="list-style-type: none"> Hold a high school diploma or GED equivalent or higher AND Completion of a Registered Apprenticeship at the Journeyman level in the field in which assigned 	OPTION 4 <ul style="list-style-type: none"> Hold an associate degree or higher from a GaPSC accepted accredited institution in related field AND Hold a valid Certified Welding Educator certificate issued by the American Welding Society (AWS); or hold a valid Level III certificate in Welding issued by the National Center for Construction Education and Research (NCCER)

****CTAE Specialization In-Field Equivalents for Individual's with Less Than an Associate Degree or Equivalent****

Individuals employed as a teacher in Georgia and assigned to teach a CTAE specialization for 6 or more consecutive years, must obtain:

- Associate degree or
- Level 2 equivalent as defined by 505-2-.02
 - Sixty (60) semester hours of acceptable college credit. Note: For equivalent 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
 - 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
 - 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.

CTAE Charter Waiver Equivalents		
Endorsements	GaPSC Rule for Certification	CTAE Equivalent Option (CPI Code 105)
Culinary Arts	505-2-.165	<p>OPTION 1</p> <ul style="list-style-type: none"> • Hold an associate degree or higher from a GaPSC accepted accredited institution in culinary arts AND • At least two (2) years of verified occupational work experience in the field <p>OPTION 2</p> <ul style="list-style-type: none"> • Degree in Family and Consumer Science AND • Successful completion of a secondary culinary education program from Culinary Institute of America or from the National Restaurant Association
Career Technical Instruction (CTI)	505-2-.161	<ul style="list-style-type: none"> • Certification in Special Education General or Adapted AND • Documentation of completion of CTAE Resource Network Training
Computer Science	505-2-.91	See <i>Computer Science</i> options above
Career Exploration	505-2-.160	No 105 CTAE Equivalent Code available at this time.
Coordinated Career Academic Education (CCA)	505-2-.164	No 105 CTAE Equivalent Code available at this time.
STEM Education	505-2-.186	No 105 CTAE Equivalent Code available at this time.
Work Based Learning	505-2-.183	No 105 CTAE Equivalent Code available at this time.

15. Contact Information

Who do LEAs contact with questions about educator qualifications?

- Certification: GaPSC Portal (mail@gapsc.com)
<https://www.gapsc.com/Certification/Home.aspx>

- Out-of-Field and PQ: GaDOE Title I, Part A Staff (professionalqualifications@doe.k12.ga.us)
[http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-\(PQ\).aspx](http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx)

- Charter Flexibility: GaDOE Charter Division Staff
<http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>

- Strategic Waiver Flexibility: GaDOE Policy Division Staff
<http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/IE2.aspx>

- Special Education Services: GaDOE Special Staff -Assigned District Liaison
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>

- ESOL Services: GaDOE Title III Staff – Assigned Program Specialist
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx>

- Gifted Services: GaDOE Gifted Staff – Program Manager
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

- Dual Immersion: GaDOE World Lang./ Global Workforce Initiatives – Program Specialist
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/World-Languages-and-International-Education.aspx>

- Financial Implications: GaDOE Financial Review Staff
<http://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/default.aspx>

- CPI, Student Class, Student Record: GaDOE Data Collections Staff
<http://www.gadoe.org/Technology-Services/Data-Collections/Pages/Data-Collections-and-Reporting.aspx>

16. Summary of Relevant PQ & In-Field Citations

GaDOE Resources	
Official Code of Georgia (OCGA)	http://www.lexisnexis.com/hottopics/gacode/default.asp
State Board of Education (SBOE) Rules	http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx
GaDOE Charter Division	http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx
GaDOE Policy and SWSS	http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/IE2.aspx
GAPSC Certification Rules	https://www.gapsc.com/Commission/Rules/Current/Certification/CertRules.aspx
Certification/Curriculum Alignment Policies System (CAPS)	https://www.gapsc.com/Certification/CAPS.aspx
ESOL Guidance	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx
Gifted Guidance	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx
Special Education Guidance	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
Data Collections Guidance	https://www.gadoe.org/Technology-Services/Data-Collections/Pages/FY2020-Data-Collections-and-Reporting.aspx
Federal Guidance	
Every Student Succeeds Act	https://www.ed.gov/essa
Individuals with Disabilities Act	https://sites.ed.gov/idea/
USDOJ OCR EL Policy Letter 2015	https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
USDOJ OCR Charter Policy Letter 2014	https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf

Citation	Summary
ESSA Section 1111(g)(2)(J)	State Plan - Assurances - The SEA will ensure teachers and paraprofessionals meet applicable state certification and licensure requirements, including certification by alternative certification

Citation	Summary
ESSA Section 1111(g)(2)(M)	State Plan - Assurances - The SEA has standards in place for paraprofessionals that were in place on the day before the date of enactment of ESSA. Paraprofessionals must meet Federal NCLB requirements
ESSA Section 1111(h)(1)(c)(ix)	Reports - State Report Card - Report by number and percent 1) inexperienced teachers, principals, other school leaders, 2) teachers with emergency or provisional credentials, 3) out-of-field teachers
ESSA Section 1112(c)(6)	LEA Plan - Assurances - The LEA will ensure all teachers and paraprofessionals meet applicable state certification and licensure requirements, including certification by alternative certification
ESSA Section 1112(e)(1)(A)	Parents' Right to Know Notification - Specifies timeframe and content
ESSA Section 1112(e)(1)(B)(ii)	20 Day Notification for students taught by 4 or more consecutive weeks by a teacher who does not meet applicable state certification and licensure requirements. Specifies timeframe and content.
IDEA §1412(14)(B)	State Eligibility - State qualifications for service personnel and paraprofessionals are consistent with state certification, cannot have certification waived on an emergency, temporary or provisional basis
IDEA §1412(14)(C)	State Eligibility - State qualifications for special education teachers meets state certification requirements including requirements set forth in the state's public charter school law, cannot have certification waived on an emergency, temporary or provisional basis, and hold's at least a bachelor's degree
O.C.G.A. §20-2-80	Title 20, Chapter 2, Article 4 - Flexibility - A local school system may request increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the State Board of Education - SWSS
O.C.G.A. §20-2-82	Title 20, Chapter 2, Article 4 - Contract Terms for LEAs requesting flexibility - The state board shall not be authorized to waive or approve variances on any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights or the requirements of Code Section 20-2-211.1 (clearance certificates) - SWSS
O.C.G.A. §20-2-84	Title 20, Chapter 2, Article 4 - Accountability, Flexibility, & Consequence Components of Contract - LEAs may waive Certification requirements in Code Section 20-2-200 (may include other requirements in Chapter 20 of OCGA) - SWSS
O.C.G.A. §20-2-152	Title 20, Chapter 2, Article 6, Part 3 - Special Education Services - educational and related services of the child must be provided by professionals who meet certification or licensing standards
O.C.G.A. §20-2-154.2	Agricultural education program - The Department of Education, through its agricultural education program employees, shall develop the curriculum and standards for the agricultural education program, with input from agricultural education teachers, so as to include all three components of such model and local school systems shall include all three components of such model whenever offering any agricultural education course approved by the State Board of Education.
O.C.G.A. §20-2-156	Title 20, Chapter 2, Article 6, Part 3 - Program for limited-English-proficient students - The state board shall prescribe such rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section.
O.C.G.A. §20-2-200	Title 20, Chapter 2, Article 6, Part 6, Subpart 1 - Regulation of certificated professional personnel by Professional Standards Commission.
O.C.G.A. §20-2-204	Title 20, Chapter 2, Article 6, Part 6, Subpart 1 - Paraprofessional definition

Citation	Summary
O.C.G.A. §20-2-206	Title 20, Chapter 2, Article 6, Part 6, Subpart 1 - Alternative Teacher Certification Program - A teacher receiving initial certification pursuant to this Code section shall be treated in the same manner as certificated professional personnel for purposes of this chapter or any local board of education policy
O.C.G.A. §20-2-211.1	Title 20, Chapter 2, Article 6, Part 6, Subpart 2 - Clearance certificates issued by the Professional Standards Commission relating to fingerprint and criminal background checks
O.C.G.A. §20-2-216	Title 20, Chapter 2, Article 6, Part 6, Subpart 2 - LEAs select substitute teachers who possess a valid teaching certificate or who most closely meet the requirements for certification as a teacher and who are available to serve as a substitute
O.C.G.A. §20-2-240	Title 20, Chapter 2, Article 6, Part 8 - Powers and Duties of the State Board of Education
O.C.G.A. §20-2-984	Title 20, Chapter 2, Article 17, Part 10 - Authority of GaPSC to create and implement standards and procedures for certifying educational personnel; recommending standards and procedures for certification; continuation of teaching certificates; restrictions
O.C.G.A. §20-2-2065	Title 20, Chapter 2, Article 31 - Waiver of Title 20 Under Charter Schools Act of 1998 - Except as provided in this article or in a charter, a charter school, or for charter systems, each school within the system, shall not be subject to the provisions of this title or any state or local rule, regulation, policy, or procedure relating to schools within an applicable school system regardless of whether such rule, regulation, policy, or procedure is established by the local board, the state board, or the Georgia Department of Education; provided, however, that the state board may establish rules, regulations, policies, or procedures consistent with this article relating to charter schools. Charter Schools and systems are subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights and subject to the requirements of Code Section 20-2-211.1 (clearance certificates)
O.C.G.A. §42-2-5.1	Title 42, Chapter 2 - Department of Corrections - Special school district for school age youth - The board, acting alone or in cooperation with the State Board of Education, shall establish education standards for the district. As far as is practicable, such standards shall adhere to the standards adopted by the State Board of Education for the education of school age youth, while taking into account security needs and limitations, limited funding, and existing educational standards
O.C.G.A. §49-4A-12(c)(1)	Title 49, Chapter 4A - Department of Juvenile Justice - Special school district for school age youth - The schools shall meet the requirements of the law for public schools and rules and regulations of the State Board of Education. The State School Superintendent may grant waivers for such provisions of the laws and regulations with which the schools cannot comply because of their functioning on an annual basis and in response to the commissioner or the commissioner's designee's written request and justification.
SBOE Rule 160-4-2-.31	Hospital/Homebound - HHB instruction shall be provided by a certified teacher, who is selected by the LEA in which the student is enrolled. Students eligible for services under the Individuals with Disabilities Education Act (IDEA) shall be served by appropriately certified personnel.
SBOE Rule 160-4-2-.38	Programs for Gifted Students - Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE Resource Manual for Gifted Education Services.

Citation	Summary
SBOE Rule 160-4-3-.11	<p>Extended Day Grant Program - Agricultural Education Extended Day Grants.</p> <p>1. Supervised Agricultural Experience. Extended day pay shall be provided to any certified agricultural education teacher who works beyond the regular workday to provide instructional services and supervise entrepreneurial projects, placement, Agri science, and research projects related to the student's classroom instruction.</p> <p>2. Leadership Development. Extended day pay shall be provided for any certified agricultural education teacher who works beyond the regular workday to provide leadership and career development opportunities through the Future Farmers of America (FFA) Organization.</p>
SBOE Rule 160-4-5-.02	<p>Language Assistance: Program for English Learners (ELs) The state funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.</p>
SBOE Rule 160-4-7-.07	<p>Least Restrictive Environment – Additional Supportive Services in general education classrooms (inclusion codes 4-8 in .0 courses). Direct Services Consultative (inclusion code of 9 in .0 or .9 courses), collaborative (.9) or co-teaching (.9). Instruction outside classroom for individuals or small groups (.8). Addresses unique scenarios such as home-based, residential, hospital, etc.</p>
SBOE Rule 160-4-7-.15	<p>Georgia Network for Educational and Therapeutic Support (GNETS) - The SEA shall Monitor GNETS to ensure compliance with federal and state policies, procedures, rules, and the delivery of appropriate instructional and therapeutic services.</p>
SBOE Rule 160-4-8-.12	<p>Alternative Education Programs - Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools operate in full compliance with federal and state laws and State Board Rules governing special education students and students with special needs. Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide teachers that meet the requirements of the Georgia Professional Standards Commission in all classes. Paraprofessionals may be used to staff In-school suspension programs as provided by law or regulation.</p>
SBOE Rule 160-4-9-.05	<p>Charter Schools Petition Process - ensure individuals employed as special education teachers have a bachelor's degree and are either certified in special education or hold a special education license</p>
SBOE Rule 160-4-9-.06	<p>Charter Authorizers, Financing, Management, and Governance Training - Ensure that individuals employed as special education teachers in local charter schools have a bachelor's degree and are either certified in special education or hold a special education license.</p>
SBOE Rule 160-4-9-.07	<p>Charter Systems - Systems cannot waive any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, any reporting requirements of O.C.G.A. §20-2-211.1</p>
SBOE Rule 160-5-1-.05	<p>Substitute Teachers - Priority shall be given to persons with the highest qualifications as determined by the GaPSC. Any classroom teacher absence or vacancy that lasts 46 or more consecutive days in a school year shall be filled with a certified in-field teacher. Substitute teachers who hold only a high school diploma or GED certificate shall not work in any one classroom more than 10 consecutive school days.</p>
SBOE Rule 160-5-1-.07	<p>Local school systems shall report all student and staff information in accordance with the guidelines and timelines as published by the Georgia Department of Education (GaDOE) and posted on the department's website.</p>
SBOE Rule 160-5-1-.33	<p>Strategic Waivers and Title 20/No Waivers School Systems - The flexibility component of the contract shall include the waiver or variance of at least one of the following areas: Certification requirements as provided in O.C.G.A. § 20-2-200 and State Board of Education Rule 160-5-2-.50, with the exception of special education teacher certification requirements, the contract shall not be construed to waive or approve variances of any federal, state and local rules, regulations, court orders, and statutes related to civil rights; or any reporting requirements pursuant to O.C.G.A. § 20-2-211.1</p>
SBOE Rule 160-5-1-.36	<p>Local School Board Governance – Code of Ethics</p>

Citation	Summary
SBOE Rule 160-5-2-.50	Student and Staff Data Collections - Certified/Classified Personnel Information - Local units of administration shall comply with the department's Certified/Classified Personnel Information (CPI) Guidelines and Documentation as posted on the department's website
GaDOE ESOL Program Guidance	Service Delivery Models: Pull-out model, push-in model, cluster center, resource center/laboratory, scheduled class period, dual language immersion model, innovative delivery model http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx
GaDOE Gifted Resource Manual	Direct Service Models: Resource Class, Advanced Content, Advanced Content Classes (AP, IB, College and Diploma Courses), Cluster Grouping Indirect Service Models: Collaborative Teaching, Internship/ Mentorship, Approved Innovative Models http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx
GaDOE Implementation Manual	Personnel Supports: Regular Education, Additional Support Services, Direct Service: Consultative, Direct Service: Collaboration, Direct Service: Co-Teaching, Small Group. Co-Teaching Models: One Teach/One Observe, One Teach/One Assist, Team Teaching, Station Teaching, Parallel Teaching, Alternative Teaching http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
GaDOE Data Collections Guidance	CPI, Student Class, Including Online Delivery Models (Self-Directed -444-44-4444, Facilitated- 444-44-4444, Blended -Teacher SSN, GAVS -222-22-2222, Direct – Teacher SSN/333-33-3333, Classroom – SSN) https://www.gadoe.org/Technology-Services/Data-Collections/Pages/FY2020-Data-Collections-and-Reporting.aspx
USDE Title I - Providing Equitable Services to Eligible Private School Children, Teachers, and Families, October 2019	Must teachers and paraprofessionals employed by an LEA to deliver or support the delivery of Title I equitable services meet any qualification requirements. Yes. The ESEA requires that teachers working in a Title I program must meet applicable State certification and licensure requirements. (ESEA section 1111(g)(2)(J)). In addition, ESEA section 1111(g)(2)(M) requires each State to ensure that its LEAs and schools continue to comply with the paraprofessional requirements in place on December 9, 2015, including those requirements under 34 C.F.R. § 200.58 and any State-specific requirements that were in place on that date. https://www.ncea.org/NCEA/Lead/Public_Policy/ESSA_Equitable_Services_Guidance.aspx

Citation	Summary
<p>O.C.G.A. § 20-2-156; GaPSC Rules 505-2-.97, 505-2-.166, 505-2-.184; SBOE Rule 160-4-5-.02; GaDOE ESOL Program Guidance</p>	<p>School districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen EL programs. This obligation includes having teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL programs. At a minimum, every school district is responsible for ensuring that there is an adequate number of teachers to instruct EL students and that these teachers have mastered the skills necessary to effectively teach in the district's program for EL students. Where formal qualifications have been established, e.g., the SEA requires authorization or certification to teach in particular EL programs, or a school district generally requires its teachers in other subjects to meet formal requirements, a school district must either hire teachers who already have the necessary formal qualifications to teach EL students or require that teachers already on staff be trained or work towards attaining the necessary qualifications and obtain the qualifications within a reasonable period of time. In some instances, however, SEA endorsements or other requirements may not be rigorous enough to ensure that teachers of EL students have the skills necessary to carry out the school district's chosen EL program. SEAs and school districts that provide EL teacher training are also responsible for evaluating whether their training adequately prepares teachers to implement the EL program effectively. To meet this obligation, school districts need to ensure that administrators who evaluate the EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing the training in the classroom and are adequately prepared to provide the instruction that will ensure that the EL program model successfully achieves its educational objectives.</p>