

# ESSA Professional Qualifications/ In-Field and Equity

2018 GaDOE Federal Programs Conference

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# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

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# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Agenda

- Introductions
- Professional Qualifications and ESSA In-Field
  - Takeaways
  - Stakeholders/Resources/Historical Background
  - Definitions
  - Establishing PQ/Certifications/Notifications
  - In-Field Portal
  - Establishing Next Steps
- Equity
  - Equity in Georgia/State Reporting
  - Equity Action Plan Timeline
  - Equity Action Plan Access
  - Data Profiles
  - State Equity Data
  - FY19 Equity Action Plans

# FY19 Equity

Georgia Department of Education

Please ensure that you check the Professional

Qualifications webpage for the most recent  
guidance and updates.

<http://www.gadoe.org/Professional>

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## PQ/ESSA In-Field Updates and Next Steps

### Equity in Georgia and the Law



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- **Equity** is authorized in Title I, Part A and supported by Title II, Part A. In Georgia, Equity is addressed through the LEA Equity Action Plan submitted annually in the District Improvement Plan. Work to increase equitable opportunities for students is the responsibility of the entire district.
  - Title I, Part A  
Each State Plan shall describe how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (ESSA 1111(g)(1)(B))
  - Title II, Part A  
LEAs may develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), (ESSA 2103(b)(3)(b))

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### State Reporting



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#### SEC. 1111. STATE PLANS

##### (h) REPORTS.—

##### (1) ANNUAL STATE REPORT CARD.—

(C) MINIMUM REQUIREMENTS.—Each State report card required under this subsection shall include the following information:

(ix) The professional qualifications of teachers in the State, 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—

- (I) inexperienced teachers, principals, and other school leaders;
- (II) teachers teaching with emergency or provisional credentials; and
- (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### SEC. 2104. REPORTING

(a) STATE REPORT.—Each State educational agency receiving funds under this part shall annually submit to the Secretary a report that provides—

- (4) ...the annual retention rates of effective and ineffective teachers, principals, ...

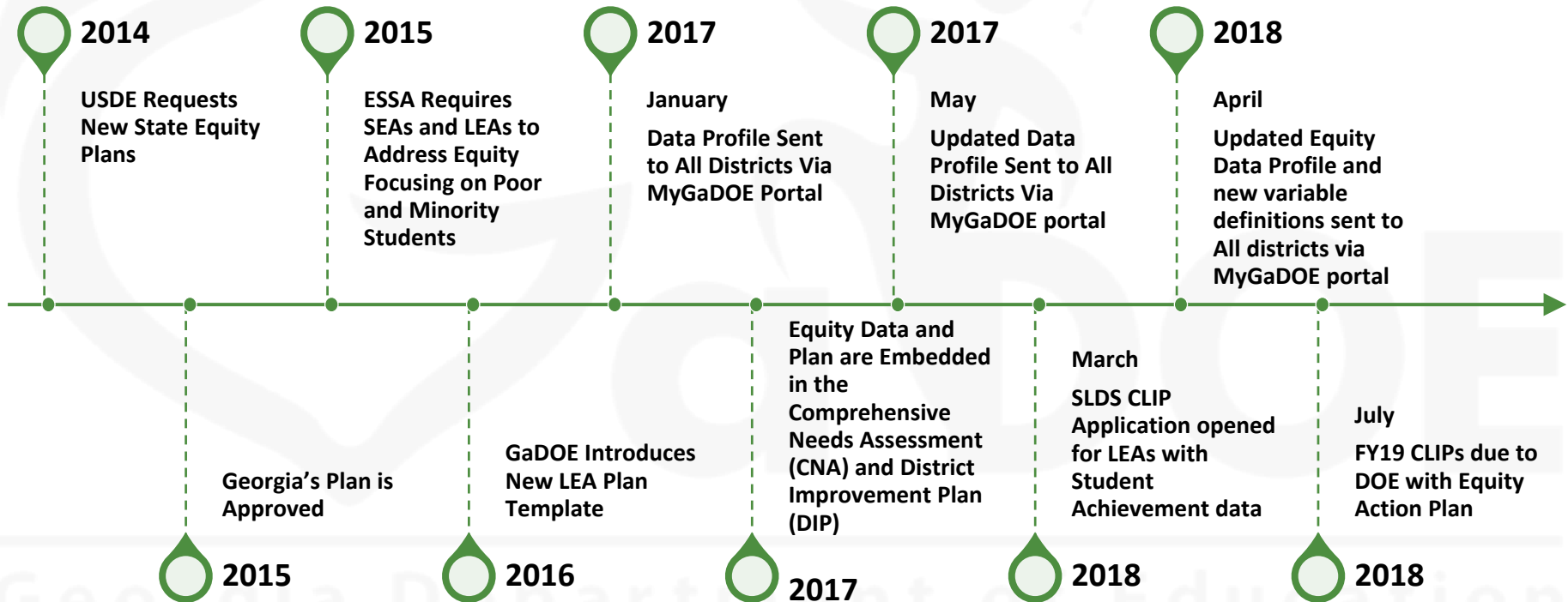
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## PQ/ESSA In-Field Updates and Next Steps

### LEA Equity Action Plan Timeline



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## PQ/ESSA In-Field Updates and Next Steps

### Georgia EAEE State Plan Themes




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Four common themes captured in GA's Equity Plan:

1. Recruitment and teacher preparation;
2. Teacher and principal effectiveness;
3. Retention and professional growth; and
4. Factors that impact the learning and working environment.

Equitable Access to Effective Educators

*"Educating Georgia's future by graduating students who are ready to learn, ready to live, and ready to lead."*  
Georgia State Superintendent,  
Richard Woods

  
Georgia Department of Education  
September 14, 2015





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## PQ/ESSA In-Field Updates and Next Steps

### FY19 Equity Plans



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Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard

School Year: 2017 - 2018 | District: Baldwin County | You are logged in as: District User

### 2. District Improvement Goals

#### 2.2 OverarchingNeed # 1

Goal Definition | Goal Implementation

Overarching Need as identified in CNA Section 3.2 \*

Is Need # 1 also an Equity Gap?  Yes

Equity Gap \* Teacher Retention

Content Area(s) \* N/A | Grade Level Span(s) \* 9, 10 | Subgroup(s) \* English Learners

Equity interventions \* EI-2 Provide targeted school leader development.

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### 2. District Improvement Goals

#### 2.2 OverarchingNeed # 1

Goal Definition | Goal Implementation

Overarching Need as identified in CNA Section 3.2 \*

Is Need # 1 also an Equity Gap?  Yes

Equity Gap \* Teacher Retention

Content Area(s) \* N/A

Equity interventions \*

Root Cause # 1 \* RC 1

Goal \* Go

- Inexperienced teachers (less than four years of experience)
- Inexperienced leaders (principals or assistant principals with less than four years of experience)
- Teachers out-of-field
- Teachers with provisional or emergency certification
- Discipline ISS Identify Subgroups and grade level plans
- Discipline OSS Identify Subgroups and grade level plans
- Teacher days absent
- CCRPI Star climate rating
- Student achievement Identify subgroups, grade level span and content area(s)
- Lexile Identify subgroups, grade level span and content area(s)
- Graduation Rate (4-year cohort)
- Pathway completers
- District Mean Growth Percentile (MGP)
- School Mean Growth Percentile (SGP)

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### FY19 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the FY19 CLIP.

Fiscal Year	2019	LEA Name	LEA Coordinator
<b>Data Profile Variable Selected for Equity Gap #1</b>			
Click Here to Select a Data Variable for Equity Gap #1			
If applicable, indicate student achievement area of focus		Click Here to Select Area of Focus	
If applicable, indicate grade level spans		Click Here to Select Grade Level Spans	
If applicable, indicate subgroup focus		Click Here to Select Subgroup	
Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus in FY19. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.			
<b>Equity Intervention Selected to Address Equity Gap #1</b>			
Click Here to Select Equity Intervention to Address Equity Gap #1			
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year.			
Describe the intervention <b>ACTIVITIES/STRATEGIES</b> the LEA will implement to address Equity Gap #1.		<b>Personnel Responsible</b> (by position)	<b>Timeline</b> (by weekly, monthly, quarterly)
Data to be collected to monitor the <b>IMPLEMENTATION</b> of intervention activities/strategies for Equity Gap #1.		<b>Personnel Responsible</b> (by position)	<b>Timeline</b> (by weekly, monthly, quarterly)
Data to be collected to measure the <b>EFFECTIVENESS</b> of intervention activities/strategies in reducing Equity Gap #1.		<b>Personnel Responsible</b> (by position)	<b>Timeline</b> (by weekly, monthly, quarterly)
Describe how the LEA will <b>ALLOCATE/COORDINATE</b> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.			

# 2018 Federal Programs Conference PQ/ESSA In-Field Updates and Next Steps FY19 Data Profile and Data Guide



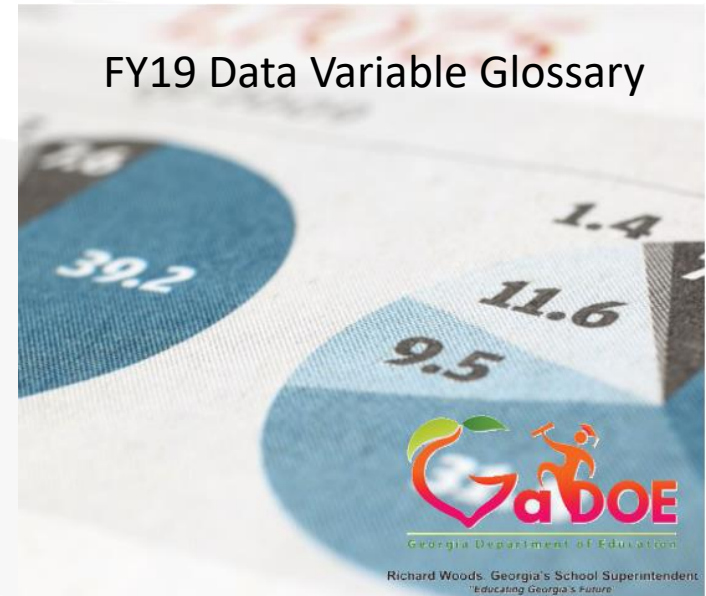
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## FY19 Data Profile

P-20 Collaborative	RESA	FTE FY18 Total Student Count	FTE FY17 Total Student Count	FTE FY16 Total Student Count	FTE FY15 Total Student Count	FTE FY18 Ethnicity: Hispanic %	FTE FY17 Ethnicity: Hispanic %	FTE FY16 Ethnicity: Hispanic %	FTE FY15 Ethnicity: Hispanic %	FTE FY18 Race: American Indian %	FTE FY17 Race: American Indian %
		1,768,633	1,764,210	1,756,579	1,744,029	15.6%	15.2%	14.6%	14.0%	0.2%	0.2%
Southeast	First District	1,005	984	983	1,003	12.2%	13.4%	13.2%	11.5%	TFS	TFS
Southeast	First District	579	576	546	587	20.4%	21.2%	20.1%	19.1%	TFS	TFS
Southeast	First District	784	773	752	771	15.4%	13.2%	12.2%	12.2%	TFS	TFS
Southeast	First District	646	671	729	763	23.8%	23.8%	22.6%	21.5%	TFS	TFS
Southeast	First District	423	410	409	390	6.9%	7.3%	7.1%	7.2%	TFS	TFS
Southeast	First District	202	199	193	174	11.9%	10.6%	12.4%	TFS	TFS	TFS
Southeast	First District										
Southeast	First District										
Southeast	First District										
Southeast	First District	3,639	3,613	3,612	3,688	15.6%	15.7%	15.2%	14.3%	TFS	TFS

## FY19 Data Variable Glossary



## FY19 Equity Data Profile

Data Variable Glossary

Title II, Part A—Georgia  
Department of Education

4/7/18

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## PQ/ESSA In-Field Updates and Next Steps

### Inexperienced Teachers



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Inexperienced Teachers (<4 years)	Teachers with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. New LEAs that are charter schools will show as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE.

	Inexperienced Teachers	Inexperienced Teachers FTE	Inexperienced Teachers %	Inexperienced Teachers FTE %
<i>2014-2015</i>	35772	33435.13	31%	30%
<i>2015-2016</i>	40464	38017.61	35%	34%
<i>2016-2017</i>	44069	41564.07	37%	36%
<i>2017-2018</i>	44196	41394	37%	36%

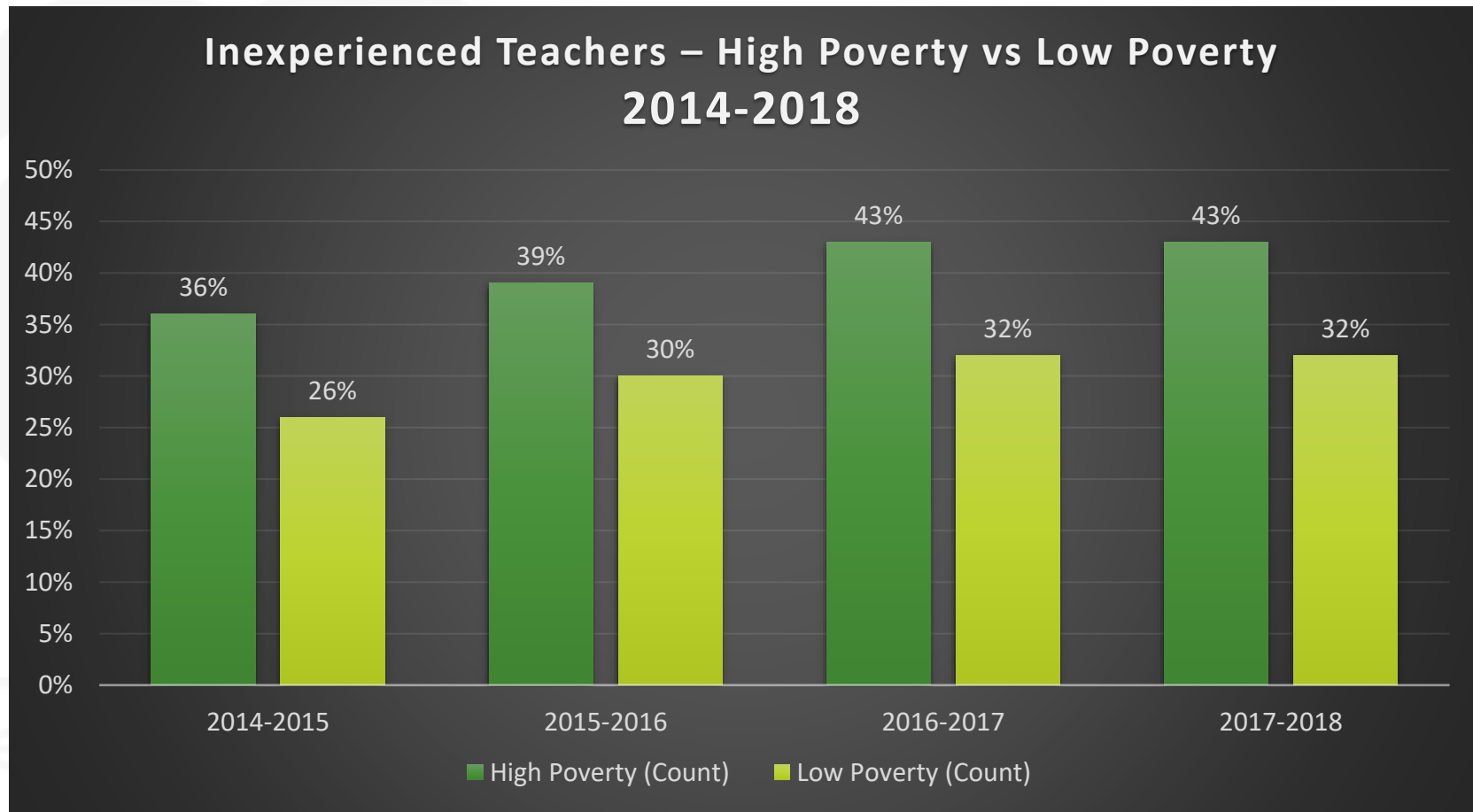
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## PQ/ESSA In-Field Updates and Next Steps

### Inexperienced Teachers



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## PQ/ESSA In-Field Updates and Next Steps

### Inexperienced Leaders



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Inexperienced Leaders (<4 years)

Leaders with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Leaders is defined by CPI job codes 610 and 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE.

	Inexperienced Leaders	Inexperienced Leaders FTE	Inexperienced Leaders %	Inexperienced Leaders FTE %
2014-2015	2186	2053.34	36%	35%
2015-2016	2307	2155.07	37%	36%
2016-2017	2400	2285.45	38%	37%
2017-2018	2429	2285.21	38%	37%

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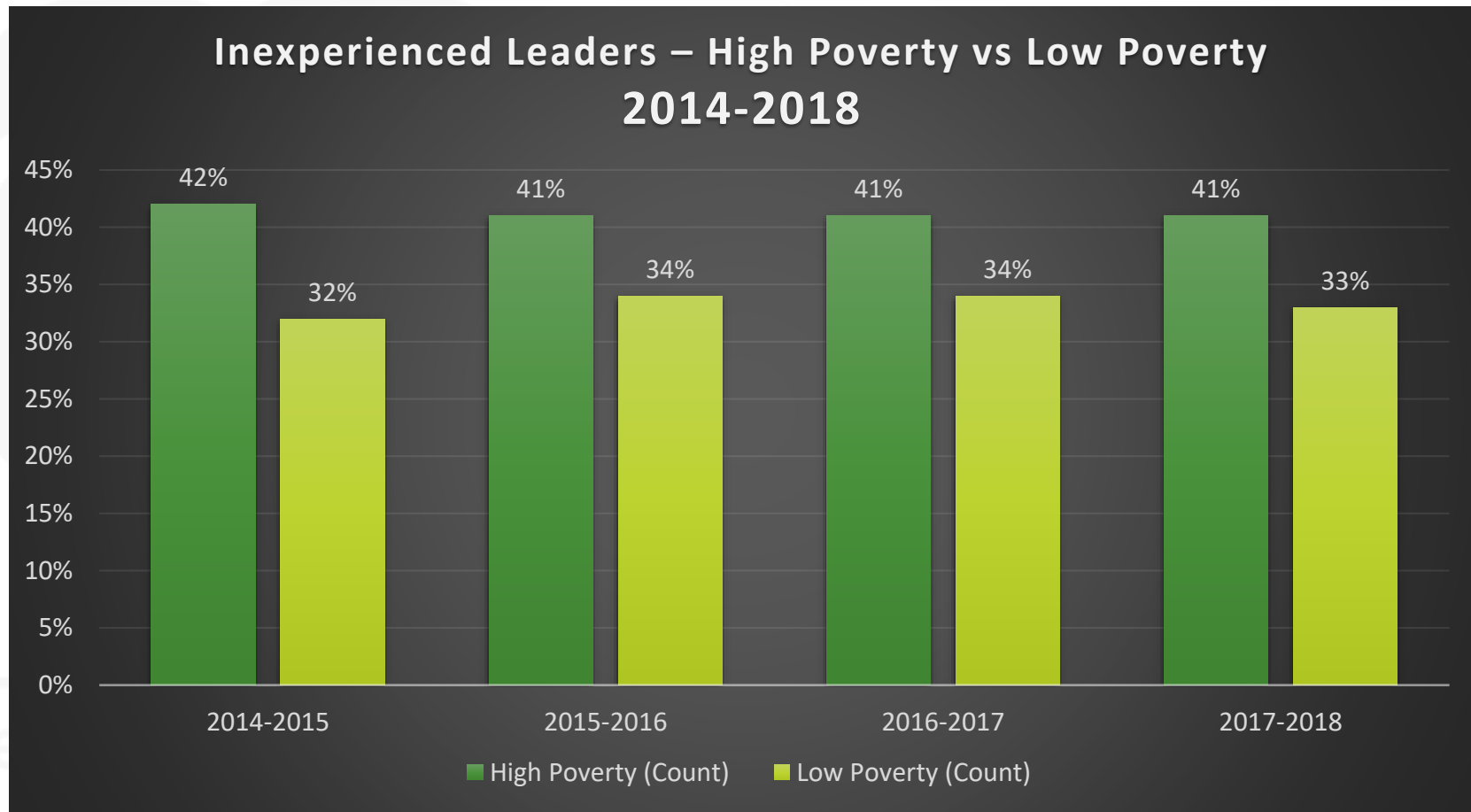
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### Inexperienced Leaders



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[gaedoe.org](http://gaedoe.org)



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## PQ/ESSA In-Field Updates and Next Steps

### Emergency or Provisional Certificates



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#### Teachers w Emergency or Provisional Credentials

Teachers who hold a N and/ or W GaPSC issued certificate and special education teachers who hold a SI certification in a special education field without a passing score on the GaPSC accepted test (GACE). Data comes from GaPSC certification records and CPI, which verifies location of employment. Based on teacher identifier (SSN). Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157.

	Teachers with Emergency or Provisional	Teachers with Emergency or Provisional FTE	Teachers with Emergency or Provisional %	Teachers with Emergency or Provisional FTE %
<i>2014-2015</i>	10053	9713.89	9%	9%
<i>2015-2016</i>	9675	9310.07	8%	8%
<i>2016-2017</i>	9616	9269.42	8%	8%
<i>2017-2018</i>	9395	9088.82	8%	8%



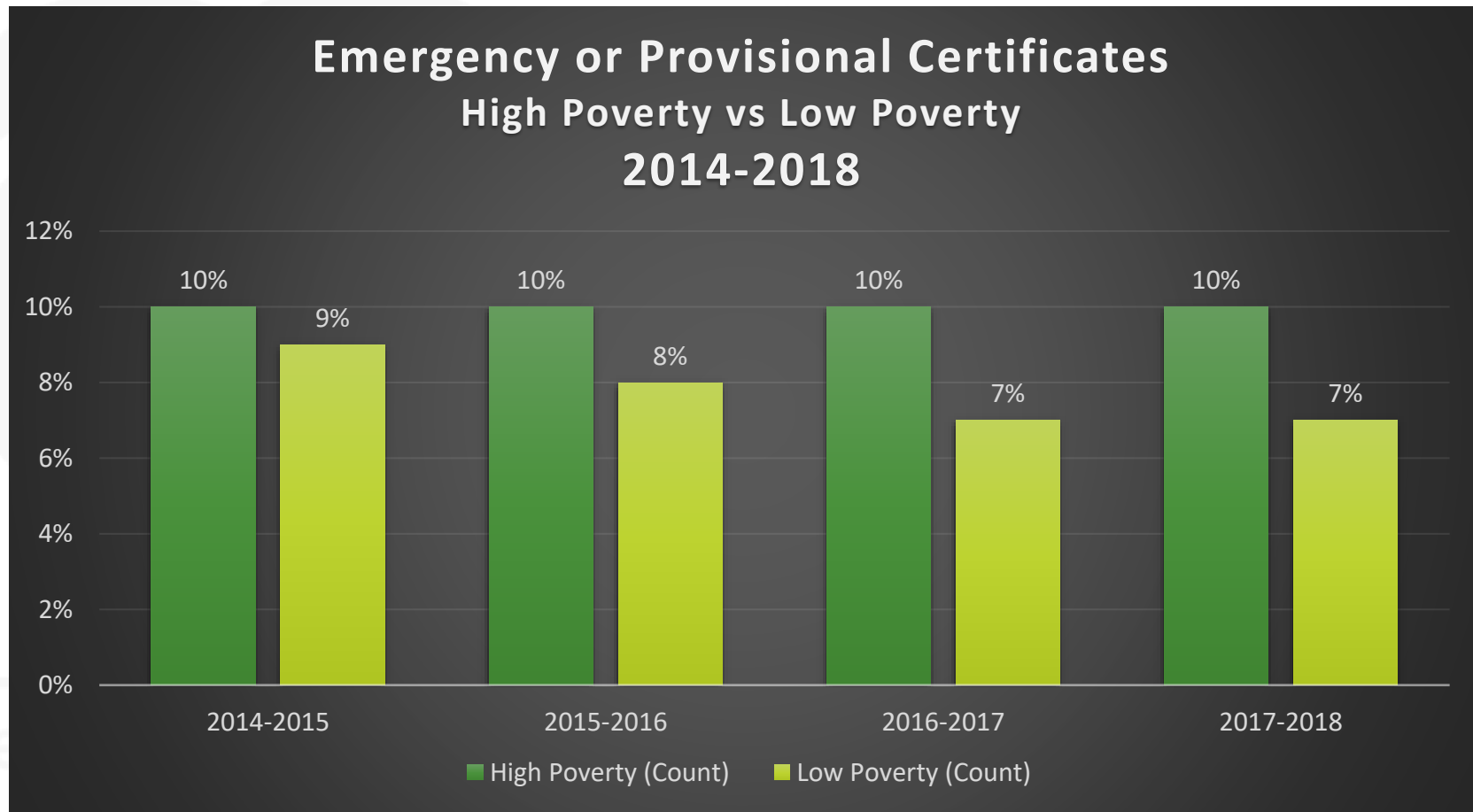
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## PQ/ESSA In-Field Updates and Next Steps

### Emergency or Provisional Certificates



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## PQ/ESSA In-Field Updates and Next Steps

### Teachers Out-of-Field



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Teachers Out-of-Field	Teachers who are not certified or licensed and who do not hold GaDOE accepted equivalent credentials (Bachelor's Degree, Relevant Coursework passed at 'C' or higher, Passing Score on Content Area Test) as reported in CPI through charter waiver codes 101, 102, 103. Determined using Data Collections Cycle 1, 2, and 3 Student Class and CPI reports, cross referenced with GaPSC certification records. Data Records referenced include: Student Class course numbers, Student Class modality, CPI subject code, certification records. Based on teacher identifier (SSN). Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157.
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	2014-2015 (Hi-Q)	2015-2016 (Hi-Q)	2016-2017	2017-2018
Teachers Out-of-Field (Not Highly Qualified) <i>(Program calculation methods updated in 2018)</i>	7.3%	1.4%	N/A in FY17	16.0%

*Note: The 2017-2018 data will not be complete until the third CPI is collected.*

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## PQ/ESSA In-Field Updates and Next Steps

### Teachers Out-of-Field by Content



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Teachers Out-of-Field	Teachers who are not certified or licensed and who do not hold GaDOE accepted equivalent credentials (Bachelor's Degree, Relevant Coursework passed at 'C' or higher, Passing Score on Content Area Test) as reported in CPI through charter waiver codes 101, 102, 103. Determined using Data Collections Cycle 1, 2, and 3 Student Class and CPI reports, cross referenced with GaPSC certification records. Data Records referenced include: Student Class course numbers, Student Class modality, CPI subject code, certification records. Based on teacher identifier (SSN). Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157.
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	Special Education	ESOL	Gifted	ELA	World Languages	Fine Arts	Math	Science	Social Studies	PE/Health	Pre-K	CTAE/JROTC
2017-2018 Teachers Out-of-Field (Not Highly Qualified) by Content Area	36.5 %	17.9 %	20.1 %	15.8 %	20.8 %	10.7 %	18.1 %	18.5 %	17.4 %	14.9 %	21.9 %	19.9 %

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## PQ/ESSA In-Field Updates and Next Steps

### Teacher Retention



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Teacher Retention	Teachers (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.
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	Teacher Retention	Teacher Retention FTE	Teacher Retention %	Teacher Retention FTE%
2014-2015	96797	95970.70	86%	86%
2015-2016	97979	97177.34	86%	86%
2016-2017	98816	97996.57	85%	86%
2017-2018	100975	100130.43	86%	87%

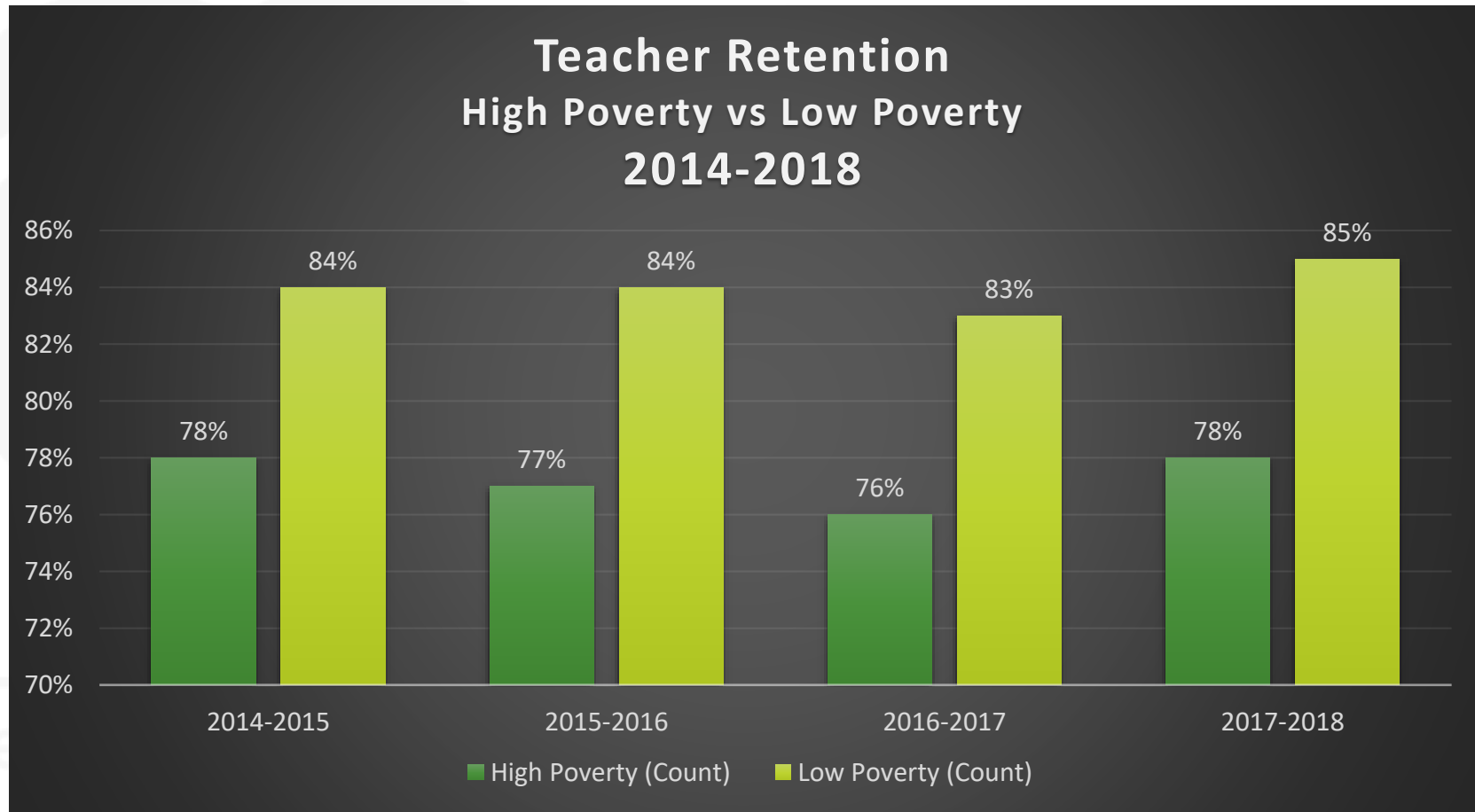
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## PQ/ESSA In-Field Updates and Next Steps

### Teacher Retention



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## PQ/ESSA In-Field Updates and Next Steps

### Leader Retention



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Leader Retention	Leaders (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Leader is defined by CPI job codes 610, 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.

	Leader Retention	Leader Retention FTE	Leader Retention %	Leader Retention FTE %
<i>2014-2015</i>	5134	5072.99	86%	86%
<i>2015-2016</i>	5255	5199.68	87%	87%
<i>2016-2017</i>	5360	5318.23	87%	88%
<i>2017-2018</i>	5497	5481.05	87%	88%

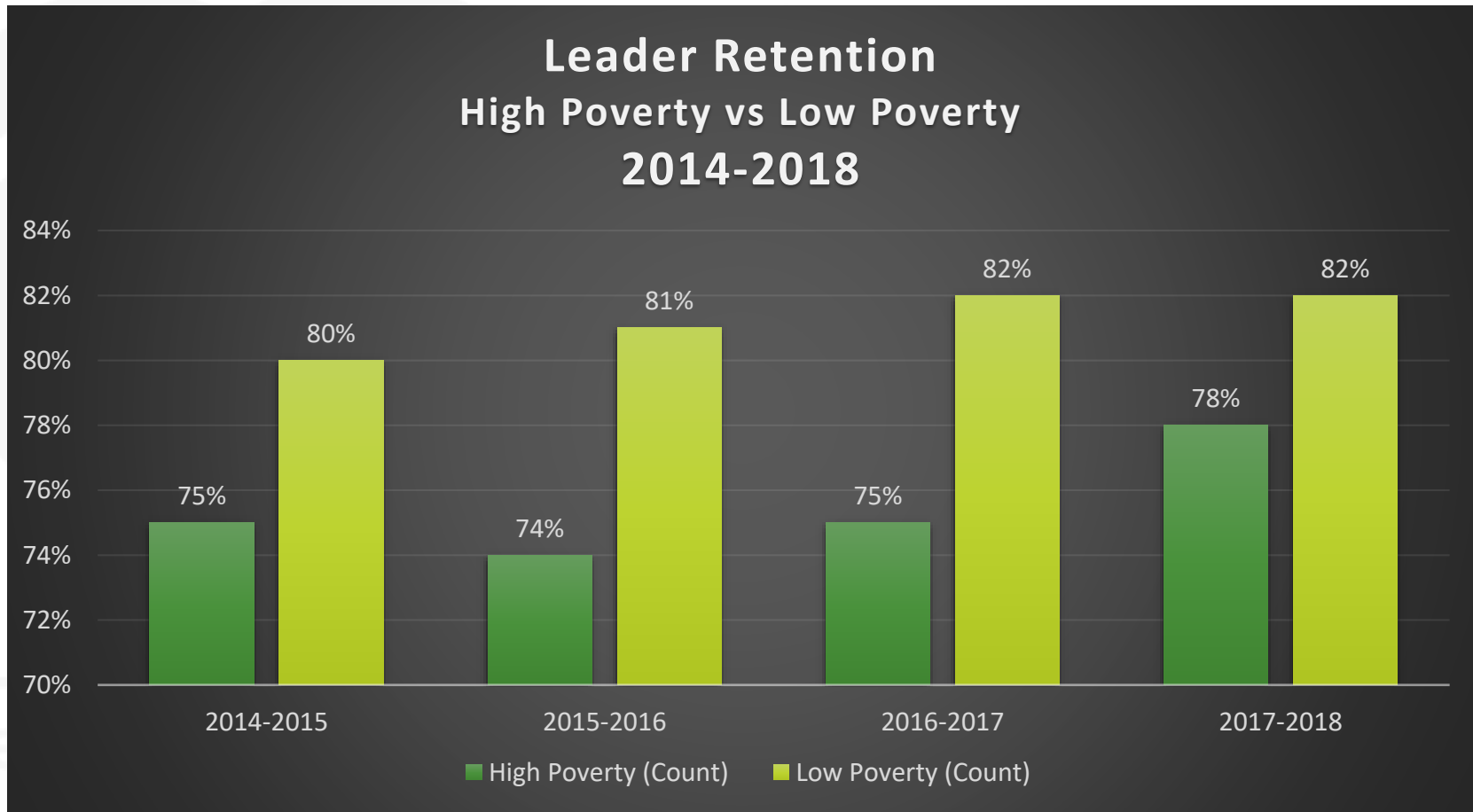
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## PQ/ESSA In-Field Updates and Next Steps

### Leader Retention



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### Ineffective Teachers



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Ineffective Teachers	An ineffective teacher is one that is rated ineffective (Level 1) or needs development (Level 2) (to align with the Georgia Professional Standards Commission definition of unsatisfactory) on the Teacher Assessment on Performance Standards. Student Class is merged with the TAPS file to match each teacher with a valid TAPS rating with the courses they taught and number of students served.
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	2014-2015	2015-2016	2016-2017
Percentage of Students Served by Ineffective Teachers <i>(Program calculation methods updated in 2018)</i>	Percentage of Students(individual) Level 1 or 2 Teachers	Percentage of Students(individual) Level 1 or 2 Teachers	Percentage of Students(individual) Level 1 or 2 Teachers
	9.54%	9.72%	8.69%
	Number of Students (individual) Level 1 or 2 Teachers	Number of Students (individual) Level 1 or 2 Teachers	Number of Students (individual) Level 1 or 2 Teachers
	170599	177446	154365



# Professional Qualifications and ESSA In-Field

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## PQ/ESSA In-Field Updates and Next Steps

### ESSA In-Field Portal



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- GaDOE is offering regional training at the end of July. Registration is open and can be accessed on the PQ/In-Field website.
- In FY18 we have further refined methods for determining whether or not Special Education Teachers are In-Field.
- In FY19 GaDOE-defined Equivalent Credentials for In-Field purposes will expand to include CTAE.
- In FY19 GaDOE will begin In-Field Data Verification During Monitoring (AP/IB, Equivalent Credentials-Degree/Coursework/CTAE, 'Adapted PE' Services)

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## PQ/ESSA In-Field Updates and Next Steps

### Pulse Check

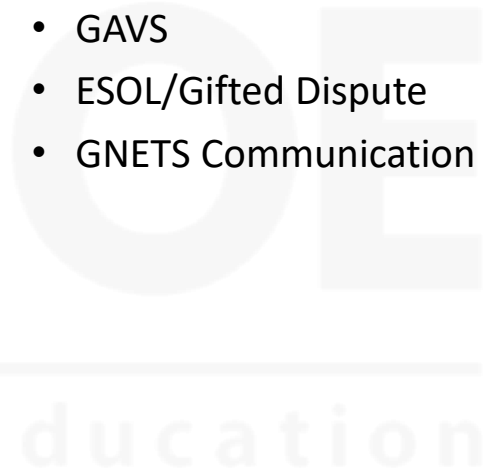


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### New FY18 Updates

- SpEd .8 and .9
- SpEd IN4T
- Adapted PE
- GAVS
- ESOL/Gifted Dispute
- GNETS Communication



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## PQ/ESSA In-Field Updates and Next Steps

### Pulse Check



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- Stakeholders?
- Establishing PQ
- Reporting Data?
- Using Resources?

Georgia Department of Education



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## PQ/ESSA In-Field Updates and Next Steps

### Recognizing Flexibility

Implementing PQ/ESSA In-Field may be easier in some LEAs than in others. GaDOE is here to help.

Ultimately, the GaDOE expects LEAs to use local autonomy granted under charter and strategic waiver law and SBOE rules to make the best decisions for their students, their staff and their community while taking into consideration related federal, state and local requirements and local capacity (LEA human and fiscal resources).

## How is your LEA using your PQ autonomy?

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## PQ/ESSA In-Field Updates and Next Steps

### ESSA In-Field Portal



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- FY18 was the first year that the ESSA In-Field portal was piloted. It uses data from CPI and Student Class from each official data collection cycle (fall, spring, summer). It also uses the GaPSC certification records and GACE test records.
- Data will be reported publicly in Fall of 2018; however, contextual explanation will be provided.
- The system will continue to be refined based on LEA feedback around individual scenarios.

**The goal is to produce a system that requires minimal input from LEAs.**



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How's it going  
and what's  
needed?

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## PQ/ESSA In-Field Updates and Next Steps

### Website and Resources



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#### RESOURCES

##### Overview Documents

FY18 PQ Decision Guide (01.24.18)  
FY18 PQ Quick Guide (01.25.18)  
FY18 PQ Special Education Guide (01.24.18)

##### Guidance Documents

GaDOE PQ and ESSA In-Field Implementation Guide (12.20.17)  
FY18 PQ Considerations (12.20.17)  
FY18 Guidance for Using CHW Codes in CPI (11.17.17)

##### For Charter LEAs Waiving FY18 CLIP

FY18 Required CLIP Attachment - PQ (07.2017)

##### Sample Notification Documents

FY18 Sample: Parents Right to Know Notification - English and Spanish translation (11.21.17)  
FY18 Sample: 20 Day Notification - English and Spanish translation (11.21.17)

##### In-Field Portal

GaPSC Portal Login Page (Login/ Password Required)

##### Training

July 17, 2017 - PQ/ In-Field Overview Webinar PPT (PDF)  
July 17, 2017 - PQ/ In-Field Overview Webinar Recording (hyperlink)

Are you using the  
website? If so how?

What would you like to  
see included in FY19?

UPDATE: July Training  
Registration

GaDOE > Offices & Divisions > School Improvement/ Federal Programs > Resources  
*"Professional Qualifications and Related Reporting Requirements"*



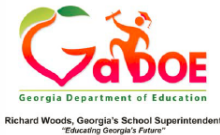
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## PQ/ESSA In-Field Updates and Next Steps

### Implementation Guide



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#### ESSA PQ & IN-FIELD IMPLEMENTATION GUIDE

THE GEORGIA DEPARTMENT OF EDUCATION  
IMPLEMENTATION GUIDELINES FOR PROFESSIONAL  
QUALIFICATIONS AND RELATED REPORTING UNDER  
ESEA/ESSA

*Created 11.21.2017, Current Version Updated 12.20.17*

*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.*

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

Georgia Department of Education  
December 20, 2017 • Page 1 of 25

## The PQ/ESSA In-Field Implementation Guide

Are you using it?  
What would make it better?

UPDATE: A New version is  
available

# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Evolution of PQ/ESSA In-Field



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#### Why change the name from HiQ to PQ?

First, highly qualified is gone. Teachers do not have to meet federal requirements. ESSA says SEAs and LEAs MUST ensure teachers meet state certification requirements. It also says that LEAs must notify parents when teachers do not meet professional qualification requirements. In Georgia we wanted to distinguish between NCLB and ESSA requirements. In addition, with increased flexibility in Georgia, not all teachers have to be certified. The term *professional qualifications* captures federal, state and local requirements.



#### What's your biggest challenge in explaining PQ/In-Field?

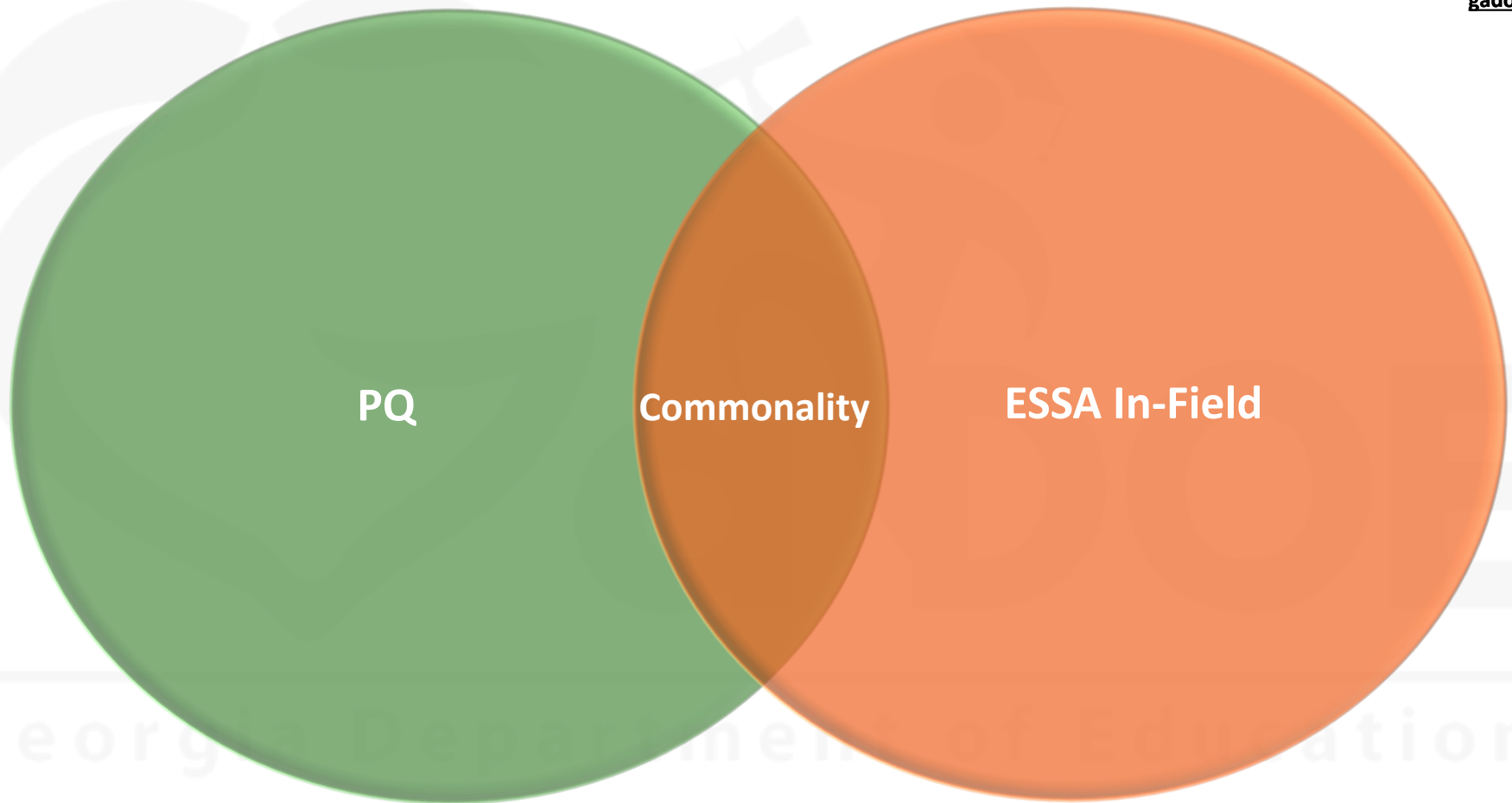
# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Professional Qualifications (PQ) vs ESSA In-Field



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## PQ/ESSA In-Field Updates and Next Steps

### Professional Qualifications (PQ) vs ESSA In-Field



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#### PQ

Paraprofessionals and teachers must meet federal and state certification requirements.

ESSA/NCLB – Paras  
GaDOE Rule – SpEd  
LEA DIP - Teachers

All teachers who meet ESSA In-Field requirements are PQ

#### ESSA In-Field

Teachers who are teaching in the field in which they are certified. GA allows LEAs who waive certification to establish ESSA in-field by asserting GaDOE defined equivalent credentials in CPI through Charter Waiver Codes.

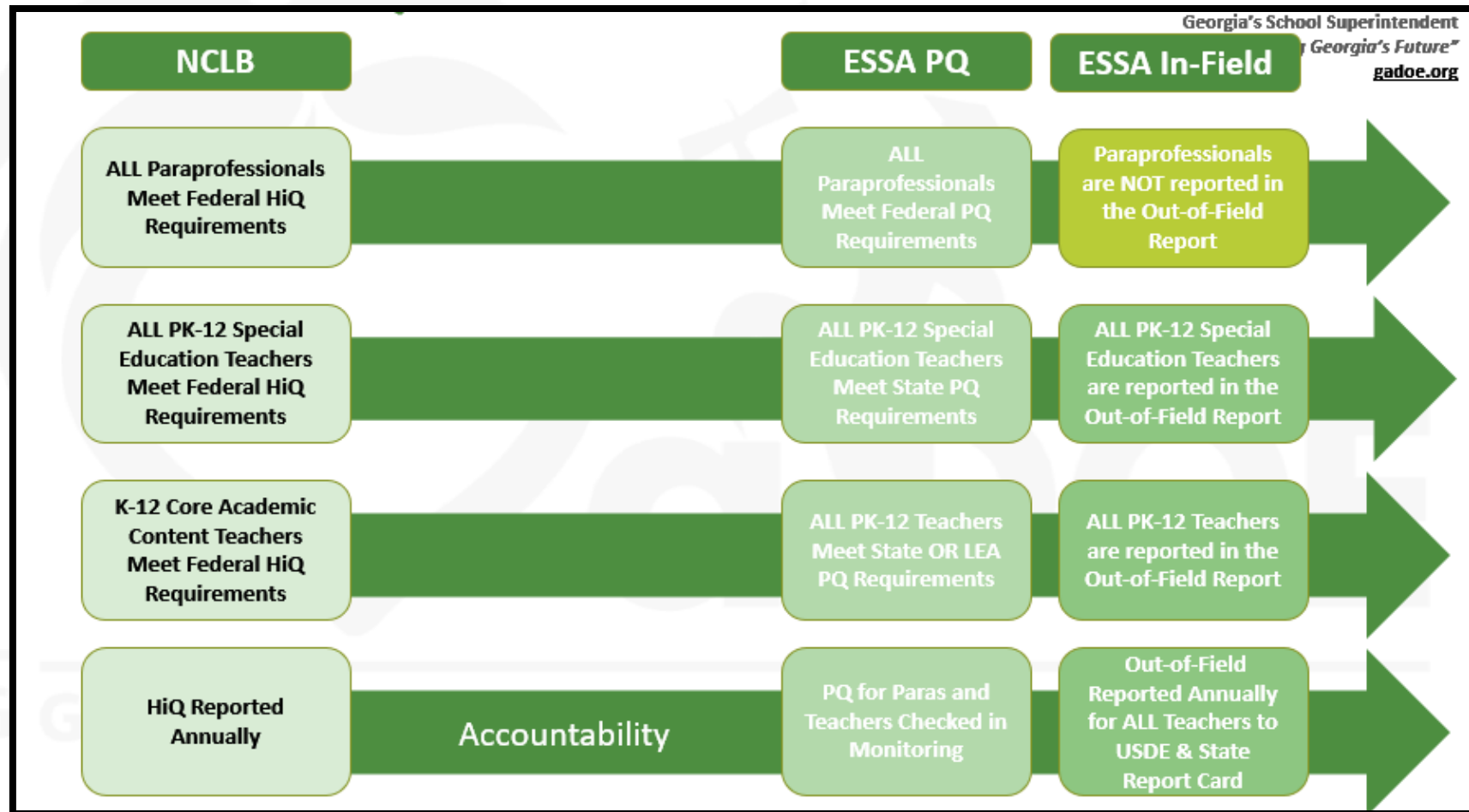
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## PQ/ESSA In-Field Updates and Next Steps

### Have we moved on from HiQ?



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## PQ/ESSA In-Field Updates and Next Steps

### Where do I Find My LEAs PQ?



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**LEAs may revise PQ in the CLIP-DIP as needed.**

**DISTRICT IMPROVEMENT PLAN**

**PQ - Intent to Waive Certification**

Does whether or not the district waives certification under Georgia law (see O.C.G.A. 20-2-2065 or State Board Rule - Waiver Waivers (160-9-1-20)).

**PQ - Waiver Recipients**

If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GoPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GoPSC certification.

**PQ - Minimum Qualifications**

In the event you have a need that requires the district to waive certification, the minimum requirements would include one of the two options below:

A. Teacher's degree or higher and/or experience in the subject field (limited to primary certification)

B. Holding an out of field certificate for providing a field through O.A.C.E. interventions or other interventions such as intensive certification programs like GATAPP.



**DISTRICT IMPROVEMENT PLAN**

**4.1** Does whether or not the district waives certification under Georgia law (see O.C.G.A. 20-2-2065 or State Board Rule - Waiver Waivers (160-9-1-20)).

**4.2** If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GoPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GoPSC certification.

**4.3** If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.).

**4. Required Questions**

**5. Professional Qualifications**

Part 1 - State "explicitly" whether or not in the current fiscal year the LEA uses its Charter or Strategic Waiver flexibility to waive certification. [O.C.G.A. 20-2-80, 20-2-2065, ESSA Sec. 1112(e)(1)(B)(ii)]

The Barrow County School System uses Charter Waiver flexibility to waive certification for all teachers with the exception of Special Education teachers. All teachers are required to hold a Clearance Certificate.

Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:

- for all teachers (except Special Education), or
- for a select group of teachers (please specify content fields and grade level bands, P-5, 4-8, 6-12, P-12).

[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GoPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GoPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-05, ESSA Sec. 1112(e)(1)(B)(ii)]

For all teachers (except Special Education)

Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for 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)]

No requirements exist beyond a Clearance Certificate.

- In the CLIP (SLDS, Overlay, S-CLIP) - \*New\* Posted Online
- LEAs must answer three questions:
  - Does the LEA Waive Certification?
  - If Yes, For Which Teachers?
  - If Yes, What are the MINIMUM Qualifications?
- During monitoring GaDOE staff check to ensure that what was asserted in the DIP is consistent and accurate in practice.
- LEAs will assert PQ requirements annually. When responding, LEAs should review current practices & requirements to determine if revisions are needed.

# A Quick Review

# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Federal, State, and Local PQ Requirements

All LEA educators must hold a clearance certificate

#### Paraprofessionals

ESSA Sec.1111(g)(2)(M); GaPSC Certification  
Rule 505-2-.18

- NCLB Requirements
- Certification or Equivalent: 2 Yr Degree, 60 Semester Hours, GACE Paraprofessional Test

#### Regular Education Teachers (Including Gifted and ESOL)

O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-2065

- LEAs That Do Not Waive Certification  
Follow GaPSC Requirements
- LEAs Waive Certification  
LEA PQ Requirements

#### Sp. Ed. Teachers –Not Issuing Grades

O.C.G.A. §20-2-200, SBOE Rules 160-4-9-.05,  
160-5-1-.33

- GaPSC Sp.Ed. Certification Requirements

#### Sp. Ed. Teachers –Issuing Grades

O.C.G.A. §20-2-200, SBOE Rules 160-4-9-.05,  
160-5-1-.33

- GaPSC Sp.Ed. Certification Requirements
- Content: Certification or the Equivalent Based on LEA PQ Requirements

#### Substitute Teachers

O.C.G.A. §20-2-216

- Hold GaPSC Certification or Best Candidate



# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Clearance Certificates

O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC & SBOE Rules



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ALL Georgia LEA teachers, school or school system administrators, and paraprofessionals **MUST** hold a Clearance Certificate.

A Clearance Certificate is a certificate issued by the Georgia Professional Standards Commission that verifies that an educator has completed fingerprint and criminal background check requirements.

Georgia Department of Education

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## PQ/ESSA In-Field Updates and Next Steps

### Paraprofessionals

ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.18



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The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act.

*In Georgia, a paraprofessional employed by a Georgia LUA, must meet one of the following requirements:*

- **Degree:** Hold an associate's degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; or
- **Coursework:** Have complete two (2) years of college coursework (sixty [60] semester hours) at a GaPSC- accepted accredited institution; or
- **Content Area Test:** 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.

*Paraprofessionals do not have to be certified, but they must meet ESSA/ NCLB requirements.*

# 2018 Federal Programs Conference PQ/ESSA In-Field Updates and Next Steps

## Regular Pre-K Teachers

ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.40,  
505-2-.159



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### Professional Qualifications (Monitoring)

Regular Education Pre-K Teachers do not need to be certified

505-2-.40 Page 2

(6) Pre-Kindergarten Programs. Pre-kindergarten regular education programs are administered by Bright from the Start: Georgia Department of Early Care and Learning (See <http://decal.ga.gov/Prek/Teachers.aspx>).

### ESSA in-Field (Reporting)

Regular Education Pre-K Teachers will need to have demonstrated content area expertise in order to be reported as In-Field.

# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### Regular Education Teachers

ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.18



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## Professional Qualifications (Monitoring)

- PK-12 Teachers in all fields in Traditional LEAs must meet GaPSC requirements
- PK-12 Teachers in all fields in Charter/Strategic Waiver LEAs must meet LEA PQ requirements

## ESSA In-Field (Reporting)

- In order to be In-Field, PK-12 Teachers in all fields in Traditional LEAs must have demonstrated content area expertise in the subject or field assigned. Content expertise must be GaPSC Certification.
- In order to be In-Field, PK-12 Teachers in all fields in Charter/Strategic Waiver LEAs must have demonstrated content area expertise in the subject or field assigned. Content expertise may be GaPSC Certification or GaDOE defined equivalent credentials.

# 2018 Federal Programs Conference PQ/ESSA In-Field Updates and Next Steps

## Special Education Teachers

ESSA Sec.1111(g)(2)(M), IDEA 612(a)(14)(C),  
SBOE Rules 160-4-9-.07, 160-5-1-.33



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## Professional Qualifications (Monitoring)

### ESSA In-Field (Reporting)

- PK-12 Special Education Teachers issuing content grades must have content certification and special education certification.
- PK-12 Special Education Teachers not issuing grades must have special education certification

These requirements also apply to GNETS, residential facilities and third party contractors.

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## PQ/ESSA In-Field Updates and Next Steps

### Professional Qualifications for Substitutes

O.C.G.A. § 20-2-216



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## Professional Qualifications (Monitoring)

- Short-Term Substitutes (vacant <20 Days) – Not subject to PQ
- Long Term Substitutes (vacant 20+ Days) – Not subject to PQ

## ESSA In-Field (Reporting)

- Short-Term Substitutes (vacant <20 Days) – Not subject to In-Field
- Long Term Substitutes (vacant 20+ Days) – Subject to In-Field

***Because O.C.G.A. allows LEAs to hire substitutes who are the best candidates and who may or may not be certified, GaDOE and LEAs do not need to establish whether or not substitutes meet state certification requirements for PQ purposes. However, long-term substitutes will be reported as out-of-field if they do not hold the necessary credentials for the course(s) to which they are assigned.***



# 2018 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

### CAPS and In-Field Rules



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## Are you using CAPS and the rules?

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### CERTIFICATION

- Tiered Certification
- Certification Fields & Endorsements
- GAPSC Licenses & Permits
- Test Eligibility
- Application Forms & Procedures
- Certification & Licensure Assessments
- Special GA Requirements
- National Board Certification
- Georgia Master Teacher Certification
- Public Certificate Lookup
- Certification Rules
- About the Certification Division
- Jobs and Job Fairs
- Certification FAQs
- Retired Educator Certificate FAQs
- Glossary of Terms

### CAPS

CAPS (Certification/Curriculum Assignment Policies System) is a web-based, "In-Field Assignments" resource created by the Georgia Professional Standards Commission. This resource aligns courses from the Georgia state-approved curriculum with the Georgia certificate(s) which 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.

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

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

Search: Certification Assignment

Subject Area: ALL  
Grade Level: ALL  
Course Number:  Course Title Keyword:   
Certification Field: ALL

You can download the entire CAPS database in Excel (.csv) format. (When you click the button labeled "Download", a window will pop up asking if you want to save or open the file. Click the "save" button to save the file on your computer, or click the "open" button to open it.)

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Page last updated: 3/16/2017 2:32 PM

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### COMMISSION

- Commission
- GAPSC Rules
- Policies & Guidelines
- Research & Publications
- Media
- About GAPSC
- Contacts

### Certification Rules

All of these documents are in the Adobe Portable Document Format (.pdf) (requires Adobe Reader).

As of July 1, 2017

General Rules and Procedures	Effective	Archive
<a href="#">505-2-.01 GEORGIA EDUCATOR CERTIFICATION</a>	Apr 15, 2016	
<a href="#">505-2-.02 CLASSIFICATION</a>	Jan 15, 2016	
<a href="#">505-2-.03 PRE-SERVICE TEACHING CERTIFICATE</a>	Jan 15, 2016	
<a href="#">505-2-.04 INDUCTION CERTIFICATE</a>	Apr 15, 2017	
<a href="#">505-2-.05 PROFESSIONAL CERTIFICATE</a>	July 1, 2017	
<a href="#">505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE</a>	July 1, 2017	
<a href="#">505-2-.07 LEAD PROFESSIONAL CERTIFICATE</a>	July 1, 2017	
<a href="#">505-2-.08 CAREER, TECHNICAL AND AGRICULTURAL EDUCATION</a>	Oct 15, 2016	
<a href="#">505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE</a>	July 1, 2017	
<a href="#">505-2-.10 PERMIT</a>	Oct 15, 2016	
<a href="#">505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE</a>	July 1, 2014	
<a href="#">505-2-.12 LIFE CERTIFICATE</a>	July 1, 2014	
<a href="#">505-2-.13 WAIVER CERTIFICATE</a>		
<a href="#">505-2-.14 ENDORSEMENT</a>		
<b>Special Education (Grades P-12)</b>		
<a href="#">505-2-.106 ACADEMIC CONTENT CONCENTRATIONS</a>	July 1, 2014	
<a href="#">505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM</a>	July 1, 2014	
<a href="#">505-2-.108 BEHAVIOR DISORDERS</a>	July 1, 2014	
<a href="#">505-2-.109 DEAF EDUCATION</a>	July 1, 2014	
<a href="#">505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM</a>	July 1, 2014	
<a href="#">505-2-.111 LEARNING DISABILITIES</a>	July 1, 2014	
<a href="#">505-2-.112 PHYSICAL AND HEALTH DISABILITIES</a>	July 1, 2014	
<a href="#">505-2-.113 SPECIAL EDUCATION PRESCHOOL (AGES 3-5)</a>	Jun 15, 2015	
<a href="#">505-2-.114 VISUAL IMPAIRMENT</a>		
<a href="#">505-2-.115 RESERVED</a>		
<a href="#">505-2-.116 RESERVED</a>		
<a href="#">505-2-.117 RESERVED</a>		



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## PQ/ESSA In-Field Updates and Next Steps

### How to Use CAPS



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**Search Certification Assignment**

Subject Area:  ▼

Grade Level:  ▼

Course Number:  Course Title Keyword:

Certification Field:  ▼

Click a course number to see the course details and the appropriate certificate(s).

Course #	Course Title	Phrase/Certificates	Effective date	Expired date
<a href="#">47.01000</a>	Introduction to Mechanical Systems (ACCT-IMS)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
<a href="#">47.01100</a>	HVACR 1 (ACCT-HVACR1)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
<a href="#">47.01300</a>	HVACR 2 (ACCT-HVACR2)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
<a href="#">47.01400</a>	Introduction to HVACR Systems	CONSTRUCTION		

[1 2 3 4 5 6 7 8 9 10 ...](#)



LEAs can look up alignment by subject area or certification field



Results of the search

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## PQ/ESSA In-Field Updates and Next Steps

### Next Steps



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- Sign up for Summer Regional PQ/In-Field Optional Training
- Familiarize yourself with your LEA's Professional Qualifications (FY19 DIP). Ensure key stakeholders also know your PQ.
- Review LEA Right to Know notifications to ensure language reflects current law. A sample notification is available on the PQ webpage.
- Meet with principals to ensure teacher schedules are reviewed and 20 day PQ notifications are prepared and sent if needed. A sample notification is available on the PQ webpage.
- As teaching assignments and class schedules are completed, begin meeting with data collection personnel in your LEA to plan for accurate CPI and Student Class reporting.

# FY19 Federal Programs Conference

## PQ/ESSA In-Field Updates and Next Steps

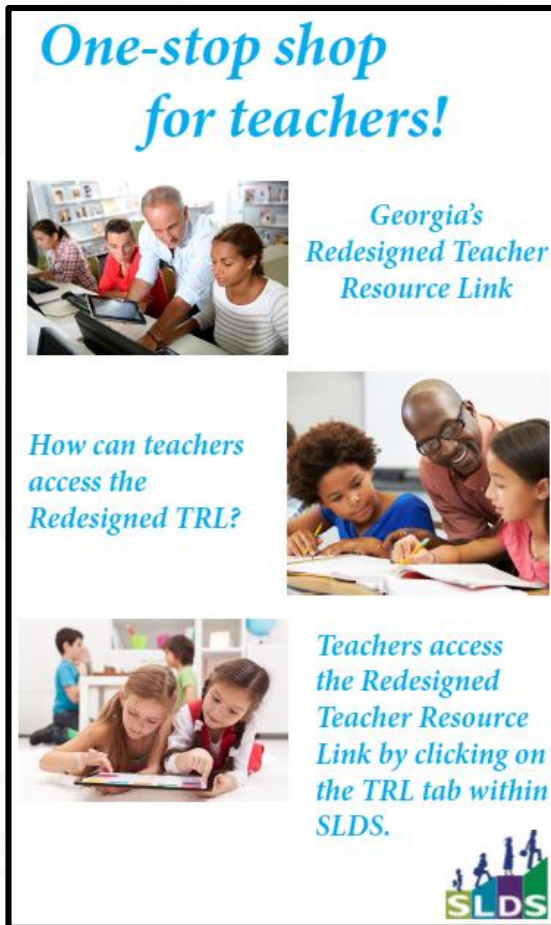
### Questions



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# Redesigned Teacher Resource Link #GATeacherResources




*One-stop shop for teachers!*

*Georgia's Redesigned Teacher Resource Link*

*How can teachers access the Redesigned TRL?*

*Teachers access the Redesigned Teacher Resource Link by clicking on the TRL tab within SLDS.*




**COHERENT INSTRUCTIONAL RESOURCES**

More than **28,000 K-12** downloadable resources



**CONTENT**

**Essential Toolkit K-5 resources includes:** curriculum maps, frameworks, glossaries, and teacher guidance documents



**QUALITY**

**Instructional resources** align to state standards & focus on grade level or resource type



**SHOPPING CART OF RESOURCES**

**User-friendly search menu,** filtered resources to store, save, & share.

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## ESSA PQ/In-Field GaDOE Specialists



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Pam Daniels	<a href="mailto:pdaniels@doe.k12.ga.us">pdaniels@doe.k12.ga.us</a>
Joy Gentry	<a href="mailto:jgentry@doe.k12.ga.us">jgentry@doe.k12.ga.us</a>
Dana Golowich	<a href="mailto:dirwin@doe.k12.ga.us">dirwin@doe.k12.ga.us</a>
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Terri Still	<a href="mailto:tstill@doe.k12.ga.us">tstill@doe.k12.ga.us</a>

# ESSA Professional Qualifications/ In-Field and Equity

2018 GaDOE Federal Programs Conference

Pam Daniels and Chris Leonard  
Title II, Part A Education Program Specialists



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