

ESSA Professional Qualifications/ In-Field and Equity

2018 GaDOE Federal Programs Conference

New Director Session

Pam Daniels and Chris Leonard

Title II, Part A Education Program Specialists



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New Directors Breakout Session

GaDOE Specialists



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Agenda



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Equity

- Equity in Georgia/State Reporting
- Equity Action Plan Timeline
- Equity Action Plan Access
- Data Profiles
- State Equity Data
- FY19 Equity Action Plans

ESSA PQ/ In-Field

- Takeaways
- Stakeholders/Resources/
Historical Background
- Definitions
- Establishing
PQ/Certifications/Notifications
- In-Field Portal
- Establishing Next Steps

Georgia Department of Education

FY19 Equity

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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, ...

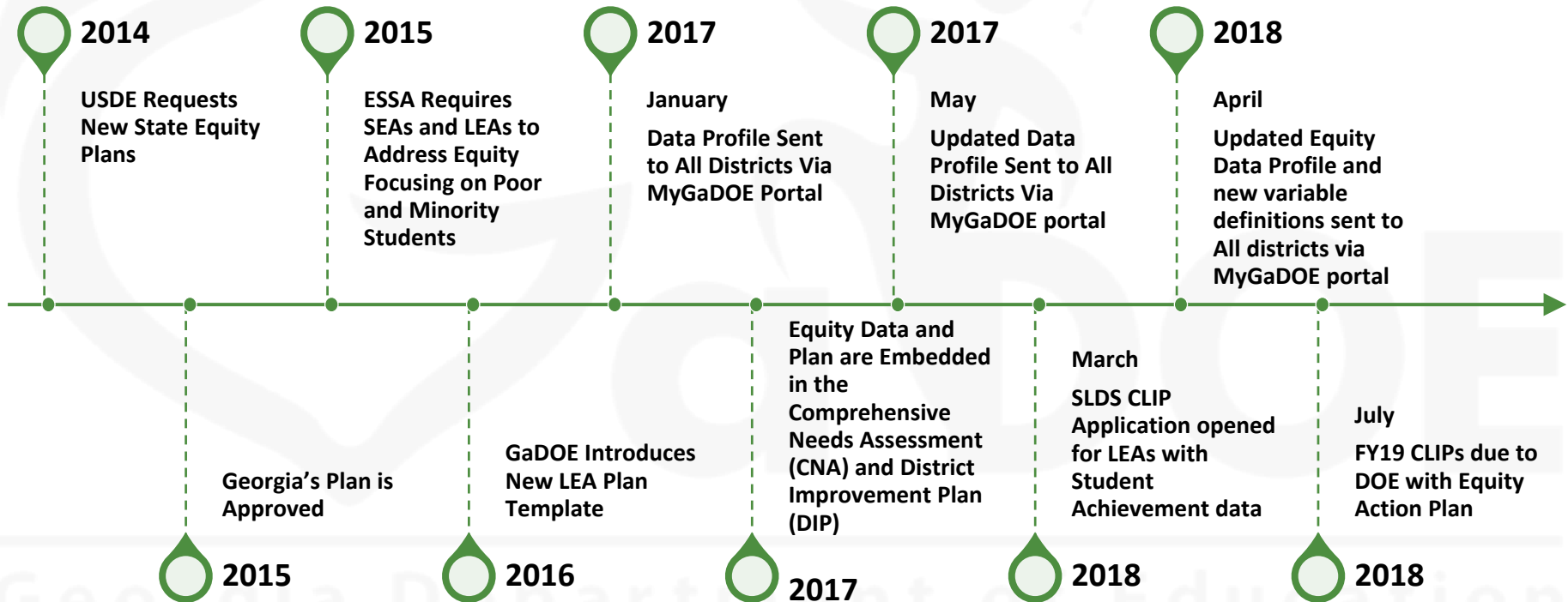
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LEA Equity Action Plan Timeline



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Georgia EAAE 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

2018 Federal Programs Conference New Directors Breakout Session LEA Equity Action Plan Access & Progress

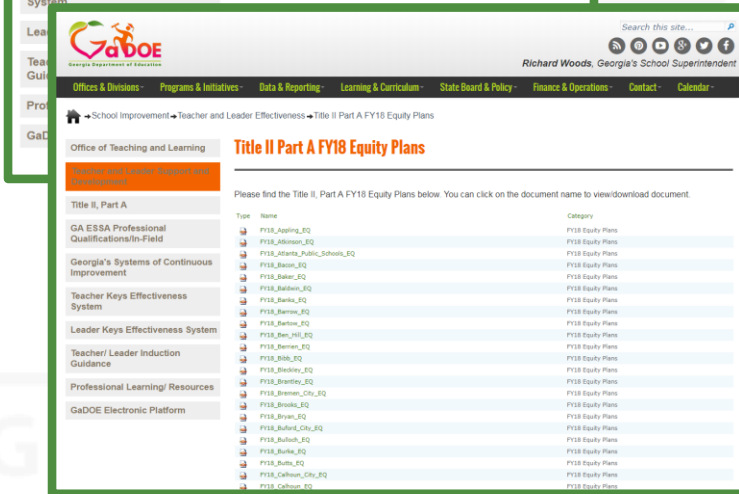


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Ensuring Access

- Georgia's FY17 & FY18 LEA Equity Action Plans are posted online on the GaDOE webpage. FY19 should be posted by October.
- Equity Data moving to SLDS in FY19



Ensuring Progress

- GaDOE Staff monitor LEA Equity Action Plan implementation during cross-functional monitoring visits.
- State and LEA level data are being gathered and distributed.

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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.

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

- TAPS Distribution
- LAPS Distribution
- Teacher Retention
- 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
Data Profile Variable Selected for Equity Gap #1			
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.			
Equity Intervention Selected to Address Equity Gap #1			
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 ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.		Personnel Responsible (by position)	Timeline (by weekly, monthly, quarterly)
Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.		Personnel Responsible (by position)	Timeline (by weekly, monthly, quarterly)
Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.		Personnel Responsible (by position)	Timeline (by weekly, monthly, quarterly)
Describe how the LEA will ALLOCATE/COORDINATE 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 New Directors Breakout Session FY19 Data Profile and Data Guide

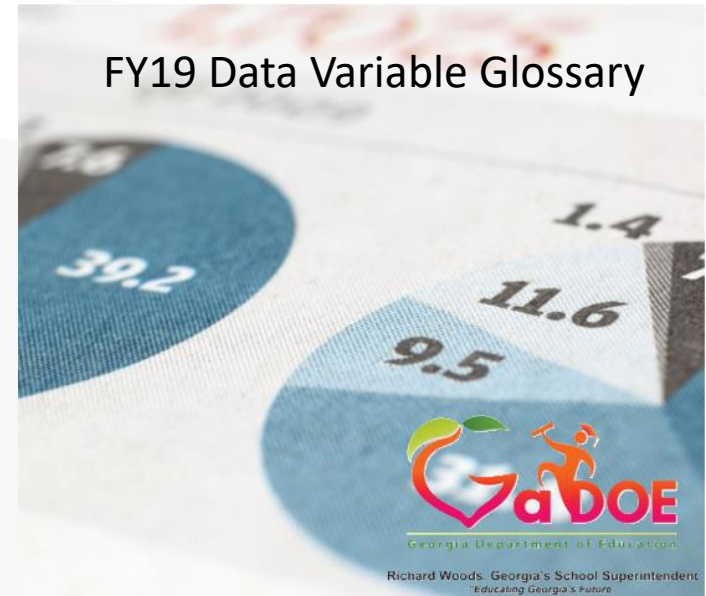


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FY19 Data Profile

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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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%

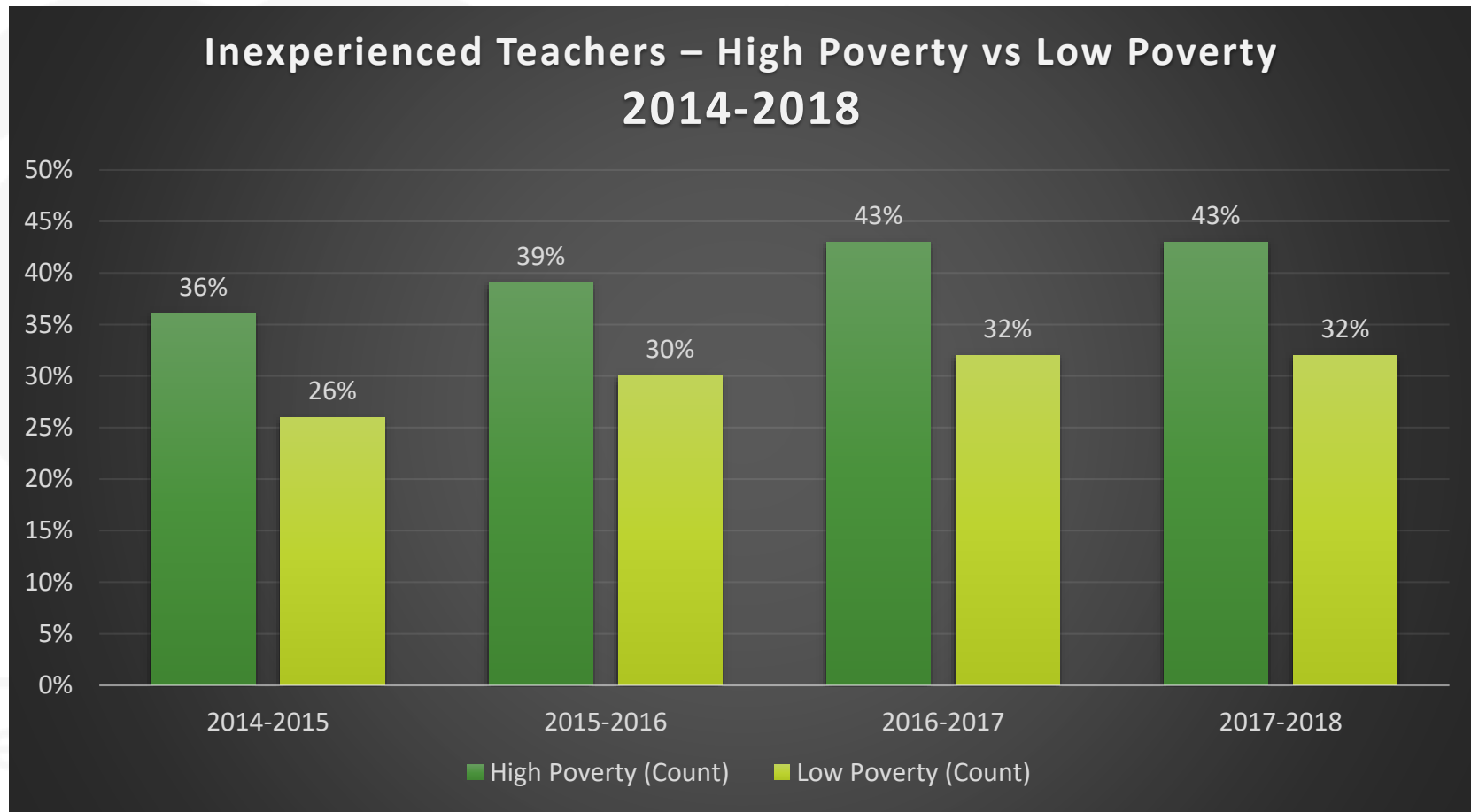
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Inexperienced Teachers



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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%

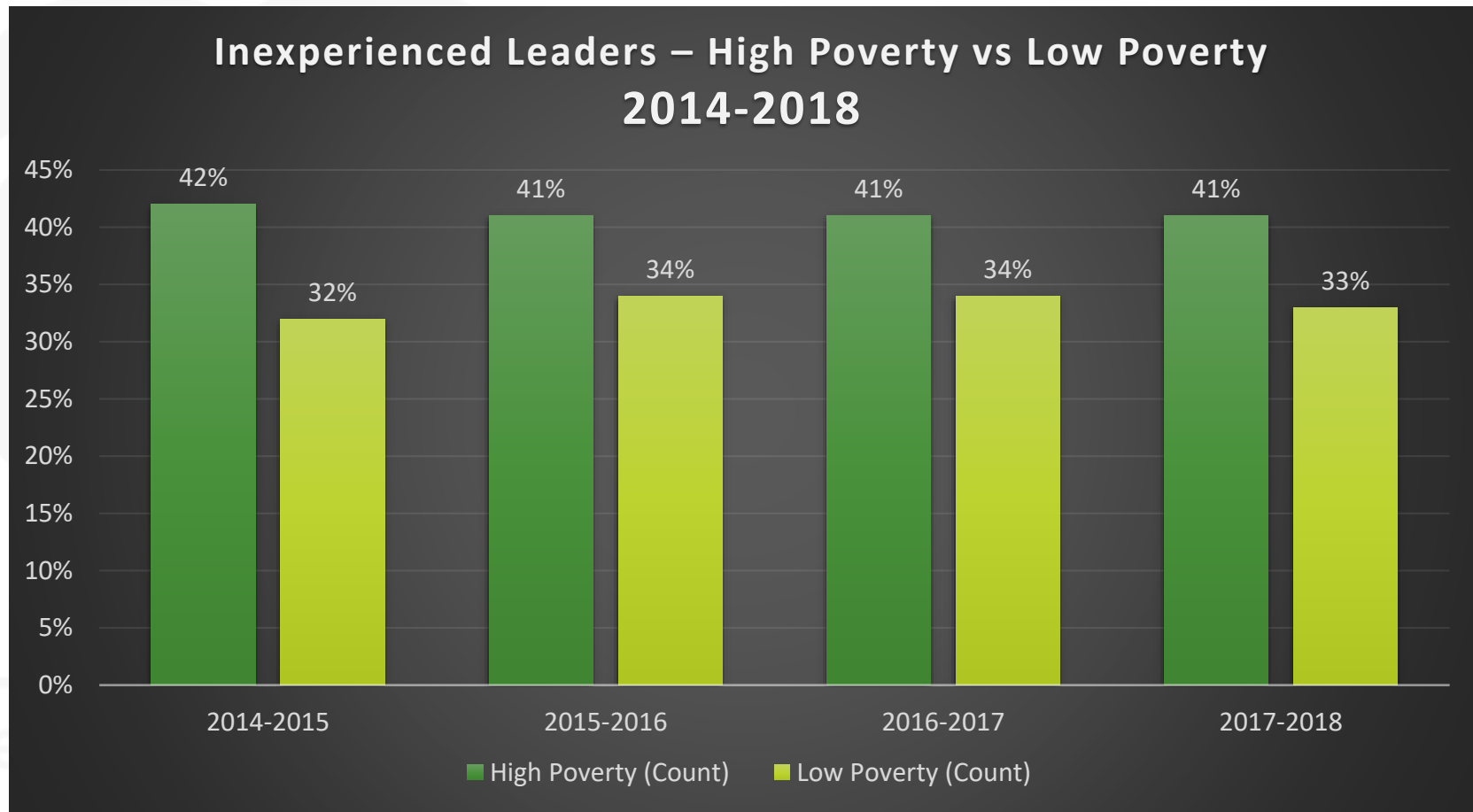
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Inexperienced Leaders



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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%

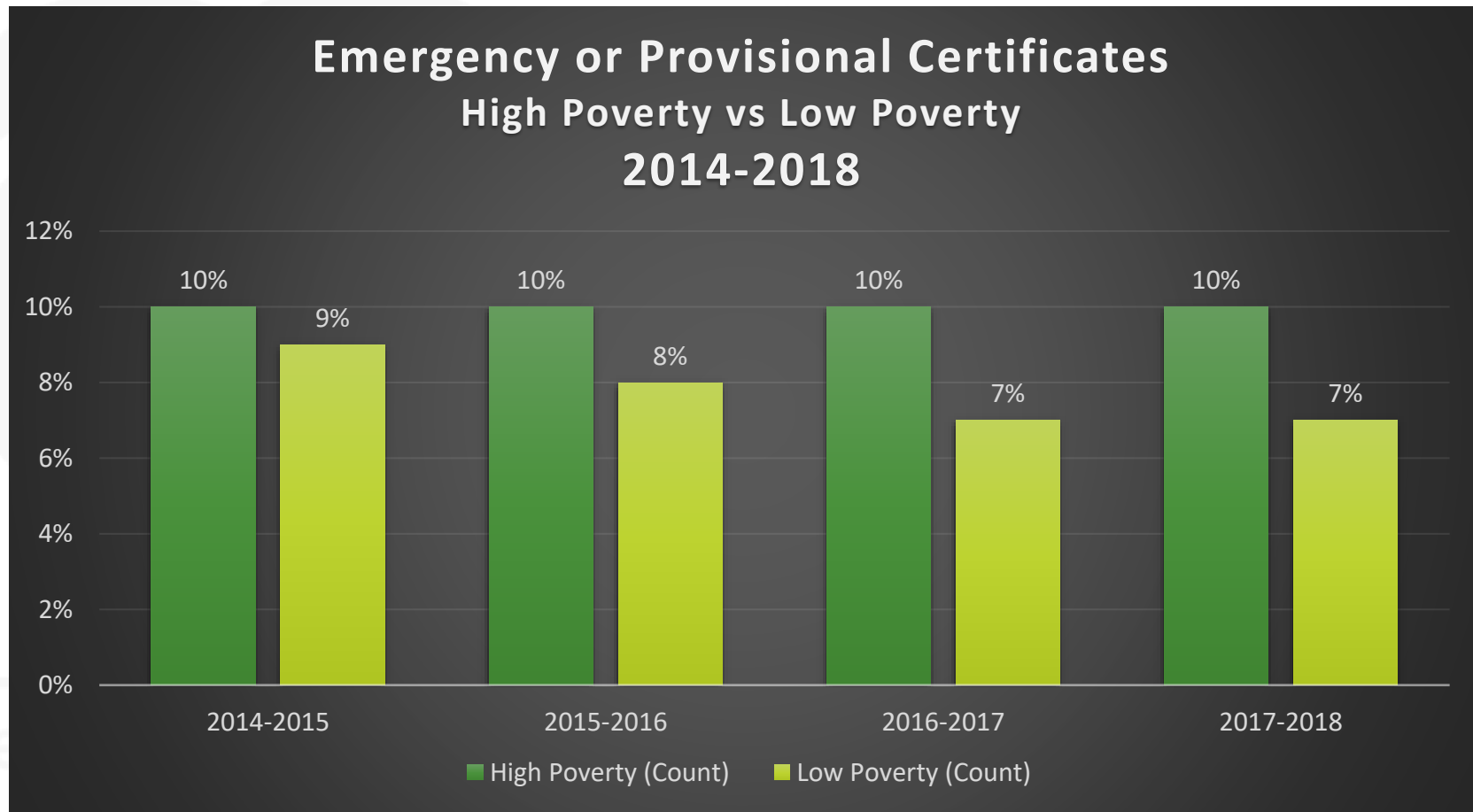
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Emergency or Provisional Certificates



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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.

	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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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.

	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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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.

	Teacher Retention	Teacher Retention FTE	Teacher Retention %	Teacher Retention FTE %
<i>2014-2015</i>	96797	95970.70	86%	86%
<i>2015-2016</i>	97979	97177.34	86%	86%
<i>2016-2017</i>	98816	97996.57	85%	86%
<i>2017-2018</i>	100975	100130.43	86%	87%

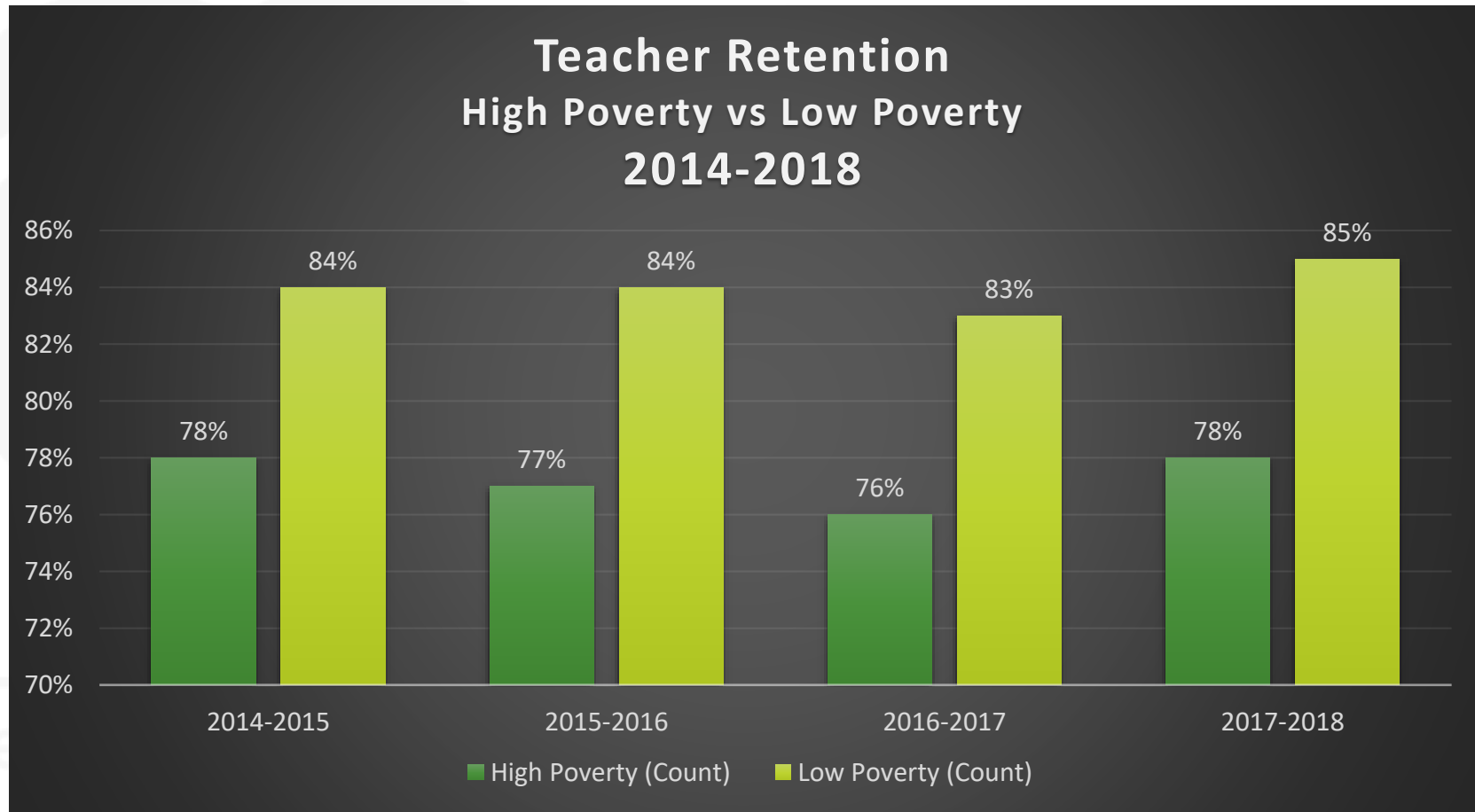
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Teacher Retention



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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%

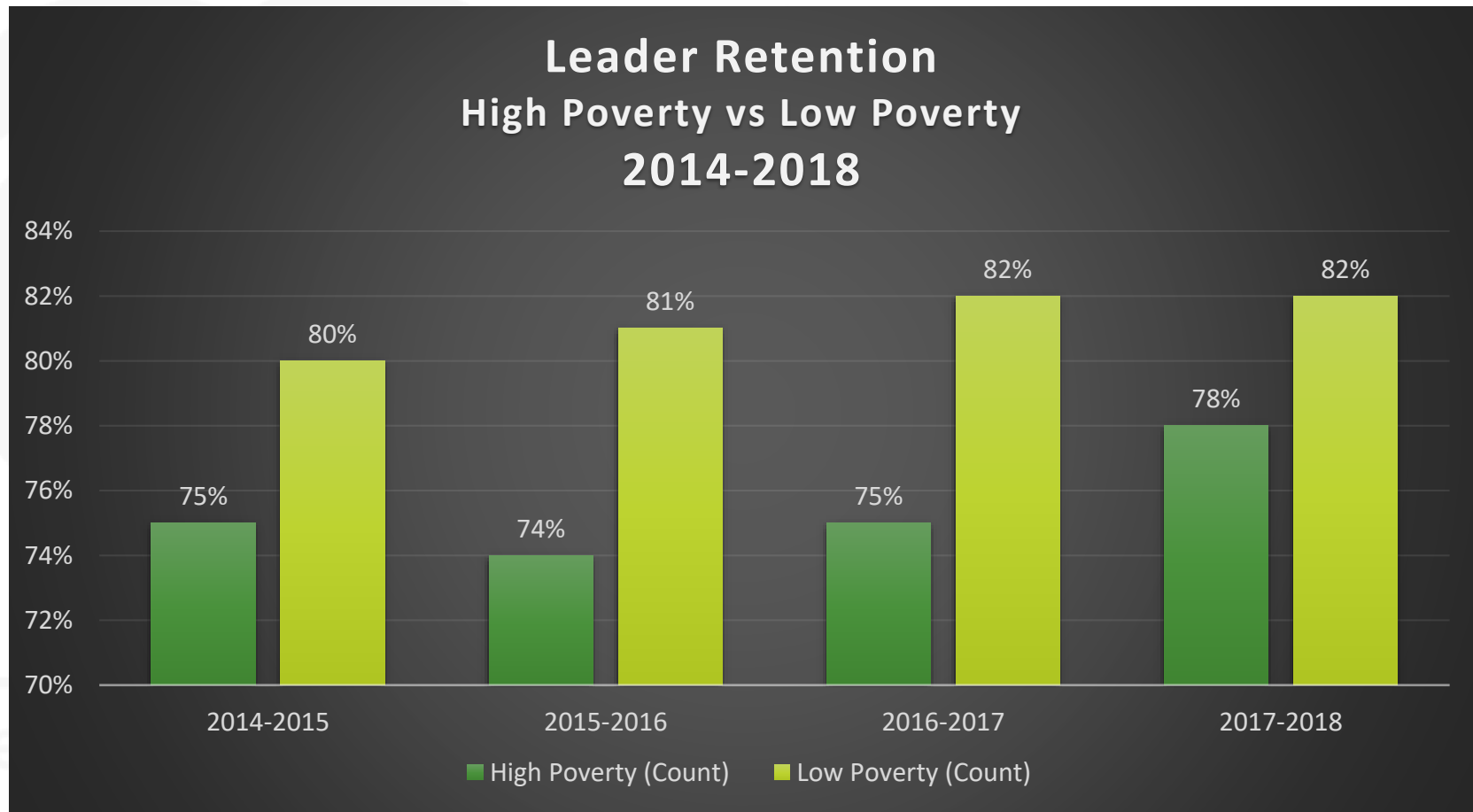
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Leader Retention



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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

ESSA Professional Qualifications and In-Field

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Updates



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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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Recognizing Flexibility



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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).



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Who supports
PQ/ESSA
In-Field
implementation
at the
LEA Level?



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LEA Staff Responsibilities

Superintendent

Be aware that PQ requirements impact many district and school positions and must be consistently implemented.

Be aware that each LEA in Georgia has its own unique requirements.

Waiving certification may impact LEA funding, budgeting and public reporting.

Finance Director

Is responsible for ensuring the LEA maximizes the use of Federal and State resources.

Be aware of how certification requirements impact budgeting. This includes funding related to Training and Experience and funding/ budgeting to support educator preparation and credentialing.

HR Director

Is responsible for ensuring that IDEA/ESSA/GaDOE/LEA requirements for paraprofessionals and teachers have been met.

Must maintain equivalent qualification documentation to support CPI charter/SWSS assertions.

Be aware of how PQ may impact teacher recruitment and training.

Work with Title I Director to ensure documentation of notifications.

Data Collections Coordinator

Is responsible for ensuring that all CPI data entered accurately reflects job assignments.

Is responsible for ensuring that CPI CHW codes are only used for teachers for whom certification is waived.

CPI must align with CLIP: District Improvement Plan PQ requirements.



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LEA Staff Responsibilities

Principals/ Assistant Principals

Be aware that each LEA in Georgia has its own unique requirements.

May be required to support paraprofessionals/teachers in meeting requirements.

Responsible for ensuring hiring and scheduling/ job assignments align with LEA PQ requirements.

Notifications are required if a teacher does not meet LEA PQ

Title I Director

Is responsible for ensuring that LEA PQ requirements have been submitted in the CLIP: District Improvement Plan

Is responsible for ensuring that ESSA requirements have been met for monitoring purposes: qualifications and notifications. May include collaboration with principals and HR

Special Education Director

Is responsible for ensuring that IDEA/ ESSA/ GaDOE requirements for special education paraprofessionals and teachers have been met for monitoring purposes: qualifications and notifications.

This may impact teacher assignments, recruitment and training.

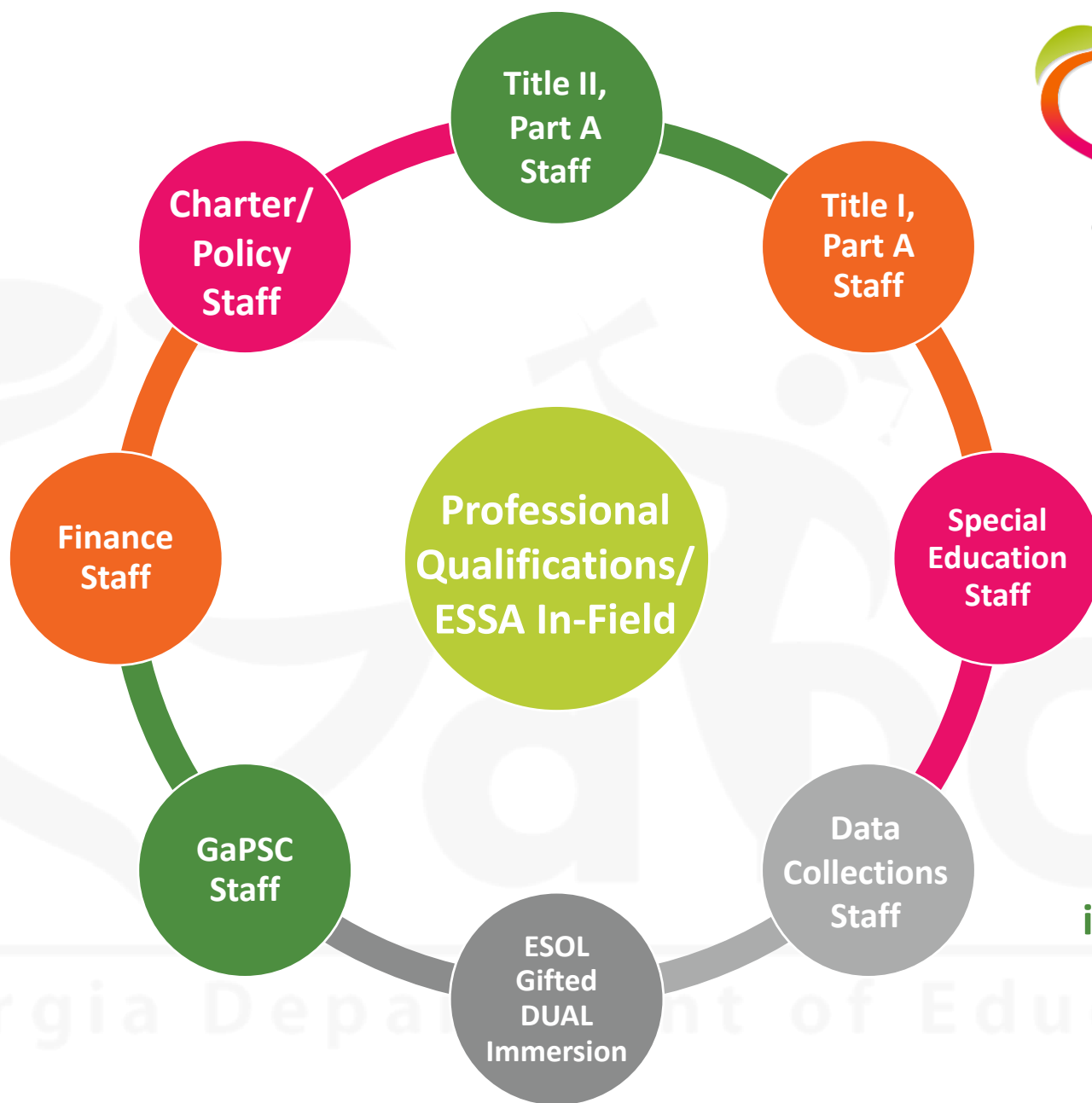
Paraprofessionals Teachers

Be aware that each LEA in Georgia has its own unique requirements.

Be aware that additional qualifications may be required by the employing LEA.

PQ/ESSA In-Field is based on educator qualifications and job assignment (course/ grade level).

Notifications are required if a teacher does not meet LEA PQ.



**Who supports
PQ/ESSA
In-Field
implementation
at the
State Level?**

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Website and Resources



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The screenshot shows the GaDOE website navigation menu. The 'Programs & Initiatives' tab is selected. Under the 'School Improvement' section, 'Federal Programs' is highlighted with a red arrow. Below this, 'Professional Qualifications and Related Reporting Requirements' is highlighted with another red arrow in the 'Resources' section.

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 (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)

Overview Documents

Guidance Documents

SAMPLE Notifications

Training PPTs and Webinars

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

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PQ/ESSA In-Field Quick Guides



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**Georgia's Systems of Continuous Improvement
LEA Professional Qualifications Decision Guide
Under Every Student Succeeds Act (ESSA)**

Federal Requirements - ESSA

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

Traditional LEAs	All LEAs	Charter & Strategic Waiver LEAs
Georgia law authorizes GaPSC to establish certification requirements. O.C.G.A. § 20-2-984	SPECIAL EDUCATION TEACHERS Special Education teachers must hold special education certification. STRIVE IN CONTENT AREA COURSES If the teacher issues grades, the teacher must hold certification or the equivalent in the corresponding content area and grade level bands. GaDOE Board Rule	Georgia law allows charter and strategic waiver systems to waive some provisions of Title 20, including certification; however, LEAs may not waive certification for Special Education teachers. ALL teachers MUST have a clearance certificate. O.C.G.A. § 20-2-211.1 § 20-2-205
LEAs must follow GaPSC certification requirements, State Board of Education rules and program-specific delivery model requirements. O.C.G.A. § 20-2-984	Georgia LEAs who waive certification must establish professional qualification requirements for teachers because they must notify parents if teachers do not meet professional qualifications. When establishing professional qualifications, the LEA must determine for which teachers certification will be waived. The LEA must specify content / service areas and grade level bands. Paraprofessionals must hold state certification or the equivalent.	
Professional Qualification v. In-Field Federal law requires states and LEAs to ensure ALL teachers meet state certification requirements. In Georgia, state law allows LEAs to waive certification. Accordingly, LEAs must establish the professional qualification requirements for ALL LEA teachers. This is monitored for compliance. In addition, federal law requires states to publicly report the number of teachers who are not teaching in the subject or field for which the teacher is certified. GaDOE will use GaPSC in-field rules to determine in-field qualifications. For LEAs that waive content area certification, teachers may demonstrate equivalent in-field qualifications by degree, coursework or content area test as reported in Fall CPE Cycle 1.		

Georgia Department of Education
May 2017 • Page 1 of 2

**Georgia's Systems of Continuous Improvement
Professional Qualifications Quick Guide under
Every Student Succeeds Act (ESSA)**

Is it true "highly qualified" is gone?
Highly Qualified is no longer required by or reported to United States Dept. of Ed. (USDE).

What does ESSA say about qualifications?

- ESSA says that states must align their (GaPSC) and LEA (ESSA) systems (LEAs) must ensure teachers meet appropriate (GaPSC) and LEA (ESSA) state certification can be waived for most teachers, meaning that each LEA that waives certification must establish professional qualifications (PQ) for their teachers.
- ESSA says the LEA must report information on the qualifications of the teachers including out-of-field.

How can my LEA ensure that teachers meet PQ and In-Field?
Establish professional qualifications that LEAs expect, make compliance also consideration either by requiring certification or the GaDOE accepted equivalent.

OUT-OF-FIELD
Teachers who do not hold state certification (i.e. for strategic waiver or charter LEAs, the equivalent) in the subject and/or grade level(s) assigned

REQUIREMENT
Degree
Coursework
Content Area Test

Teachers of Special Education Students
ESSA Sec. 1112; IDEA Sec. 612(b)(4)(C); OCGA §§ 20-2-205, 20-2-211.1, 190-4-9, 190-4-10, 190-4-11, 190-4-12

- Special Education:** Teachers required to hold special education certification must hold certification in adapted or general special education curriculum that aligns to the courses being taught and the IEPs of the students being served. They may NOT waive certification in adapted or general special education curriculum.
- Content:** All special education teachers teaching grades are required to hold content area certification in the subject field and grade level bands for which the teacher is assigned (K-6), (6-8), (8-12) in accordance with the cognitive level specified in the student's Individualized Education Plan (IEP).
- Charter and SWAS Waivers:** In Georgia, only teachers in LEAs that waive certification may verify content through equivalent degree, coursework or content test; this must be in compliance with the LEA certification waiver procedures outlined in the Comprehensive LEA Improvement Plan (CLIP).
- Emergency/ Provisional:** In accordance with Individuals with Disabilities Education Act (IDEA), NO special education teacher in Georgia may hold a GaPSC Non-Renewable Professional (N) or Waiver (W) certificate.

Professional Qualifications for Paraprofessionals
ESSA Sec. 1112(b)(2)(C); IDEA Sec. 612(b)(12); OCGA §§ 20-2-211.1, 190-4-9, 190-4-10, 190-4-11, 190-4-12

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 LEA, 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 completed two (2) years of college coursework (sixty [60] semester hours) at a GaPSC-accepted accredited institution; or
- Content Area Test: Have passed the GaPSC Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Georgia Department of Education
May 2017 • Page 1 of 2

**Georgia's Systems of Continuous Improvement
Special Education Teacher Professional Qualifications
Under the Every Student Succeeds Act (ESSA)**

Federal Professional Qualification Requirements - ESSA

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

Traditional Georgia LEAs	Charter & Strategic Waiver LEAs Special Education Teacher Does <u>NOT</u> Issue Grades	Charter & Strategic Waiver LEAs Special Education Teacher <u>Issues</u> Grades
Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers MUST follow all GaPSC certification requirements, State Board of Education rules. O.C.G.A. § 20-2-984, GaPSC Rules	In compliance with Georgia State Board Rule, special education teachers who do <u>NOT</u> issue grades MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST have a clearance certificate. O.C.G.A. § 20-2-211.1 § 20-2-205, GaPSC Rules	In compliance with Georgia State Board Rule, special education teachers who <u>issue</u> grades MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, etc.) AND MUST hold content certification OR the equivalent for the subject and grade level bands for which the teacher is assigned (K-6), (6-8), (8-12) and in accordance with the cognitive level specified in the students' IEPs AND MUST have a clearance certificate. O.C.G.A. § 20-2-211.1 § 20-2-205, GaPSC Rules
WEP PQ candidate specific service delivery model permit request? CR - Teaching Collection General Education No, LEAs should determine Special Education service delivery based on student needs, LEA staff capacity and LEA resources.	SPECIAL EDUCATION TEACHERS WHO HOLD A GA-PSC ISSUED "W" OR "N" CERTIFICATE IN SPECIAL EDUCATION DO NOT MEET GEORGIA ESSA PROFESSIONAL QUALIFICATION REQUIREMENTS.	WHO DO LEAS CALL WITH QUESTIONS ABOUT EDUCATOR QUALIFICATIONS? GaPSC: (770) 487-3800 GaDOE: (770) 487-3800 SPECIAL EDUCATION: EDU@GADOE.GOV CHARTER & STRATEGIC WAIVER QUINCY: Policy Division [edg]_edw@gadoe.org 412 p.01
WHO DO LEAS CALL WITH QUESTIONS ABOUT EDUCATOR QUALIFICATIONS? GaPSC: (770) 487-3800 GaDOE: (770) 487-3800 SPECIAL EDUCATION: EDU@GADOE.GOV CHARTER & STRATEGIC WAIVER QUINCY: Policy Division [edg]_edw@gadoe.org 412 p.01		
In-Field Reporting: GaDOE will use GaPSC in-field rules to determine in-field qualifications. For LEAs that waive content area certification, teachers may demonstrate equivalent in-field qualifications by degree, coursework or content area test as reported in Fall CPE Cycle 1. In-Field Equivalent: 1) Degree in the subject area assigned, OR 2) Coursework in subject area assigned (21 semester/75 quarter hours), OR 3) Passing Score on Content Area Test in subject area assigned		

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Decision Guide

- Purpose:**
- Broad Overview
- Audience:**
- General Public

Quick Guide

- Purpose:**
- Updates
- Audience:**
- EA staff working with PQ and In-Field

Special Education Guide

- Purpose:**
- Special Education Focus
- Audience:**
- Special Education Staff

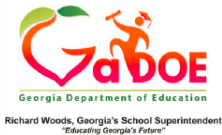
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Implementation Guide



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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
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The PQ/ESSA In-Field Implementation Guide

An authoritative document that guides local education agencies (LEAs) in their efforts to implement federal, state and local requirements related to professional qualifications and in-field reporting in Georgia.

This document is a living document that is updated as guidance becomes available.

The most current version is always available on the GaDOE website.

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Evolution of PQ/ESSA In-Field



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Eisenhower
PD and CSR
Established
By ESEA
1965

ESEA is
Reauthorized
by NCLB
(Highly Qualified)
2001

ESEA is
Reauthorized
by ESSA
(PQ/ESSA In-
Field)
2015

Consolidated
Appropriations
Act Extends
Start of ESSA
2016

ESSA
Funding and
Implementation
Begin
2017



GaPSC
Implements
Highly Qualified
Under NCLB
2001

GaPSC Submits
Highly Qualified
Plan To USDE
2005
(2006, 2009)

Georgia Law
Allows Charters/
SWSS to Waive
Certification
2008

GaDOE
Establishes
PQ/ESSA In-Field
Requirements
Under ESSA
2016-2017

Georgia SBOE
Requires All
Special Education
Teachers to be
Certified
2017

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Professional Qualifications (PQ) vs ESSA In-Field



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Professional Qualifications

ESSA – Assurances

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

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

Checked during Monitoring

ESSA In-Field

ESSA – Reporting

Sec. 1111(h)(1)(c)(ix)

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

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

Reported Annually

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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.

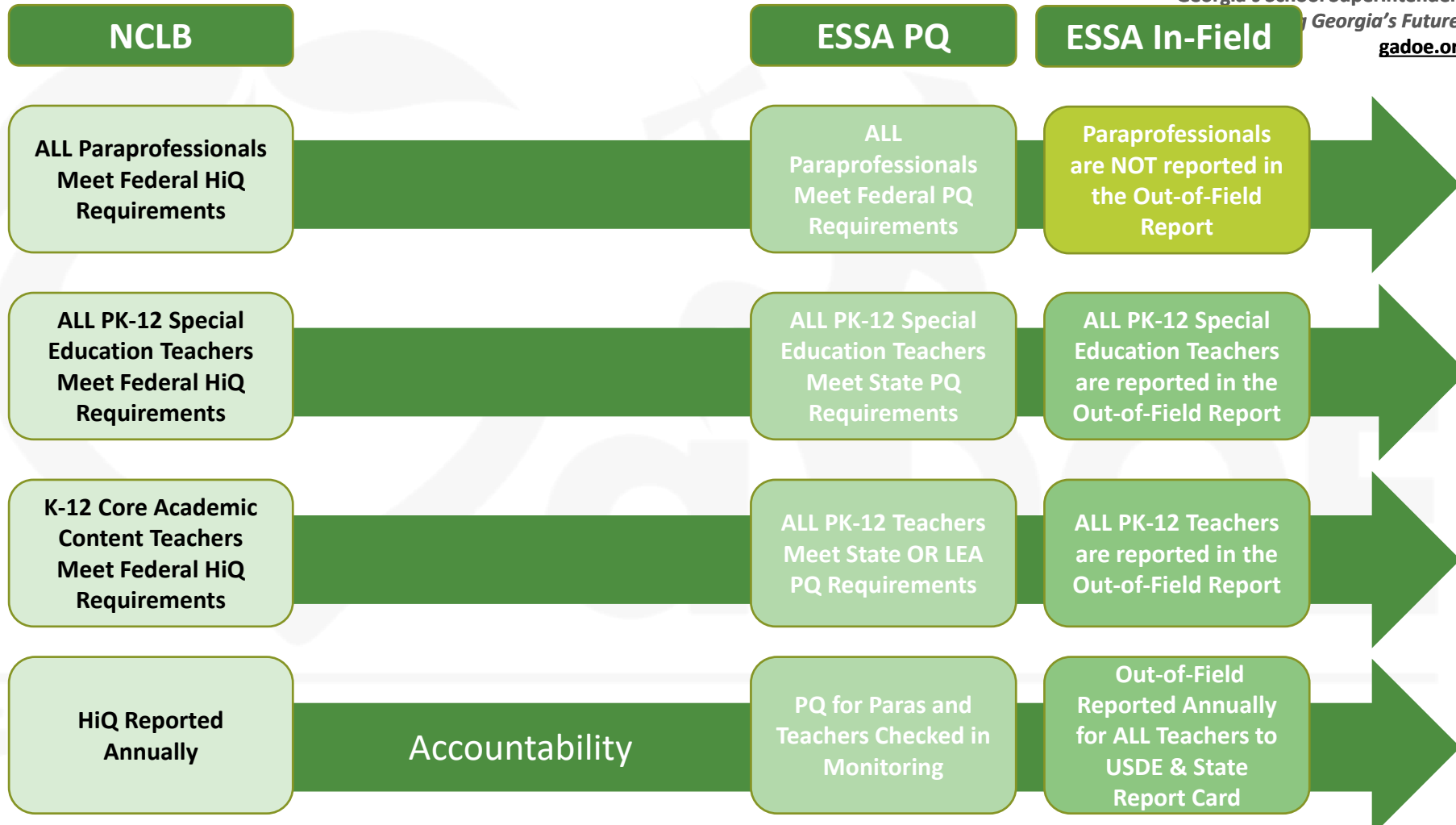
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Evolution of PQ/ESSA In-Field



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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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Establishing PQ in Georgia



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ESSA Requires ALL SEAs & LEAs Ensure Teachers Meet State Certification Requirements

Under ESSA, Paraprofessionals must meet NCLB Requirements



In Georgia all Special Education Teachers must be certified in Special Education.

In Georgia, LEAs Have 2 Choices for Meeting Requirements for Regular Education Teachers
By the start of the 2016 School Year, all Georgia LEAs established whether they were
Traditional or Charter/ Strategic Waiver.



Traditional
Follow GaPSC Certification Rules



Charter/ Strategic Waiver
Establish Professional Qualification
Requirements in Applications and
District Improvement Plan

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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. 20-2-205) or State Board Rule - Waiver (160-3-1-20).

PQ - Waiver Recipients

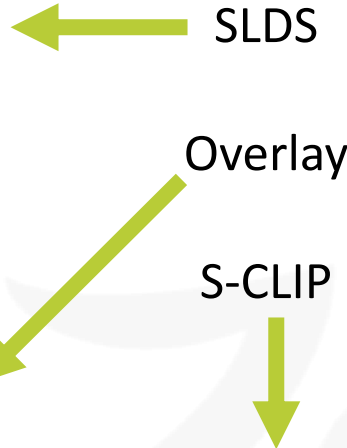
If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description 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 in 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 commensurate to granting 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 OATAPP.



DISTRICT IMPROVEMENT PLAN

4.1 Does whether or not the district waives certification under Georgia law (see O.C.G.A. 20-2-205) or State Board Rule - Waiver (160-3-1-20).

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 which teachers from 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 in which the teacher is assigned. In addition, ESOL and Gifted teachers must hold the corresponding GoPSC certification. (See 112(e)(1)(B)(ii))

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.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. (See 112(e)(1)(B)(ii))

40 **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:
 - i. for all teachers (except Special Education), or
 - ii. 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. [See 112(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.

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PQ Considerations

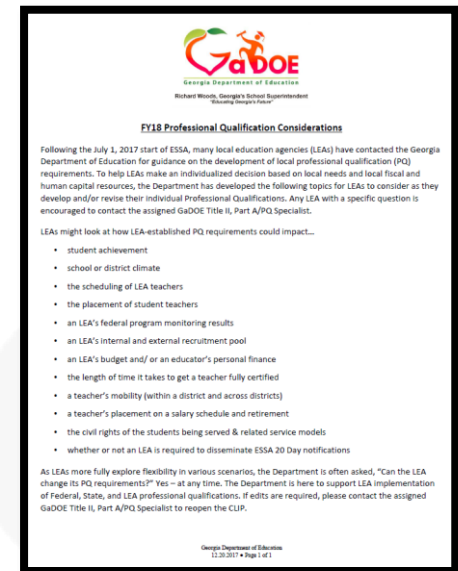


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LEAs might look at how LEA-established PQ requirements could impact...

- student achievement
- school or district climate
- the scheduling of LEA teachers
- the placement of student teachers
- a LEA's federal program monitoring results
- staffing decisions at the LEA's charter schools
- a LEA's internal and external recruitment pool
- a LEA's budget and/ or an educator's personal finance
- the length of time it takes to get a teacher fully certified
- a teacher's mobility (within a district and across districts)
- a teacher's placement on a salary schedule and retirement
- the civil rights of the students being served & related service models
- whether or not a LEA is required to disseminate ESSA 20 Day notifications



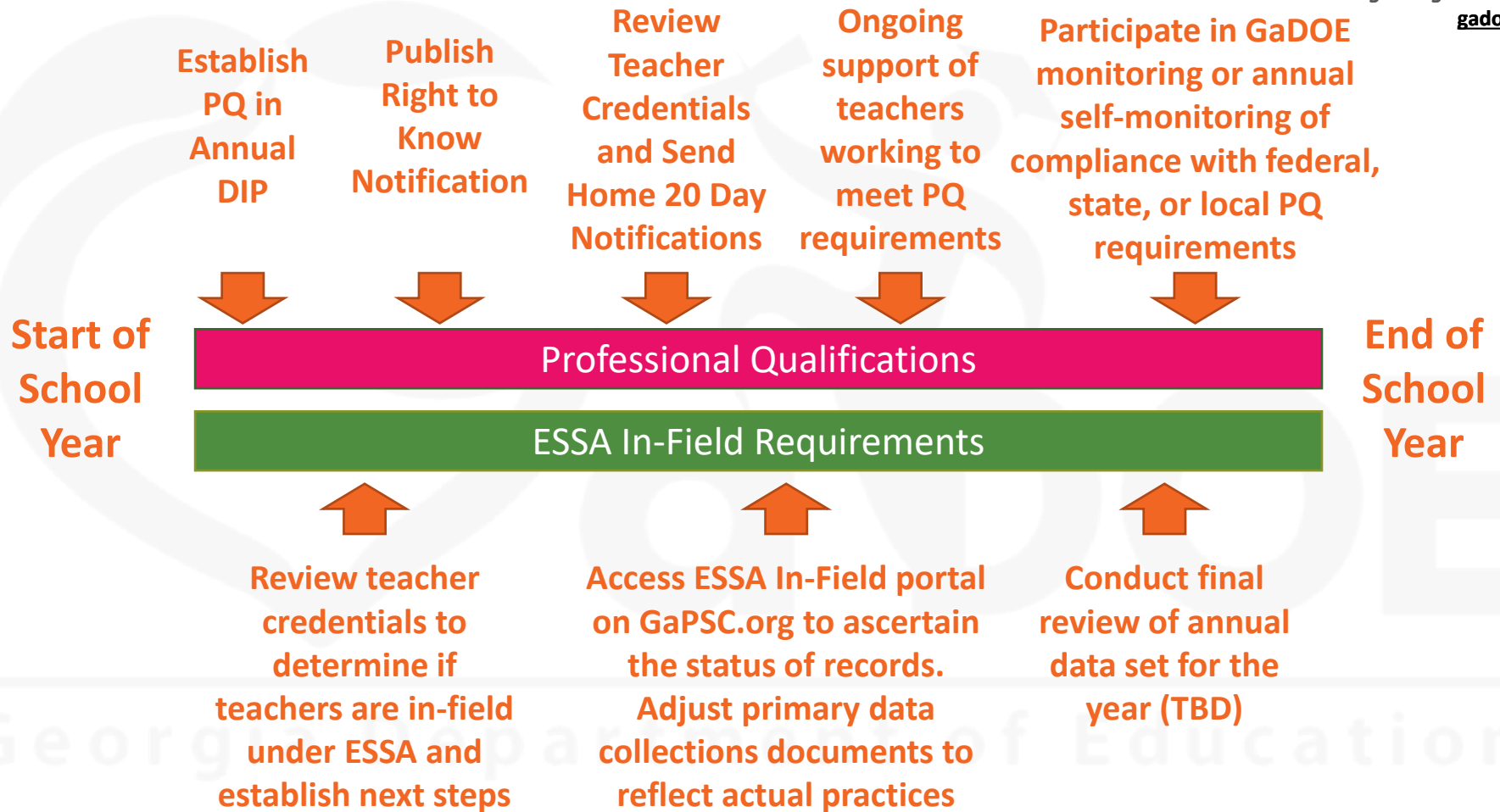
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Timeline for Process



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Federal, State, and Local PQ Requirements



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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

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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.

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Paraprofessionals

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

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.

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Regular Pre-K Teachers

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

Professional Qualifications

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

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

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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.

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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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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.

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Emergency, Temporary, or Provisional Special Education Teachers



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What Constitutes Emergency or Provisional Certification for ESSA/ IDEA in Georgia?

N

Special Education Teachers who hold a 'N' Certificate in Special Education are assigned to teach in a field in which they do not meet certificate requirements. These teachers have not demonstrated content experience in Special Education.

W

Special Education Teachers who hold a 'W' Certificate in Special Education have not satisfied all GaPSC certification requirements. These teachers have not demonstrated content experience in Special Education.

SI

Special Education Teachers who hold a 'SI' Certificate in Special Education AND who have NOT passed the GACE have not demonstrated content experience in Special Education.

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Emergency, Temporary, or Provisional

Regular Education Teachers,

Gifted & ESOL Teachers



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What Constitutes Emergency or Provisional Certification for ESSA in Georgia?

IN1T, IN2T, IN3T, and IN4T are not considered emergency or provisional.

N

Teachers who hold a 'N' Certificate in any field are assigned to teach in a field in which they do not meet certificate requirements. These teachers have not demonstrated content experience in the field in which they are assigned.

W

Teachers who hold a 'W' Certificate in any field may not have satisfied all GaPSC certification requirements. They may not have demonstrated content experience in the field in which they are assigned.

Exceptions: Teachers with two unremediated, unsatisfactory, needs development or ineffective evaluations.

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Two Required Notifications



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SAMPLE - Right to Know Notification

Guidance for Preparing Notification Required Under ESSA Sec. 1112: Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications

In accordance with Every Student Succeeds Act of 2015, all LEAs are required to notify parents at the beginning of each school year of their "Right to Know" the professional qualifications of the student's classroom teachers and paraprofessionals.

Requirements for Content of the Notification

- LEAs' 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:

- 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;
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

SAMPLE Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals
(Put on LEA or School Letterhead)

Date: **[Insert Month/Day/Year]**

Dear Parents,

In compliance with the requirements of the Every Students Succeeds Act, the **[insert LEA or school name]** would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the **[Insert Title of Principal or LEA Designee]**, at **[Insert phone number]**.

Sincerely,

[Insert Signature]
[Insert Printed Name]
[Insert Principal/ LEA Designee Title]

SAMPLE - 20 Day Parent Notification

Guidance for Preparing Notification Required Under ESSA Sec. 1112: 20 Day Parent Notification
(To be issued if a teacher has taught a student for four or more consecutive weeks and does not meet LEA professional qualifications)

In Georgia, in accordance with the Every Student Succeeds Act of 2015, 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 level in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii) In Georgia, notification requirements apply to all teachers in all LEA schools/programs. Notifications must be made within 10 business days following the four consecutive weeks.

Requirements for Content of the 20 Day Parent Notification

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

- Traditional LEAs:** All teachers who does not meet level(s) and subject area(s) in which the teacher is assigned. (It is possible that a teacher may be assigned to a position for which their qualifications do not meet the requirements and no waiver is required.)
- Clearance certificate**
- 20 Day Notifications**
 - Paraprofessionals
 - Charter/Strategic Waiver schools: Teachers who do not meet applicable state certification or licensure requirements (including requirements aligned to approved charter and strategic waiver applications) at the grade level(s) and subject area(s) in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii)

SAMPLE Parent Notification
(To be issued if a teacher has taught a student for four or more consecutive weeks and does not meet State and/or LEA professional qualifications)

[Month, Day, Year]
(Print on School Letterhead)

Dear Parent(s)/Legal Guardian(s):

In Georgia, in accordance with the Every Student Succeeds Act (ESSA) of 2015, all LEA schools are required to provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (including requirements aligned to approved charter and strategic waiver applications) at the grade level(s) and subject area(s) in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii)

We are notifying you that your child's **[insert grade - if applicable - and course]** teacher, **[insert Teacher's Name]**, does not meet State and/or LEA professional qualifications. **[insert name of LEA or school]** is working with this teacher to ensure that the necessary steps are taken in order to meet these requirements.

[insert Teacher's Name] has **[insert Qualifications, such as the name of the degree the teacher earned and the college from which it was earned]** and has taught in a local school for more than **[insert written number - if relevant]** years.

My staff and I will closely monitor this class to ensure student achievement. However, if you have additional questions or concerns about your child's educational progress or teacher, you may contact me at **[insert Telephone Number]** or email me at **[insert Email Address]**.

Sincerely,

[insert signature]
[insert printed name]
[insert title]

Parents' Right to Know Notification

20 Day Notification

2018 Federal Programs Conference

New Directors Breakout Session

Parents' Right to Know Notification



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Georgia's School Superintendent
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SAMPLE - Right to Know Notification

Guidance for Preparing Notification Required Under ESSA Sec. 11112:
Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications

In accordance with Every Student Succeeds Act of 2015, all LEAs are required to notify parents at the beginning of each school year of their "Right to Know" the professional qualifications of the student's classroom teachers and paraprofessionals.

Requirements for Content of the Notification

- LEAs' 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:

- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In Georgia, notifications must include:

- For verification purposes, the notification must be included in another document if undated, or the month/year of notification.
- For verification purposes, the notification must be included in another document if undated, or the month/year of notification.
- In Georgia, LEAs are required to:
- Respond to requests must
- Maintain records of annual

Best Practices for the Notification

ESSA does not prescribe the exact best practices when notifying parents. Considered best practices when notifying parents include:

- Develop written procedures responsible for verifying and maintaining notification documents.
- Notify parents in multiple formats (e.g., email, home, inclusion in a newsletter, etc.).
- Notify parents, to the extent possible, in the student's home language.
- Ensure the notification includes the following information:

SAMPLE Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

[Put on LEA or School Letterhead]

Date: [Insert Month/Day/Year]

Dear Parents,

In compliance with the requirements of the Every Student Succeeds Act, the [Insert LEA or school name] would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the [Insert Title of Principal or LEA Designee], at [Insert phone number].

Sincerely,

[Insert Signature]
[Insert Printed Name]
[Insert Principal/ LEA Designee Title]

Considerations:

- New Verbiage
- Flexible Format
- 'Notification' not 'Letter'
- Records Retention
- Intent & Best Practices

Parents' Right to Know Notification

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20 Day Notification of Professional Qualification



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Georgia's School Superintendent
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Considerations:

- PQ Requirements
- New Verbiage
- Flexible Format
- 'Notification' not 'Letter'
- Records Retention
- Intent & Best Practices

SAMPLE – 20 Day Parent Notification

Guidance for Preparing Notification Required Under ESSA Sec. 1112:
20 Day Parent Notification
(To be issued if a teacher has taught a student for four or more consecutive weeks and does not meet LEA professional qualifications)

In Georgia, in accordance with the Every Student Succeeds Act of 2015, 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 level in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii) In Georgia, notification requirements apply to all teachers in all LEA schools/programs. Notifications must be made within 10 business days following the four consecutive weeks.

Requirements for Content of the 20 Day Parent Notification
In compliance with the requirements of the Every Students Succeeds Act, parents must be notified of a teacher's professional qualifications under the following circumstances:

- **Traditional LEAs:** When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable GaPSC "in-field" State certification requirements at the grade level(s) and subject area(s) in which the teacher has been assigned.
- **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 alignment with approved Charter/SWSS application and CLIP) and/ or special education teachers at the grade level(s) and subject area assigned. (It is possible for a teacher to meet charter/ strategic waiver requirements and not meet GaPSC in-field requirements. In this circumstance.)
- **Clearance certificate requirements are not subject to 20 Day Notification**
- **20 Day Notifications are not required for paraprofessionals and substitutes:**
 - Paraprofessionals: ESSA does not include paraprofessionals. Notifications must be sent.
 - Substitutes: O.C.G.A. § 20-2-216/ GaPSC Rule 505-20-20 requires substitutes to ensure substitutes meet State certification requirements and substitutes who most closely meet the requirements for teacher certification as substitute teachers.

In Georgia, notifications must occur within 10 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
 - Name of the LEA and/ or school/program
 - Statement that the teacher has not met State certification OR LEA professional qualification requirements for the grade level(s) and subject area assigned. Grade level and/ or subject area must be included.
- In Georgia, notification requirements apply to ALL teachers in all LEAs.
- Maintain records of notifications that meet the above requirements.

SAMPLE Parent Notification
(To be issued if a teacher has taught a student for four or more consecutive weeks and does not meet State and/ or LEA professional qualifications)

Print on School Letterhead

[Month, Day, Year]

Dear Parent(s)/Legal Guardian(s):

In Georgia, in accordance with the Every Student Succeeds Act (ESSA) of 2015, all LEA schools are required to provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (including requirements aligned to approved charter and strategic waiver application) at the grade level(s) and subject area(s) in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii)

We are notifying you that your child's **[insert grade -if applicable -and course]** teacher, **[insert Teacher's Name]**, does not meet State and/ or LEA professional qualifications. **[insert name of LEA or school]** is working with this teacher to ensure that the necessary steps are taken in order to meet these requirements.

[insert Teacher's Name] has **[insert Qualifications, such as the name of the degree the teacher earned and the college from which it was earned]** and has taught in a local school for more than **[insert written number -if relevant]** years.

My staff and I will closely monitor this class to ensure student achievement. However, if you have additional questions or concerns about your child's educational progress or teacher, you may contact me at **[insert Telephone Number]** or email me at **[insert Email Address]**.

Sincerely,

[insert signature]

[insert printed name]
[insert title]

20 Day Notification

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Where do I find In-Field?



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<https://www.gapsc.org/home.asp>

SSN	Cert ID	Name	School	Course	Grade(s)	Students	SpEd	ESOL	Gifted	Status
[REDACTED]	[REDACTED]	[REDACTED]	Middle School	27.02100 Mathematics/Grade 6	06	5	5	0	0	✗
[REDACTED]	[REDACTED]	[REDACTED]	Middle School	27.02300 Mathematics/Grade 8	08	3	3	0	0	✗

- LEAs have an Account Manager who coordinates access
- LEA Superintendent or HR should notify infield@gapsc.com if your LEA doesn't have a www.gapsc.org Account Manager.
- Levels and roles include Building-level, System-level, and Edit or View Capability

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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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CAPS and In-Field Rules



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gaode.org

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

MyPSC: Login/Register

Topics A-Z / Search This Site

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Current Georgia Educators | Prospective Educators | Educators Moving to Georgia | Professional Learning

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

Search Clear

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.)

Download

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Current Georgia Educators | Prospective Educators | Educators Moving to Georgia | Professional Learning

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
505-2-.01 GEORGIA EDUCATOR CERTIFICATION	Apr 15, 2016	
505-2-.02 CLASSIFICATION	Jan 15, 2016	
505-2-.03 PRE-SERVICE TEACHING CERTIFICATE	Jan 15, 2016	
505-2-.04 INDUCTION CERTIFICATE	Apr 15, 2017	
505-2-.05 PROFESSIONAL CERTIFICATE	July 1, 2017	
505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE	July 1, 2017	
505-2-.07 LEAD PROFESSIONAL CERTIFICATE	July 1, 2017	
505-2-.08 CAREER, TECHNICAL AND AGRICULTURAL EDUCATION	July 1, 2014	
505-2-.09 NON-RENEWABLE	July 1, 2014	
Special Education (Grades P-12)		
505-2-.106 ACADEMIC CONTENT CONCENTRATIONS	July 1, 2014	
505-2-.107 SPECIAL EDUCATION ADAPTED CURRICULUM	July 1, 2014	
505-2-.108 BEHAVIOR DISORDERS	July 1, 2014	
505-2-.109 DEAF EDUCATION	July 1, 2014	
505-2-.110 SPECIAL EDUCATION GENERAL CURRICULUM	July 1, 2014	
505-2-.111 LEARNING DISABILITIES	July 1, 2014	
505-2-.112 PHYSICAL AND HEALTH DISABILITIES	July 1, 2014	
505-2-.113 SPECIAL EDUCATION PRESCHOOL (AGES 3-5)	Jun 15, 2015	
505-2-.114 VISUAL IMPAIRMENT		
505-2-.115 RESERVED		
505-2-.116 RESERVED		
505-2-.117 RESERVED		

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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
47.01000	Introduction to Mechanical Systems (ACCT-IMS)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
47.01100	HVACR 1 (ACCT-HVACR1)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
47.01300	HVACR 2 (ACCT-HVACR2)	CONSTRUCTION		
		CONSTRUCTION CLUSTER		
		HVACR		
47.01400	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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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.

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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.

ESSA Professional Qualifications/ In-Field and Equity

2018 GaDOE Federal Programs Conference

New Director Session

Pam Daniels and Chris Leonard

Title II, Part A Education Program Specialists



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