

Georgia's Equity Plan for Title II, Part A

**Strategies and Measures for Reaching the Goal of
100% Highly Qualified, Effective Teachers in 2006-07**

Submitted by:

Georgia Professional Standards Commission
Georgia Department of Education

July 7, 2006



TABLE OF CONTENTS

SUMMARY OF THE GEORGIA EQUITY PLAN.....	3
INTRODUCTION TO THE GEORGIA EQUITY PLAN.....	4
ACCOMPLISHING GOAL 1: DEVELOPMENT OF A DATA AND REPORTING SYSTEM THAT INFORMS THE STATE ON THE AVAILABILITY, ASSIGNMENT AND DISTRIBUTION OF TEACHERS.....	6
ACCOMPLISHING GOAL 2: IDENTIFICATION OF POLICIES AND PROGRAMS TO INCREASE THE NUMBER AND AVAILABILITY OF HIGHLY QUALIFIED, EFFECTIVE TEACHERS & GOAL 3: DEVELOPMENT OF A COMPREHENSIVE DEFINITION OF HIGHLY QUALIFIED EFFECTIVE TEACHERS.....	9
ACCOMPLISHING GOAL 4: IDENTIFICATION OF INDICATORS FOR CALCULATING THE EQUITABLE TEACHER DISTRIBUTION OF TEACHER QUALIFICATIONS AND ASSIGNMENTS	25
ACCOMPLISHING GOAL 5: USING THE DATA AND REPORTING SYSTEM TO HELP SCHOOL DISTRICTS ACHIEVE EQUITABLE DISTRIBUTION OF TEACHERS	31
STEPS AND ACTIONS TO TAKE	34
APPENDIX I	36
ELEMENT 1: DATA AND REPORTING SYSTEMS.....	36
APPENDIX II.....	38
ELEMENT 2: TEACHER PREPARATION	38
ELEMENT 3: OUT-OF-FIELD TEACHING.....	41
ELEMENT 4: RECRUITING AND RETENTION OF EXPERIENCED TEACHERS	58
ELEMENT 5: PROFESSIONAL DEVELOPMENT	59
ELEMENT 6: SPECIALIZED KNOWLEDGE AND SKILLS.....	59
APPENDIX III.....	62
ELEMENT 7: WORKING CONDITIONS.....	62
APPENDIX IV	64
ELEMENT 8: POLICY COHERENCE	64

SUMMARY

The Georgia Equity Plan is organized around the eight elements of the template developed by the Council of Chief State School Officers. To date, we have used the template to develop an inventory of current policies and programs for each element. The next step will be to use the inventory prepared for each element to develop and select strategies that can be used to examine the current initiatives and determine how they impact teaching.

A series of additional requirements or indicators will be selected to add to the current state definition of highly qualified teachers. Quantitative measures representing these requirements or indicators (e.g. years of experience, training to work in high poverty schools, specialized knowledge and skills, training in the uses of data, additional training as in differentiated instruction) will be selected. Student achievement data will be used as the indicator for teacher performance in the classroom.

A scoring system will be developed to evaluate whether teachers meet the additional highly qualified requirements and to determine how many of the requirements teachers have met.

The HiQ data and reporting system will be refined to calculate the highly qualified status of teachers including the additional requirements. A profile with characteristics of high and low poverty schools matched with types of teacher assignment needs will be developed. School districts will use their school profiles to make decisions about their teaching assignment needs.

The HiQ data and reporting system will indicate whether teachers assigned to specific classes and specific schools are highly qualified for their particular assignments. School districts will use the HiQ data to analyze whether teachers are assigned according to their qualifications and experience and make adjustments as needed. HiQ will also be used to assess teacher performance by using achievement data provided in the Georgia Department of Education's newly developed student information system. School systems will use a more comprehensive definition of highly qualified than is currently used, and the state will use the definition to determine whether school systems are meeting the NCLB highly qualified teacher requirements.

INTRODUCTION TO THE GEORGIA EQUITY PLAN

Georgia has defined the highly qualified teacher by connecting the individual's certification credentials and teaching assignments according to the guidelines of NCLB, Title II, Part A. The certification credentials require that the teacher hold at least a bachelor's degree and a major for secondary teachers, subject matter concentrations for middle school teachers, or early childhood preparation. The teaching assignment requires that the teacher is assigned to teach the content area(s) in which he/she is prepared. Using this definition, Georgia has collected three years of local school district and state wide highly qualified teacher status data and reported the data by class in high and low poverty schools. The state's aggregated scores overall are approximately 97% for all schools and school districts, and 98% for Title I schools.

Other education indicators reported for the state, such as NAEP and CRCT scores, the high school dropout rate and performance on SAT suggest that these percentages of highly qualified teachers neither provide assurance of teaching effectiveness nor do they provide any evidence of an equitable distribution of teachers in high and low poverty schools. Other predictors of teaching effectiveness are needed for a more comprehensive definition of the highly qualified teacher. A more comprehensive definition might consider the basic credentialing, teaching experience, qualifications matched to teaching setting, and performance in the classroom.

The following goals define Georgia's plan for the equitable distribution of highly qualified, effective teachers:

- Goal 1:** Development of a data and reporting system that provides measures for the qualifications, availability, assignments, performance in the classroom, and distribution of teachers in the state.
- Goal 2:** Identification policies and programs to increase the number and availability of highly qualified, effective teachers.
- Goal 3:** Development of a comprehensive definition of highly qualified, effective teachers.
- Goal 4:** Identification of indicators for calculating the equitable teacher distribution of teacher qualifications and assignments.
- Goal 5:** Using the data and reporting system to help school districts achieve an equitable distribution of teachers.

The Professional Standards Commission, the Georgia Department of Education and the Office of Student Achievement will work cooperatively as the state regulatory agencies with responsibilities for teacher preparation, certification, professional development, teacher assessment and student assessment to develop a state plan that provides a comprehensive definition for the highly qualified, effective teacher, a system for identifying teachers who meet the comprehensive definition, and a method for determining the equitable distribution of such

teachers. Staff assigned to work with Title II, Part A will organize and direct the work.

This plan is organized around the eight elements of the template developed by the Council of Chief State School Officers (CCSSO). These include:

1. Data Reporting System – The development of a teacher data and reporting system to inform the state on the equitable distribution of teachers.
2. Teacher Preparation – A pipeline of prospective teachers who are prepared to work with all children.
3. Out-of-field teaching – Reduction of out of field teaching and assignment to high poverty schools.
4. Recruitment and retention – Critical mass of qualified, experienced teachers prepared to work in hard to staff schools.
5. Professional Development – Opportunities to strengthen the knowledge and skills of teachers to work with all children.
6. Specialized Knowledge and Skills – Teachers prepared in specialized knowledge and skills to work with all children.
7. Working Conditions – Improvement of the conditions in schools that may lead to a high attrition.
8. Policy Coherence – Improvement of internal processes or state policies that will help with local district equitable distribution.

To date, we have used the template to complete a state inventory of current policies and programs for the eight elements. This inventory is included in this plan as Appendices I-IV, organized by Georgia goal and CCCSO element. What we know from the inventory is that there are many ongoing initiatives and activities for the recruitment, preparation, professional development and retention of teachers being sponsored by a variety of state agencies, but there is not a coordinated effort of data collection to assess the impact of these initiatives or that provides information about teacher qualifications to define effectiveness in addition to their credentials. Specific strategies and measures drawn from the eight elements are elaborated below as they relate to accomplish the five goals that define Georgia's plan for the equitable distribution of highly qualified, effective teachers.

ACCOMPLISHING GOAL 1: DEVELOPMENT OF A DATA AND REPORTING SYSTEM THAT INFORMS THE STATE ON THE AVAILABILITY, ASSIGNMENT AND DISTRIBUTION OF TEACHERS

Georgia has a data and reporting system referred to as HiQ that we use to determine the highly qualified status of teachers in the state. Data provided by the Professional Standards Commission and the Georgia Department of Education provide the analysis of classes taught by highly qualified or not highly qualified teachers. Work with the equity plan will refine the HiQ system to include additional teacher requirements identified in teacher preparation, professional development, recruitment, retention and specialized knowledge and skills. Table 1 below lists the strategies that will be implemented to further develop the existing data and reporting system. Specific strategies identified for a more refined data and reporting system, the steps needed to implement the strategies, the agency(s) and resources required, and a timeline for completion will be developed. We will also add to this list of strategies as needed. For cells containing no information, such as the question whether legislative action is needed, we will have to determine whether such action is needed. Table 2 will be used to determine measures that might be used to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools.

Table 1: Strategies for expanding the existing data and reporting system to correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools. (CCSSO Element 1)

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
 June 2006

				action? (YES/NO)	
1. Produce an annual report of classes not staffed by highly qualified teachers, along with plans for remedy of those circumstances.	1. Plan for 100% Highly Qualified	PSC, DOE, LEA's	1. IT 2. Title II Consultants 3. LEA Data	No	July 2006
2. Produce an annual report of teacher "school-to-school" mobility in Georgia, including identification of schools in NI status or unsafe schools.	2. School Mobility Report	PSC, DOE, LEA's	1. IT 2. PSC Staff	No	July 2006
3. Produce an annual report of teacher salaries and supplements for schools, including identification of schools in NI status or unsafe schools.	3. Salary Study	DOE, PSC, LEA's	1. IT 2. PSC Staff 3. DOE Staff	Perhaps	July 2007
4. Produce an annual report on school working conditions, including identification of schools in NI status or unsafe schools.	4. Working Conditions	DOE, PSC	1. DOE Staff 2. PSC Staff 3. IT	Perhaps	July 2007
5. Produce an annual report on October vacancies, including identification of schools in NI status or unsafe schools.	5. Vacancy Reporting	PSC	1. PSC Staff 2. IT	Perhaps	July 2007

Table 2: Measures to be developed to identify and correct inequities in teacher distribution in high-poverty/high-minority vs. low-poverty/low – minority schools. (CCSSO Element 1)

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?				
Measures Georgia will use to evaluate and publicly report progress:				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
1. Percentage of Schools Staffed with 100% Highly Qualified Teachers (Goal is 100%)	See above	See above	Annual report on website	3 months after data collection
2. Percentage of Teachers Returning to the Same School (Goal is TBD)	See above	See above	Annual report on website	3 months after data collection
3. Average Salary for NI Schools vs. Average Salary for Schools Not NI	See above	See above	Annual report on website	3 months after data collection
4. (Measure related to working conditions needs to be developed)				
5. Students Disenfranchised Due to Vacancies in NI Schools vs. Same Number for Schools Not NI	See above	See above	Annual report on website	3 months after data collection

**ACCOMPLISHING GOAL 2: IDENTIFICATION OF
 POLICIES AND PROGRAMS TO INCREASE THE NUMBER
 AND AVAILABILITY OF HIGHLY QUALIFIED, EFFECTIVE
 TEACHERS
 AND
 ACCOMPLISHING GOAL 3: DEVELOPMENT OF A
 COMPREHENSIVE DEFINITION OF HIGHLY QUALIFIED
 EFFECTIVE TEACHERS**

Elements 2-6 of the CCSSO template will be used to identify specific strategies, steps for implementation, responsible agency(ies) and timelines to complete Goals 2 and 3. We will add to this list of strategies as needed. For cells containing no information, such as the question of whether legislative action is needed, we will have to determine whether such action is needed. This process will allow us to select a series of additional highly qualified teacher requirements or indicators to use to develop a scoring system that school districts can use to determine how many of their teachers meet the requirements based on their teaching assignments. Tables 3-6 below outline the strategies to be used to increase the number and availability of highly qualified, effective teachers.

Table 3: Teacher Preparation Strategies to Increase the Number and Availability of Highly Qualified, Effective Teachers. (CCSSO Element 2)

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action? (YES/NO)	Timeline for completion:
Expand HOPE for Teachers Scholarships to	1. Pursue discussions with state legislators	Georgia Student Finance Commission		YES	March 2007

Georgia's Equity Plan for Title II, Part A
June 2006

include second career candidates in non-degree alternative preparation programs	and Georgia Student Finance Commission				
Pursue continuation and expansion of Destination Teaching programs	1. Collaborate with USG BOR personnel in grant program planning	USG BOR (Trish Patterson)		NO	Summer-Fall 2006
Continue and expand NBPTS incentives to teachers		GAPSC (Cyndy Stephens)		? YES, to expand funding	March 2007
Pursue continuation and expansion of Transition to Teaching grants	1. Sponsor a state-wide alternative preparation conference to share best practices/lessons learned, funding strategies, etc. in an effort to promote added participation (for all alternative preparation programs, including Transition to Teaching and Destination Teaching)	GAPSC		NO	June 2007
Expand Future Teacher of America and Teacher Cadet/Youth Apprenticeship programs in high schools throughout the state	1. Distribute information about these programs to LEAs and high school counselors through Title II-A consultants, Title II-A annual conference and other applicable conferences.	1. GAPSC Title II-A consultants/GA DOE 2. GADOE 3. USG BOR and USG institutions		NO	June 2007

Georgia's Equity Plan for Title II, Part A
June 2006

	<ol style="list-style-type: none"> 2. Set up FTA and TC/YA coordination teams to focus developing programs in hard-to-staff, high needs schools, or high needs teaching fields. 3. Use existing partner school/PDS networks to promote FTA and TC/YA programs in high needs schools. 				
Implement Tk20 database at the state level to support one-year internships and GATAPP program assessment, planning and improvement.	<ol style="list-style-type: none"> 1. Train PSC staff on Tk20 for redelivery to program providers 2. Conduct redelivery to program providers 3. Collect data annually on performance of program completers on standards 	1. GAPSC staff		NO	June 2007
Establish a Center for Excellence in Teacher Education at the state level to provide ongoing professional learning opportunities for higher education faculty in conjunction with their school partners and sponsor public forums to discuss teacher quality and	<ol style="list-style-type: none"> 1. Discuss and refine the concept with stakeholders (USG institutions and BOR personnel, GADOE personnel, private IHE faculty, GAPSC staff) 2. Explore 	1. GAPSC in collaboration with USG BOR, GADOE, independent colleges, and GATE	Funding	NO, unless GAPSC establishes the Center	June 2007

Georgia's Equity Plan for Title II, Part A
June 2006

preparation data and issues.	funding source/s 3. Publish an annual report on the status of teacher quality in the state of Georgia 4. Schedule forums for IHE faculty with GAPSC, GADOE staff to discuss implications of teacher quality related to student achievement data and state school improvement initiatives for preparation program improvements.				
------------------------------	--	--	--	--	--

Table 4: Strategies to be used to Reduce the Incidence of Out-of-Field Teaching in high-poverty, high-minority, and low-performing schools. (CCSSO Element 3)

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action?	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

Continue ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Title II-A consultants work with LEAs to ensure compliance	GAPSC		No	On-going
Require the use of Title IIA fund for NI or AYP schools	Title II-A consultants work with school districts to ensure compliance	GAPSC		No	On-going
Review proposed Title IIA budgets utilizing standard rubric	Peer reviewers review Comprehensive LEA Improvement Plan that includes the II-A budget	GADOE and Title IIA Consultants serving on review teams		No	On-going
Increase virtual schools funding	Using additional funding, students in rural and small schools register for courses unavailable in their schools.	GADOE		Legislative action required.	Annually
Provide funds for academic coach in NI schools	Identify Master Teachers and select Coaches from this pool if teachers. Train Coaches and place in NI schools	GAPSC and GADOE		Legislative action required to continue.	Annually
Monitor LEA plans and use of funds to increase highly qualified percentages in NI schools.	Title IIA consultants visit all systems with NI schools for LEA use of funds	GAPSC		No	Annually

Table 5: Professional development strategies to strengthen the skills, knowledge, and qualifications of teachers working in high-poverty, low-performing schools. (CCSSO element 5)

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible	Resources required:	Will initiative require rules, legislative action, and/or	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

		for developing program or policy:		State Board action? (YES/NO)	
1. Develop and implement the Georgia's Teacher Success Model (GTSM), a new teacher assessment program. Identify teaching standards to improve instruction in all Georgia schools.	State Board of Education approved contract with the University of Georgia Research Foundation approved October 2005 to provide project staff. GADOE and GAPSC will adopt a rule acknowledging <u>The Framework</u> as the foundation of teacher preparation and certification program requirements. The new teacher assessment program will be designed to support improved teaching practices through the development of methods, tools, resources, and training for support professionals and for school leaders and for district administrators to assess teaching practice and its impact on student learning.	GADOE GAPSC	Handbook Instrumentation Training and resources Web-based support <u>The Framework</u>	Yes	Ongoing first round implementation 2008
2. Develop and implement the induction standards	See above.	GADOE	Handbook Instrumentation Training	Yes	Ongoing first round implementation 2008

Georgia's Equity Plan for Title II, Part A
June 2006

and a state model for teacher induction within the confines of the Georgia Teacher Success Model (GTSM)					
3. Encourage LEAs to take advantage of the Georgia Staff Development Council's Academy III – Building and Leading Effective Teams	The Georgia Staff Development Council administers program.	Georgia Staff Development Council	LEA funding/support, and SREB materials	No	Annually Ongoing
4. Develop and implement the Georgia Teacher Success Model (GTSM) – Leadership Assessment	State Board of Education approved contract. Under development.	GADOE	Funding Program developed	Yes	2009
5. Implement the Instructional Academic Coach Academy to provide training in research-based practices for instructional coaches to improve teaching quality and student learning. Hire Academic Coaches for middle and high schools designated as “needs improvement” schools.	The State Board of Education contracted with the Oconee Regional Education Services Agency October 2005. Information from participants will inform the design for subsequent Academic Coaches Academy. State will identify areas for improvement. Schools will participate in an application process. Eligible schools will have an opportunity to employ master teachers as	GADOE	Administrative services for management of training, instructional coaches, materials and resource guides	Yes	Ongoing Annually

Georgia's Equity Plan for Title II, Part A
June 2006

	academic coaches. Coaches will work directly with teachers to improve instruction in state targeted areas.				
--	--	--	--	--	--

Table 6: Strategies for developing teachers' specialized knowledge and skills (CCSSO element 6)

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?

Specific strategies Georgia will adopt/Specific steps to implementation:

Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action? (YES/NO)	Timeline for completion:
Six Step Training to Impact the Performance of Students with Disabilities	School-wide data analyzed Support Systems for targeted students Instructional barriers eliminated Organizational barriers eliminated Action Plan developed Plan effectively implemented	GA DOE/GLRS		No	Began fall 2006
Autism Academy	Greene County to provide professional learning opportunity for all employees	Greene Co. BOE		No	Began fall 2006

Georgia's Equity Plan for Title II, Part A
June 2006

	throughout FY07				
Student Achievement Pyramid of Interventions	School/system develops a tiered intervention system (4 tiers) to assist students	Office of Curriculum and Instruction; Office of Teacher/Student Support		No	On-going
Expanded Reading First Initiative	680 teachers to receive training during the 3 year grant implementation	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds support an extension of the Reading First Initiative; GLRS network provides training		2007
Special Education Teacher Academies	680 teachers to participate during the 3 year grant implementation	Office of Curriculum and Instruction/DES			2007
SIG Student Achievement in the Least Restrictive Environment (SARE) initiative	200 schools (approximately 20% of the schools in Georgia) will participate- Each school commits to 2 years and encompasses administrative issues and instructional issues. School teams deliver the training to their school faculties.	Office of Curriculum and Instruction/DES			2007
SIG Effective Behavioral and Instructional Supports (EBIS) initiative	100 schools (approximately 20% of the schools in Georgia) will participate- school teams receive training over a 2 year period and redeliver to school faculties	Office of Curriculum and Instruction/DES			2007
SIG Reading First and Expanded Reading First	Provides training to K-12 special education teachers in districts using one of two	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007

Georgia's Equity Plan for Title II, Part A
June 2006

	courses: Teaching Struggling Elementary Readers and Teaching Struggling Secondary Readers. In addition, support is provided to literacy coaches of Reading First schools for students with disabilities.				
SIG Expanded Reading First- Deaf/Hard of Hearing Initiative	Provides professional development for teachers of students who are deaf/hard of hearing; currently trainers are equipped to offer course in several regions of the state. DVDs and texts of books are used	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded Reading First- Bureau for Students with Physical and Health Impairments	Series of training activities are offered throughout the year followed by on-site coaching and support	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007
SIG Expanded Reading First- Visual Impairments	Training activities offered to teachers	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded Reading First- Speech/Language	Pilot study is conducted in 9 schools in which speech therapists co-teach in general ed. classes to provide support to high risk students	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded reading First- Severe Disabilities Academy	Academy offered each year to teachers of severe, moderate, and profound disabilities. Teachers attend training throughout the year. Between training, various levels of support are provided and teachers maintain a video diary	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007
SIG Parent Outreach Activities	Two initiatives designed to increase	Office of Curriculum and	Federal State Improvement		Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	partnerships between parents of students with disabilities and educators-Georgia mentor parent website expanded and bi-lingual parent outreach specialist hired in the northern part of the state (Partnering with hall County)	Instruction/DES	Grant funds		
SIG New Special Education Teacher Academies	17 programs within the GLRS network provide academies for new special ed. teachers and their mentor teachers. The teams participate in training sessions spread over several months. Between sessions, teacher and mentor collaborate on specific activities Over the next 2 years, 680 teachers will participate	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		Ongoing
Continuous Improvement Monitoring Program plans	All school systems convene a stakeholder committee to develop plans regarding the performance goals for students with disabilities 1/3 of the committee is made up of parents, advocates, or students with disabilities; plans submitted annually; plan must address goal #4	Division of Exceptional Students			2010
Focused Monitoring	Selected systems participate based on system's progress on performance goals	Division of Exceptional Students			Ongoing
Georgia Performance Standards	Rollouts beginning in 2005-06 and continuing though 09	GA DOE			2009
Parent Mentor program	DES has partnered with 59 school systems to increase partnerships	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	between parents of students with disabilities and school system personnel		matched by local school system funds		
District Liaisons (personnel from the DES) to provide contact between local school systems and DOE	Attend regional meetings	Division of Exceptional Students			Ongoing
Georgia Project for Assistive Technology and the Georgia Instructional Materials Center	Funded statewide projects that provide training, support, training, a lending library, and alternative materials at no charge to local school systems as they provide technology or Braille materials	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing
Georgia Behavioral Intervention Program (BIP)	Offers on-going on-site technical assistance, training, and information; will be expanded in FY07 to include a greater focus on training local school system staff on positive behavior supports	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing
Georgia Transition Action Plan	Three priority issues addressed: Building commitment, Building Collaboration and Building Recognition-to increase numbers of students with disabilities remaining in school with appropriate transition activities	Division of Exceptional Students			Ongoing
Child Find Activities	Georgia Babies' Can't Wait in partnership with GADOE School system conducts Child Find and evaluation activities to assist in determining if the child has a disability	Division of Exceptional Students			Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

Title I, Part A Cross Functional Monitoring	Selected districts are monitored yearly based on a three year monitoring cycle	Office of Student learning and Achievement, Title 1 Part A Cross Functional Monitoring Team which involves Title 1, Part A; Title V, Part A; Title VI, part B; Homeless; neglected and delinquent; Distinguished Districts and Schools and parent Involvement services	U.S. ED federal monitoring document	No	Yearly between January and may of each year
Title I, Part A self-Assessment Monitoring Checklist	Districts not monitored by the Cross Functional Monitoring team will provide the Title I, part A Unit a completed self-Assessment Checklist	Office of Student learning and Achievement, Title I, part A Office	Title I, Part A Self-Assessment Checklist document	No	Yearly between January and may of each year
Title I Statewide Annual Conference	Districts attend yearly Title I Statewide Conference where technical assistance is provided in the form of workshops	GDOE with coordination of conference by the Title I, part A Office in the Office of Student Learning and Achievement	None	No	June of each year
Title I Parent Services Unit- Parent Café DVD	DVD to be used as a tool for parents and the community as a tool to increase parental involvement in the schools and to provide parents with updated NCLB information	Office of Student Learning and Achievement, Title I parent services Unit	DVD and web access	No	Ongoing
Title I Parent Services Unit Outreach Activities	Districts are provided with brochures, posters that are distributed to LEAs, libraries,	Office of Student Learning and Achievement,	Brochures, posters, TV and radio ads	Yes	Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	community centers, local malls, grocery stores, faith based organizations, TV/radio ads n both English and Spanish stations informing the parents and communities on NCLB information	Title I Parent Services Unit			
Title I parent Services Unit Parental Involvement Workshops	Districts and the parental Involvement Committees design policies concerning their students in their local districts	Office of Student Learning and Achievement, Title I Parent Services Unit	Title I Parent Services Unit Staff	No	Ongoing

Tables 7 and 8 outline measures that will be used to evaluate and publicly report progress on Goals 2 and 3.

Table 7: Measures used to evaluate strategies for strengthening the skills, knowledge, and qualifications of teacher already working in high-poverty, low-performing schools. (CCSSO Indicator 5)

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?				
Measures Georgia will use to evaluate and publicly report progress:				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
1. Number of LEAs that choose to implement the Georgia Teacher Success Model (GTSM) program, and increase in student achievement that results	GADOE University of Georgia Research Foundation	State contract with the University of Georgia approved October 2005	Deliverables are outlined in the contract, and include observation documents and methods, self assessment tools, differentiated methodologies defined for evaluation based on a continuum of	Ongoing first round implementation 2008

Georgia's Equity Plan for Title II, Part A
June 2006

			teaching practices and responsibilities, and training materials and methods, web-based support, and training and resources.	
2. Number of LEAs that choose to implement the Induction Component of the Georgia's Teacher Success Model (GTSM) program, and the retention rate for new teachers.	GADOE GAPSC	State contract with the University of Georgia approved October 2005	LEA reports	Ongoing first round implementation 2008
3. Formative and summative assessment of change in practice and evaluation of individual portfolios	Georgia Staff Development Council	LEA funding/support SREB materials	LEA ongoing and annual reports	Ongoing
4. Number of LEAs who choose to implement the Georgia School Standards	GADOE	Training materials and resources	LEA reports	Ongoing Annually
5. Number and utilization of academic coaches, data on the academic performance of students in areas of targeted deficiencies, and evaluation of program effectiveness in a school including Standards Assessment Inventory, Georgia Standards for School Performance, and what works in Schools Survey	GADOE	State contracts and funds available, trainers and materials, resource guides, state and RESA support	LEA reports and data	Ongoing Annually
6. Number of NBPTS assigned to needs improvement schools	GADOE GAPSC	State funding	LEA reports	Annual review

Table 8: Measures used to ensure that teachers have the specialized knowledge and skills needed to be effective with special populations of students. (CCSSO Indicator 6)

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?				
Measures Georgia will use to evaluate and publicly report progress:				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
Collaboration between GLRS and local school systems across the state to provide professional development initiatives based on identified prioritized needs designed to improve educators' practices and the performance of students	GLRS- 50 professional staff members across the state	Federal Discretionary IDEA funds	Results are reported annually to the GADOE/DES	
Framework for Assisting Students with Disabilities meet or exceed AYP	GLRS		Results reported to the GADOE/DES the impact that the initiatives had on targeted schools	
Student Achievement in the Least Restrictive Environment	LEA/Schools participating statewide in the initiatives	Federal Discretionary State Improvement Grant funds	Results and data analysis conducted annually to GADOE	
Coursework with Expanded Reading First Initiative- provides instructional strategies to teachers of struggling students		Federal Discretionary IDEA funds	Participants survey	
Teacher Academies	GA DOE/DES	Federal Discretionary State Improvement Grant funds	Participants survey to determine retention rate	

Ethnic Disproportionality in Special Education	GA DOE/DES		System self-assessment; 15% of VI-B federal Special Education funds to be spent on "early intervening" services; system submits plan and budget; system reports to the GADOE the number of students benefiting from early intervening services	
Reporting of test scores by subgroups	GADOE		Annual school report cards in newspapers and websites	Yearly

ACCOMPLISHING GOAL 4: IDENTIFICATION OF INDICATORS FOR CALCULATING THE EQUITABLE TEACHER DISTRIBUTION OF TEACHER QUALIFICATIONS AND ASSIGNMENTS

A series of additional requirements or indicators will be selected to add to the current state definition of highly qualified teachers. Quantitative measures representing the requirements or indicators (e.g. years of experience, training to work in high poverty schools, specialized knowledge and skills, training in the uses of data, additional training as in differentiated instruction) will be selected. A scoring system will be developed to evaluate whether teachers meet the additional highly qualified requirements and to determine how many of the requirements are met.

The HiQ data and reporting system will be refined to calculate the highly qualified status of teachers including the additional requirements. A profile with characteristics of high and poverty schools matched with types of teacher assignment needs will be developed. School districts will use their school profiles to make decisions about their teaching assignment needs.

Table 9: Strategies for identifying and improving working conditions in high-poverty/low-performing schools. (CCSSO Element 7)

Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or	Resources required:	Will initiative require rules, legislative	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

		policy:		action, and/or State Board action? (YES/NO)	
1. 1. Collect data on supply, demand, and utilization of educators and survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools.					
1.1. GA Educator Workforce Status Report is issued annually.	PSC	Staff	No	No	On-going
1.2. A statewide system for collecting data on teacher qualifications, assignment, and disparities among high poverty and other schools has been developed and is being refined.	PSC	Data reports from DOE and certification information	No	No	On-going
1.3. Georgia BellSouth Quality Learning and Teaching Environments Initiative – survey working conditions data has been collected for 10 pilot districts.	Board of Regents	Bellsouth grant funds	No	No	On-going
2. Strengthen leadership, particularly in low-performing schools.					
2.1. A Task Force has been organized and is meeting to redesign educational leadership preparation programs and certification rules. Preparation rules are expected to be adopted in fall 2006 and programs are to be redesigned by mid-2007.	Redesign leadership preparation standards and pass rules. Redesign leadership programs and gain approval. Begin new	Professional Standards Commission IHEs PSC PSC	State and federal funds	Yes (PSC)	2006-07

Georgia's Equity Plan for Title II, Part A
June 2006

	<p>leadership programs</p> <p>Develop certification rules</p> <p>Develop advanced degree requirements.</p>				
<p>2.2. High Performing Principals legislation became law in 2006. GaDOE is developing state rules to implement law that would provide financial incentives to high performing secondary principals to relocate to NI schools.</p>	<p>Develop rule for high performing principals to implement law that would provide financial incentives to high performing secondary principals to relocate to NI schools.</p>	BOE	State funds	Yes (DOE)	2007
<p>2.3. Georgia Leadership Institute for School Improvement (GLISI) provides training to school districts seeking to develop effective SIPs and provides leadership training to current administrators.</p>	<p>2.3 GLISI module development and training</p>	GLISI	State and grant funds	No	On-going
<p>2.4. Master Teacher and Instructional Coaches legislation became law in 2005. The Master Teacher program has been developed and the first teachers are applying in summer of 2006. Instructional Coaches will be hired by fall 2006.</p>	<p>2.4 Master Teacher plan approved and applications submitted Academic coach plan developed and coaches selected</p>	PSC DOE	State funds	Yes (PSC, DOE)	2006
<p>2.5. The Georgia Department of Education (GaDOE) School Improvement Division in the Office of Teacher and Student Support. is implementing strategies to assist teachers to teach the new state curriculum (GPS) and to assist teachers in NI</p>	<p>2.5 School Improvement materials and resources available to all schools; personnel and intensive training to NI schools</p>	DOE	State and federal funds	No	On-going

Georgia's Equity Plan for Title II, Part A
June 2006

schools in becoming more effective.					
3. Increase funding for education and reduce disparities in resources across schools and districts by allocating state funds according to need.					
3.1. School Improvement Collaborative direction of resources and personnel to high needs schools.	3.1 School Improvement Division provides support, including personnel, specialized training, and on-site reviews and analysis to schools, districts, with concentrated support to NI schools	DOE	State and federal funds	No	On-going
3.2. Governor's Education Finance Task Force - 23 member task force appointed in August, 2004 is meeting and will issue recommendations for legislation to be introduced in the 2007 or 2008 legislative session.	3.2 Task Force recommendations; Funding formula changed	Governor and legislature	State funds	Yes	2007-08?
3.3. Consortium for Adequate School Funding law suit against the state alleging underfunding of low wealth districts is moving through the courts.	3.3 Funding formula law suit	Courts	State funds	Yes	??
4. Improve working conditions by enhancing opportunities for professional learning for all teachers and reducing disparities in teacher training, experience, and assignments across districts, socioeconomic levels and racial lines, and reducing class size.					

Georgia's Equity Plan for Title II, Part A
June 2006

4.1. Master Teacher and Academic Coach law passed in 2005. (See 2.4)	4.1 (See 2.4)				
4.2. Law that ties pay incentives for National Board certification to assignment to high needs schools passed in 2005.	4.2 Assign NBPTS teachers to NI schools	Local school districts	N/A		Beginning July 2006
4.3. A Board of Regents Plan was adopted in January 2005 that requires BOR institutions to double the numbers and diversity of teachers prepared by member institutions by 2010.	4.3 Each BOR institution develops plan to implement double diversity/double # of teachers requirement and make annual reports of progress	BOR and institutions	N/A		Annually after 2005
4.4. Changes in certification renewal requirements effective in 2006 require renewal to be a part of a professional development plan that aligns with SIPs	4.4 Educators have 5 year professional development plans tied to SIP.	LEAs	N/A		On-going
4.5. Laws and GA BOE rules have called for reduced class sizes (although it was put on 'hold' for 3 preceding years due to budget issues.)	4.5 Implement class size requirements	DOE and LEAs	State funds		2007
4.6. Approved mentors are assigned to work with teachers who are entering the profession through alternate routes.	4.6 Mentors trained and internships approved by PSC, if required. Alternative prep teachers progress through program with adequate support.	PSC and LEAs	State funds		2006 and later

Table 10: Measures to be used to evaluate strategies related to the improvement of working conditions in high-poverty/low-performing schools (CCSSO Element 7)

D. Measures Georgia will use to evaluate and publicly report progress:				
Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1.1 Report published.	PSC	Staff and publication costs	Annual report posted on website and printed	Annually
1.2 HiQ data reports	PSC	Staff	Reports for districts, state report cards.	Annually
1.3 QLTE survey	BOR	Grant funds		
2.1 Rules adopted and programs developed.	PSC		Reports of completers	2006-07
2.2 High performing principals recruited and assigned	DOE	State funds		
2.3 GLISI training	GLISI	State and Grant funds	Website reports	On-going
2.4 Master teachers and Instructional Coaches selected and hired.	PSC and DOE	State funds		Fall 2006
2.5 School Improvement activities	DOE, GSA	State and federal funds	Test Score reports and State Report Card	Annually
3.1 (See 2.5)				
3.2 Increased and more equitable distribution of education funds.	Legislature	State funds	Budgets	
3.3 Increased and more equitable distribution of education funds.	Courts	State funds	Budgets	
4.1 (See 2.4)				
4.2 Number of NBPTS teachers in NI schools	School districts and DOE		CPI report	2006 and later

4.3 Annual benchmarks to meeting goal	BOR and state institutions			2005-2010
4.4 Applications for renewal meet requirements	LEAs and PSC		Certification reporting	On-going
4.5 Class sizes will comply with the law and state BOE rules annually	LEAs	State funds	State reports	Annually
4.6 Mentors available	PSC, IHEs, RESAs and LEAs	State funds	PSC reports	On-going

ACCOMPLISHING GOAL 5: USING THE DATA AND REPORTING SYSTEM TO HELP SCHOOL DISTRICTS ACHIEVE EQUITABLE DISTRIBUTION OF TEACHERS

The HiQ data and reporting system will indicate whether teachers assigned to specific classes and specific schools are highly qualified for their particular assignments. School districts will use the HiQ data to analyze whether teachers are assigned according to their qualifications and experience and make adjustments as needed.

As the Department of Education Student Information System becomes operational, HiQ will be redesigned to assess teacher performance using achievement data that is provided in the developed student information system, with the increased teacher requirements.

School systems will use a more comprehensive definition of highly qualified than is currently used, and the state will use the definition to determine if school systems are meeting the NCLB highly qualified teacher requirements.

Table 11: Strategies for addressing processes and policies that may inadvertently contribute to local staffing inequities (CCSSO Element 8)

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

Specific strategies Georgia will adopt

Proposed Initiatives		Draft Proposal: Georgia Professional Standards Commission Division of Educator Workforce Research and Development Task Force for Effective School Staffing. The purpose of this task force will be to develop a plan to recruit and retain the highest quality educators in Georgia Public Schools
----------------------	--	---

		<p>2007-2017. Included in this plan will be the following initiatives:</p> <ul style="list-style-type: none"> • The placement of ten Rhodes Scholars as Teacher Recruitment Specialists in ten of the sixteen Regional Education Service Agencies to target recruitment of teachers with emphasis upon high needs/low performing schools • Decentralize state level assistance to local school superintendents for local recruitment • Establishment of the Consummate Professional Project: Georgia Teaching Force with the slogan “An Honor to Teach Here.” This project will provide the opportunity for candidates to gain experience in hard to staff schools and receive introductory training through a pre-induction process. • Establishment of a Teacher Retention Incentive Program targeting “hard to staff schools.” This program will provide new teachers a \$3,000 signing bonus with a commitment for two years. At the end of the two years, there will be another \$3,000 performance-based bonus with an additional commitment of two years. At the end of the second two years there will be another performance-based bonus of \$4,000 with the commitment of becoming a “teacher-leader”. Teachers may move to another “hard to staff” school and still receive the incentives as long as they remain on this career path. • Teacher Incentive Grants for veteran teachers to provide stipends based upon recommendations and quality assessment performance results. At the end of five years a teacher may receive an initial \$5,000 stipend with an additional \$5,000 stipend at the end of the eighth year. • The establishment of a Policy Review Group to work with local systems and Boards of Education to revamp policies for transfer, reassignment and hiring in high needs/low performing schools to ensure equitable distribution of highly qualified teachers. • Establishment of “Move On In and Teach in Georgia.” This initiative will target out-of-state recruiting for high needs/low performing schools and will provide a 25% annual increase relative to the number of positions available in the state. • Establishment of the Critical Shortage Content Area Initiative to target high needs core content areas for “hard to staff” schools.
<p>Facilitate acquisition of additional professional learning to add core content areas to certification and to increase teacher content knowledge.</p>		<p>The Professional Standards Commission provided Darton College a Title IIA grant to offer on-line math and science courses to special education teachers throughout Georgia. To date, approximately one thousand teachers have taken advantage of these courses in order to add areas of concentration in core academic content to their certification.</p> <p>Valdosta State University was provided a Title IIA Grant to develop on-line courses for special education teachers in reading and math. Five math and five reading courses will be offered through Valdosta State University during the summer of 2006. The courses will also be available to colleges and universities, Regional Education Service Agencies (RESAs), and other teacher training providers in Georgia.</p> <p>Teacher Support Specialist (TSS) Program provides training to selected teachers who have proven ability to affect student achievement to be trained as mentor teachers. The professional Standards Commission provides train-</p>

Georgia's Equity Plan for Title II, Part A
June 2006

		<p>the-trainer programs for mentors based on the interactive mentor modules developed by the PSC and eSchool, ACTV. The training modules and a TSS Resource Manual outline eleven state standards for candidates and the Professional Standards Commission monitors program providers throughout Georgia. Mentoring programs assist in training effective teachers and retaining induction teachers in low performing schools.</p> <p>http://www.gapsc.com/nclb/TSS/TSS%20WEBSITE/index.htm</p>
--	--	---

STEPS AND ACTIONS TO TAKE

All work will be coordinated by the Title II A staff. Technical staff from the Professional Standards Commission, the Georgia Board of Education, the Office of Student Achievement and the Board of Regents will be called on as needed. Timelines for completion will be set with the input by the Professional Standards Commission and the State Board of Education. Project 2003 will be used as the planning tool.

Step 1: Completion and agreement on the inventory of policies and programs that Georgia is doing.

Agreement will be sought from the Committee on Quality Teaching. This is a statewide committee with representatives from all the state agencies with responsibilities for education including the Department of Early Childhood and Learning, the Professional Standards Commission, the Department of Education, Board of Regents, Office of Student Achievement, State Board of Education, and Regional Education Service Agencies.

Step 2: Completion and agreement on strategies that Georgia will adopt to provide preparation, professional development, recruitment and retention and the measures that will be used for public reporting. Using the Georgia Framework for Teaching, (See www.gapsc.com) as its guidance, the Title II A staff will coordinate the work. Agencies listed above will be asked to consider and agree on the strategies and potential measures that can be used.

Step 3: Focus groups throughout the state coordinated by the Title II A staff to seek input from teachers on the development of a comprehensive definition of the highly qualified teacher.

Step 4: Completion and formal agreement on a more comprehensive state definition for the highly qualified teacher. Agreement will be sought from the Professional Standards Commission, the Board of Education and the Board of Regents.

Step 5: Selection of indicators that represent teacher quality.

Step 6: Development of codes matched to content and a scale used to evaluate teacher quality. Title II A staff will work with assessment staff of the Professional Standards Commission, Department of Education and the Office of Student Achievement to develop a scale and a spreadsheet format that can be used to evaluate the teachers' quality.

Step 7: Further refinement of the HiQ software and changes in the Department of Education's CPI software, both of which are currently used to determine highly qualified teacher status in Georgia. This work will be completed by the Professional Standards Commission and the Department of Education.

Step 8: Arrange for the use of school profiles, available from the Department of Education's work with School Improvement for all schools in the state. Title II A will make these arrangements.

Step 9: Provide statewide access to HiQ so that school districts can enter their teacher data and use their school profile to predict teacher quality needed for the school and use to make teacher assignments for classes accordingly.

Step 10: Develop a method to compare school profile with teacher assignments and teacher quality.

Step 11: Incorporate the data collected on the comprehensive definition of the highly qualified teacher into the annual state reporting.

Step 12: Analyze the data for each district to determine the equitable distribution of teachers

Step 13: Run pilot data to test the software and train the Title II A staff, consultants, and school district personnel

Step 14: Run data to set a baseline

Step 15: Put into operation

APPENDIX 1: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOAL 1

Goal 1: Development of a data and reporting system that informs the state on the qualifications, availability, assignments, performance in the classroom, and distribution of teachers.

Element 1: Data and Reporting Systems

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Collect and report data on teacher turnover and projected teacher shortages	Build systems, inform	Collect Job Assignment Data (CPI from DOE) Maintain Certification Database Maintain Teacher Testing Database Match the above three items in the HiQ Program for NCLB
2. Collect and report data on teacher salaries by school to identify intra-district funding inequities (i.e., concentrations of inexperienced, lower-paid teachers in high-poverty, high-minority schools)	Build systems, inform	<ul style="list-style-type: none"> • Collect Teacher Annual Salary Data (CPI from DOE) • Tabulations of School Salary Comparisons have never been done by the PSC before
3. Develop district- and school-level databases to analyze teacher distribution patterns	Build systems, inform	School-to-school mobility patterns have been tabulated by the PSC Workforce Research Division, but the report is out of date and needs to be done again (and annually).
4. Develop electronic teacher data systems to provide current data on teacher certificates held and ensure that all teachers are properly credentialed in the subjects they are assigned to teach	Build systems, inform	The HiQ Program mentioned in row 1 provides such data at this time.
5. Develop state teacher data systems that allow teacher qualifications to be linked to student achievement	Build systems, inform	LEA examples from Middle GA RESA and from school district " Data Rooms " may have some relevance here. More investigation is needed. Georgia's new SIS system will provide links between teacher identifier and student achievement results. These

Georgia's Equity Plan for Title II, Part A
June 2006

		need to be linked to certification and testing attributes.
6. Collect and report school-level data on working conditions associated with high teacher turnover	Build systems, inform	(To be formulated after consulting with DOE.)
7. Evaluate and report the impact of teacher reforms to assess their strengths and weaknesses and make mid-course corrections	Inform	<ul style="list-style-type: none"> • Teacher Success Model - Now being piloted, not ready for evaluation • PRISM - Evaluation should be available for this project • Middle Grade certification reform should be evaluated in terms of out of field teaching, compared to 2000 condition. • Paraprofessional certification - from no information to "highly qualified" reporting • UNSAT reporting - Poor teacher performance may lead to certification denial if not remediated. This policy appears to be working but needs strengthening through a rule change.

APPENDIX 2: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOALS 2 AND 3

Goal 2: Identification of policies and programs to increase the number and availability of highly qualified, effective teachers

Goal 3: Development of a comprehensive definition of highly qualified, effective teachers.

Element 2: Teacher Preparation

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?		
Inventory of current policies and programs		
Potential State strategies:	State's role:	What Georgia is already doing:
1. Establish college scholarships, loans, and loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers	Provide funding	<p>HOPE Promise Teacher Scholarship HOPE for Teachers service cancelable loans</p> <p>Destination Teaching Scholarship/Service Cancelable Loan Program - The goal of this program is to increase the number and diversity of teachers working in high needs schools in Georgia. Scholarship money is available to cover summer tuition, fees and books.</p> <p>Career Opportunities for Paraprofessional Educators (COPE) program supports Paraprofessionals working in eligible school districts that are pursuing initial certification. The program is collaboration between Valdosta State University and regional community and technical colleges, RESAs and public school partners. The program packages financial support using HOPE scholarships and loans and the Destination Teaching service cancelable loans.</p> <p>Georgia NBPTS candidate loans available to teachers who seek National Board Certification and need financial assistance to pay NBPTS fees. To qualify for the loan the teacher must be working in a NI-designated school for two or more consecutive years while pursuing NBPTS certification.</p> <p>Atlanta Public Schools/Georgia State University program through PRISM - Urban Teacher Recruitment/Retention Initiative (UTRRI) will provide financial support for the candidates that have been recruited by the Atlanta Preparing Leaders for Urban Schools APLUS program (APS), an urban teacher recruitment program that will train mid-career professionals to teach in urban classrooms.</p>

Georgia’s Equity Plan for Title II, Part A
June 2006

<p>2. Create additional incentive programs to attract teachers to high-poverty, low-performing schools</p>	<p>Provide funding</p>	<p>Transition to Teaching grants:</p> <ul style="list-style-type: none"> a. Georgia PSC “Reach to Teach” - Focuses on attracting, preparing, supporting and retaining teachers in critical fields for eligible high needs schools in Georgia. Teachers enroll in an alternative preparation program (GATAPP) and are assigned NBCT mentors for a period of three years. http://www.reachtoteachingeorgia.com/default2.aspx?page=Home Overview b. DeKalb County School System – Focuses on recruitment, training, mentoring, and retention of mid-career professionals as teachers in high-need subject areas. A culturally diverse group of participants is trained through a local alternative preparation program and is mentored by site based mentors as well as an Itinerate Teacher Support Specialist. c. Valdosta State University – Focuses on increasing the number and diversity of students admitted into teacher preparation programs, to increase the number and diversity of teachers prepared through alternative preparation programs, and to increase the number and diversity of teachers hired, inducted, and retained by high-need schools systems. d. University of Georgia – An alternative preparation and professional development program focused on recruiting and retaining bilingual parent liaisons, Paraprofessionals and mid-career professionals in other fields to teach English Language Learners. e. University of Georgia – Special Education Training on the Web: Certification, Undergraduate and Mentoring Program (SPECTRUM) – An alternative preparation program that targets Paraprofessionals, mid-career changers and recent college graduates for preparation as special education teachers committed to teaching in high-need school systems. <p>National Board Certified teachers receive a 10% state base salary supplement if they are teaching in a school on the state’s NI list or transfer to a school on the list after obtaining National Board Certification.</p>
<p>3. Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools</p>	<p>Provide funding</p>	<p>PAGE and Phi Delta Kappa co-sponsor Future Educators of America programs in Georgia high schools.</p> <p>Teacher Cadet/Youth Apprenticeship programs in Georgia high schools allows completers who enroll in teacher preparation programs after high school graduation to receive 3-semester hour course credits at participating universities.</p> <p>Columbus State’s Future Teachers Academy is a component of its Partner School Network with Muscogee County, Phoenix City, and Harris County school systems</p>
<p>4. Expand and support high-quality alternative route programs</p>	<p>Regulatory, policy changes, provide funding</p>	<p>PSC’s Georgia Teacher Alternative Preparation Program (GATAPP) is a classroom-based alternative teacher preparation option that prepares teachers over a two-year period while employed as a teacher on a non-renewable Intern certificate. Program providers include institutions of higher education, RESAs and school systems.</p> <p>Georgia PSC Test-based option provides an alternative route to certification through testing (Praxis I, II and PLT) and an approved one-year supervised internship. A data management system (Tk20 Campus Tools) supports the</p>

Georgia's Equity Plan for Title II, Part A
June 2006

		<p>performance assessment of candidates with participating RESA program providers.</p> <p>Destination Teaching programs for Paraprofessionals and other career changers are offered at Albany State, Armstrong Atlantic State University, Georgia Southern University, Georgia State University, Georgia Southwestern State University and Valdosta State University. The goal of this program is to increase the number and diversity of teachers working in high needs schools in Georgia. Prospective teachers are prepared through alternative preparation programs and hired to teach in a high need school district for at least three years.</p> <p>Ten new preparation programs being developed in the state, including three programs at colleges that moved recently from 2-year to 4-year status, seven others, including private colleges coming into the state, and a MAT in Art and Design at the Savannah College of Art and Design.</p> <p>Teach for America program is offered by Agnes Scott College to serve the Atlanta area. http://www.teachforamerica.org/supporters_atlanta.html</p> <p>Armstrong Atlantic State University's Teacher Certification Project (TCP) is offered in partnership with Georgia Public Broadcasting's Education Services Division and The Learning House to prepare special education teachers using distance learning technologies.</p> <p>Non-degree, post-baccalaureate programs and master's degree initial preparation programs are offered by several colleges and universities in Georgia.</p>
<p>5. Create charter colleges of education</p>	<p>Build systems</p>	<p>Berry College's BellSouth grant to establish a charter college of education</p>
<p>6. Preparation program reform to better prepare more highly qualified teachers to effectively work with diverse student populations</p>	<p>State-led initiatives, provide funding</p>	<p>State agencies (GAPSC, USG BOR, GADOE) collaborate to improve preparation, induction, and professional development programs so beginning teachers are prepared to work in varied school contexts and to differentiate instruction to improve achievement of all students. This is accomplished through the following:</p> <ul style="list-style-type: none"> - standards-based approach in P-12 curriculum, educator preparation and school improvement - USG P-16 initiative and BOR Principles for the Preparation of Educators for Work in Schools - USG Double the Number-Double the Diversity initiative - PRISM NSF-funded state grant (USG and GADOE) to prepare teachers and support professional learning to enhance teachers' ability to teach students to high levels and close achievement gaps in math and science at all levels (P-16) - USG institution Partner School and PDS/PDD initiatives focused on addressing achievement gaps and improving learning in low-performing schools <p>Georgia PSC revised special education preparation rules to meet NCLB requirements. Preparation programs in the state are revising programs to comply with the new state rules.</p>

Element 3: Out-of-Field Teaching

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

Inventory of current policies and programs

Potential state strategies:	State's role:	What Georgia is already doing:
1. Discourage or ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Regulatory	<p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p>
2. Establish scholarships, loans, and forgivable loans to channel teachers of hard-to-fill subjects toward high-need schools	Provide funding	<p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>Troops to Teachers Program – Troops to Teachers Program is a joint effort between the U.S. Department of Education and the Department of Defense. The purpose of the program is to assist eligible men and women who have served the nation as members of the Armed Forces and are now seeking second careers as teachers in America's public schools. Eligible service members may receive federal funding to help them meet state certification requirements as teachers and for agreeing to teach in high needs schools. Troops to Teachers Candidates must meet the same certification requirements that any other teacher must meet. The Troops to Teachers Program does however provide financial assistance to eligible individuals in the form of a stipend of up to \$5000 to help pay teacher certification costs or a bonus of up to \$10,000 for teaching in a high needs school.</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>3. Create targeted teacher preparation programs</p>	<p>Build systems, provide funding</p>	<p>LEA Targeted Teacher Preparation - Several Georgia schools systems are utilizing Title IIA funds to send Paraprofessionals back to school to complete programs of study for teacher preparation. Cherokee County School District is an excellent example with 75Paraprofessionals involved in the initiative. The State approves Title IIA funds to LEAs based upon local need having alignment to appropriate actions and effectiveness plans.</p> <p>Traditional Preparation Program Expansion – The Georgia Board of Regents in May of 2006 approved Bachelor of Science in Education program for Gordon College with a major in early childhood education. According to a 2004 report by the Georgia Professional Standards Commission, early childhood education is one of the top three shortage areas in the field of education, based upon the number of provisional teaching certificates issued by the Commission. The geographic area served by Gordon College includes four fast-growing suburban counties in south metro Atlanta – Henry, Fayette, Clayton and Spalding counties. This new degree program will help meet the needs of this region for early childhood teachers. The program will be initiated during the 2007 calendar year.</p>
<p>4. Expand alternative route programs to allow individuals with relevant training in hard-to-fill subjects to enter the profession</p>	<p>Build systems</p>	<p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximate 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Permit Certification - Georgia Permits are alternative certificates allowing performing artists, retired teachers and native foreign language speakers to teach in Georgia classrooms and selected business/professional leaders to serve in Superintendent positions based on their rich expertise. Permitted teachers are required to be "highly qualified" in academic content subjects if scheduled as the teacher of record. The State's Role is technical assistance and regulatory.</p>
<p>5. Work in partnership with institutions of higher education to train already licensed teachers to become</p>	<p>Build systems</p>	<p>Math Science Partnership (MSP) Title II, Part B</p> <p>The Mathematics and Science Partnership (MSP) program strives to improve teacher quality through partnerships between state education agencies, institutions of higher education, high-need local education agencies, and schools to increase the academic achievement of students in mathematics and science. Other partners may include public charter schools, businesses, and nonprofit or</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>certified in high-need subject areas</p>		<p>for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers. The MSP program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. With these funds, Georgia is responsible for administering a grant competition in which grants are made to partnerships to improve the content knowledge and teaching skills of 4th-12th grade mathematics and science teachers. This program supports the partnerships of at least one Georgia high-need school district or consortium (such as a RESA) and at least one institution of higher education department of science, mathematics, and/or engineering. Proposals for year 3 funding consideration submitted in response to the Request for Proposals (RFP) were received at the GADOE on March 31, 2006. The proposals were read and rated by an external review committee in mid April. Funding recommendations were taken to the SBOE on May 11, 2006. In total, the GADOE funded 37 projects for program year 3, which will impact teachers and students in 85 school systems in Georgia. The GADOE awarded a total of \$5,041,728 to 37 MSP projects in May, 2006 for work that will be done during FY2007. The State's role is funding and technical assistance.</p> <p>Technical Assistance for Institutions of Higher Learning -The State is currently working with all Georgia institutions of higher learning to providing guidance for the modification of educational programs to meet the candidate completion requirements for teacher to be highly qualified upon graduation. All State institutions with approved programs of educational preparation must meet Georgia's timeline and standards as prescribed by NCLB and the reauthorization of IDEA. All Georgia programs for educational preparation must have approved programs operational by July 1, 2006. The State's role is technical assistance and regulatory.</p>
<p>6. Create a state job bank targeted to districts that experience the greatest difficulty competing for teachers of hard-to-fill subjects</p>	<p>Build systems</p>	<p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p>
<p>7. Establish formal arrangements that enable districts to recruit and hire qualified international teachers of hard-to-fill subjects and specializations</p>	<p>Regulatory</p>	<p>INTERNATIONAL EXCHANGE - The International Exchange Certificate is available to non-U.S. citizens with teaching credentials and experience in their native country who wish to come to Georgia to teach for up to 3 years. Candidates must provide a "foreign credentials report" to verify equivalent of a U.S. bachelor's degree and have employment. Application for certificate must come from employing school system. The State's role is technical assistance and regulatory.</p>
<p>8. Disseminate information about other federal, state, or local initiatives</p>	<p>Inform</p>	<p>State Sponsored Job Fairs - TeachGeorgia conducts annual Georgia teacher job fairs allowing school systems through out Georgia to participate. This exciting event is typically held at convenient location often on a collaborating college or university campus. The event is open to all educators who hold</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>intended to reduce out-of-field teaching in hard-to-staff schools</p>		<p>professional certification (Georgia or out-of-state) including new graduates of college and university teacher preparation programs. Individuals who have satisfied ALL eligibility requirements for a Non-Renewable Teaching Certificate are also eligible to attend. There is no fee for teacher candidates to participate in the recruitment fair. The TeachGeorgia web site is also available for announcing regional and local system job fairs in Georgia. The State's role is communication and technical assistance.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p>
<p>9. Create financial incentives to help districts attract teachers of hard-to-fill subjects to high-need schools</p>	<p>Provide funding</p>	<p>National Board for Professional Teaching Standards (NBPTS) - The Georgia Professional Standards Commission (PSC) manages pre-payment of fees to NBPTS from funds acquired from the NBPTS candidate subsidy funds, Georgia legislative appropriations, and funds acquired from private sources. Candidates who wish to be considered for prepayment of fees to NBPTS through state or state-managed funds must meet the PSC screening procedures and eligibility requirements by the deadlines and as specified at the PSC website. The law indicates two conditions under which benefits are available to candidates to NBPTS or achievers of NBCT:</p> <ul style="list-style-type: none"> • If, at the time of official candidacy to NBPTS the educator is teaching fulltime in a "High-needs" school (after March of 2005) s/he may be eligible to apply for prepayment of fees to NBPTS from state or state-managed funds upon meeting the screening criteria specified by the Professional Standards Commission PSC* or apply for reimbursement of personally paid initial application fees upon achieving NBCT. Achievers will receive a 10% of state base salary supplement for the life of the NBCT certificate and subsequent renewals; even if the school in which they were employed fulltime at the time of initial application to NBPTS is no longer "High-needs." • Or, a fulltime educator who moves to a professional position in a "High-needs" school after attaining NBCT is eligible for the salary incentives for the life of the NBCT certificate and subsequent renewals, even if the designated "High-needs" school's status changes after the initial year of the NBCT's employment. The educator who moves to a "High-needs school" after attaining NBCT is not eligible for reimbursement of personally paid initial application fees. <p>The State's role is funding and technical assistance.</p>
<p>10. Expand the use of distance learning to</p>	<p>Build capacity</p>	<p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>permit student access to qualified teachers in other schools</p>		<p>out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p>
<p>11. Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools</p>	<p>Provide funding</p>	<p>Special Education Teacher Academies (SIG) - The Georgia SIG supports mentoring academies for new special education teachers. The GLRS network provides this training component. New special education teachers are matched with mentor teachers and both professionals participate in several training sessions. The specific content of the regional academies is determined locally, but usually they include effective instructional strategies, due process procedures (e.g., developing IEPs), and effective behavioral interventions. In virtually all of the initiatives, a major focus is providing supports to students with disabilities who are educated in general education environments. As more students with disabilities are educated in general education environments, the percentage of teachers who are considered highly qualified will increase per instructional segment. In previous years, participants in the former iteration of the mentoring academies have reported an intention to stay in the field of special education at a higher rate (both mentor and new teachers) than the actual retention rate for special education teachers statewide. During the 2005-2006 school year, 313 teachers from across the state have participated in the mentoring academies. Those participants will be surveyed during the fall of 2006 and then again during the fall of 2007 to determine the retention rate of those special education teachers compared to the retention rate statewide for special education teachers. Georgia role is programmatic and technical assistance.</p>
<p>12. Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools</p>	<p>Build capacity</p>	<p>Georgia Department of Education, School Improvement Division - On July 1, 2003, the Georgia Department of Education (GADOE) created the School Improvement Division in the Office of Teacher and Student Support. The goal is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies (local school systems, herein referred to as LEAs) and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP). The School Improvement Division will work collaboratively with Georgia's Regional Education Service Agencies (RESAs) to support LEAs with schools not making AYP. Five Regional Support Teams, including School Improvement, Title I and Curriculum and Instruction GADOE personnel, RESA</p>

		<p>School Improvement Specialists, Professional Standards Commission Title IIA Regional Staff, GLRS Regional Representatives, Education Technology Training Center Regional Representatives, and College and University Representatives have been formed to provide regional support and improvement process training across the state. The School Improvement Division has prioritized statewide support by analyzing school performance and reform efforts. Schools in Needs Improvement Years 1-7 receive the support of a GADOE Leadership Facilitator (on-site coach). The School Improvement Division and RESAs will identify Regional Support Team members and distinguished K-12 educators to serve all schools having made AYP only one year and who need targeted assistance to make Adequate Yearly Progress another year to be removed from Needs Improvement status. The School Improvement Division will offer the following Continuum of Services to LEAs/schools in Georgia:</p> <ul style="list-style-type: none"> ○ Analysis & Planning Provides tools for collecting and analyzing qualitative and quantitative data, guidance for analyzing causes and establishing improvement priorities, and a model for action planning and matching needs to resources. ○ Collaborative Implementation: Develop an online resource guide of research-based programs and strategies, serve as a broker of programs and interventions to facilitate goal attainment, and provide technical assistance with implementation. ○ Professional Learning: Coordinates programs to build LEA/school capacity, broker services to facilitate training and development, and guide implementation of national professional development standards. ○ Quality Assurance: Disaggregate/analyze outcomes & policies, report impact on student achievement, provide guidelines for program evaluation, & recommend action. ○ Leader Quality: Provides focused leadership training and development to support the Georgia Performance Standards implementation, provide guidance and ongoing support for GADOE Leadership Facilitators, and coordinate the systematic use of SREB Leadership Modules targeting standards-based education and research-based school improvement priorities. ○ Secondary Redesign: The School Improvement Division's Secondary Redesign Unit serves to improve student achievement and increase graduation rates by facilitating the implementation of research-based best practices. <p>Department of Education Targets Science - "DOING SCIENCE, NOT VIEWING SCIENCE": Georgia's new curriculum in science is more rigorous, more focused and has put a premium on having our students "doing science, not viewing science." The new curriculum promotes more hands-on learning and a deeper understanding of science in each grade. This past school year, the Georgia Department of Education placed 16 master science educators in the field to work with teachers in the classroom. The science implementation specialists</p>
--	--	--

		<p>worked with teachers in over 30 school districts on rolling out the new curriculum, using best practices in the classroom and individualizing instruction using data and other methods. The roll-out of Georgia's new curriculum includes intensive training of all science teachers. Additionally, the state is taking advantage of federal money to improve teacher training in science, as well as math. One program, the Math Science Partnership, teams local schools with the state's colleges and universities to improve teaching strategies. The Math Science Partnership is now working with over 80 districts throughout Georgia. It is important for students, parents and the community to understand the importance of science and math. The Partnership for Reform in Science and Mathematics -- or PRISM -- has created an awareness campaign built around the slogan "math + science = success." PRISM is also working with schools around the state on professional learning for teachers.</p> <p>Title II, Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Regional Educational Service Agencies (RESAs) A RESA is a regional educational service agency established to provide shared services to improve the effectiveness of educational programs and services of local school systems and to provide direct instructional programs to selected public school students. Georgia is geographically divided into 16 RESAs with the State and schools systems collaborating for funding and needed activities based upon an annual regional needs analysis. RESAs work closely with the Georgia Department of Education, institutions of higher education, and numerous other entities to work with all member school systems, both those meeting AYP and those not meeting AYP. RESAs provide necessary training leading to teacher endorsements in ESOL, gifted, and reading. Trainings are often provided to schools where test results indicate children of poverty need their teachers to have additional pedagogical training for this special group of learners. RESAs also serve to assist teachers in building their content knowledge and understanding of academic content areas of math, science, English, social studies and foreign language.</p> <p>The Georgia Learning Resources System (GLRS) acts as the professional development arm for the Division for Exceptional Students. The GLRS network is comprised of 17 regional centers that collaborate with local school systems to provide ongoing professional development initiatives that are designed to improve educators' practices and the performance of students. As a condition for funding, each GLRS must collaborate with local school systems to identify priority needs for improvement. They must then work with those school systems to develop professional development initiatives, inclusive of ongoing support during implementation, which will be evaluated on the impact that the initiative had on adults' practices and students' performance. The results of the initiatives are reported annually to the Georgia DOE/Division for Exceptional Students. There are approximately 50 professional staff members (not all full-time) that work for GLRS across the state. Each GLRS implements initiatives that are locally designed as well as implementing initiatives that are outlined by the</p>
--	--	--

		<p>Georgia Department of Education.</p> <p>GLRS – Framework for Assisting Students with Disabilities Meet or Exceed AYP. Each GLRS employs the equivalent of a half-term person to provide training and support to schools that are facing the challenges of meeting AYP for the students with disabilities subgroup. Each GLRS conducting an initial training that lasted 1 ½ days for teams from local schools in which they conducted a quantitative and qualitative analysis to determine the strengths of the school and the barriers that can prevent students with disabilities from making AYP. The GLRS then partners with specific schools to implement actions that will assist the school overcome their barriers. The first priority was to focus on assisting schools that had not made AYP due, in part, to the performance of students with disabilities. A secondary priority was to collaborate with schools that were in danger of not meeting AYP in the future due to the performance of students with disabilities. During August of 2006, each GLRS will report to the Georgia DOE/Division for Exceptional Students the impact that the initiatives had on their target schools.</p> <p>In addition to partnering with specific schools, the GLRS personnel provide support to Leadership Facilitators, employees of the Georgia Department of Education who provide on-site leadership and coaching to schools who are have a Needs Improvement designation.</p> <p>Georgia State Improvement Grant (SIG) – The United States Department of Education/Office of Special Education Programs provides an opportunity for State Departments of Education to apply for a competitive grant to improve the performance of students with and without disabilities. The grant is designed to provide funding for personnel development activities that ultimately have an impact on student performance. The Georgia DOE/Division for Exceptional Students has been awarded two grants. The first grant was initiated in 1999 and concluded in 2004. The second Georgia State Improvement Grant (Georgia SIG) was awarded in 2004 and will continue through 2007. The Georgia DOE partners with sub-grantees in order to implement the professional development initiatives of the Georgia SIG. A description of several activities, including outcomes of the initiatives, is included below:</p> <p>Student Achievement in the Least Restrictive Environment (SALRE) - In 2000, Georgia was second from the lowest, compared to states from across the country, in the percentage of students with disabilities who receive 80% of their instruction in general education classes. Since that time, the first Georgia SIG and now the second Georgia SIG has supported the Student Achievement in the Least Restrictive Environment initiative. School systems commit every one of their schools to participate in a two-year training initiative. Teams from each school participate in training that includes instructional components (e.g., co-teaching, differentiation) and administrative components (e.g., scheduling the building and the impact on state funding). At this point, approximately 400 schools have participated in this initiative. (Regions of the state that have traditionally educated more students in “pull out” special education classes have been targeted for inclusion in this project.) Even schools that are not in the initiative have focused on including more students with disabilities in the general education environment. The results of this movement are evident. Across the state, Georgia has progressed from approximately 36% of students with disabilities participating in general education settings for at least 80% of the school day to approximately 54% of students with disabilities receiving at least 80% of their instruction in general education settings. That has moved Georgia</p>
--	--	--

		<p>from near the bottom of the list, when compared to other states, to the middle of the pack. During the same time period, and in concert with the expectations of the No Child Left Behind legislation, students with disabilities are participating in the general education curriculum and the statewide assessments at unprecedented rates. The performance for students with disabilities on those assessments has consistently progressed over the last few years.</p> <p>The impact on the SALRE initiative has also been evaluated for those schools that have participated in the two-year initiative compared to schools statewide. During the summer of 2005, an analysis was conducted to determine the percentage of schools from the project that had made AYP. Of the 247 schools that had been involved in the initiative at that time, 83% of the schools made AYP. Statewide, 78% of schools made AYP. The comparison group of "statewide" schools included those schools that were in the project. Therefore, the comparison group consisted of approximately 2000 schools across the state, 247 of which were in the SALRE initiative. If the participating schools were removed from the comparison group, which was not possible at the time, the rate in making AYP would be even larger between participating and non-participating, comparison schools.</p> <p>The analysis also reviewed the performance of middle and high schools that were in the state. There were 97 middle and high schools (total) that had participated in the initiative at that time. Fifty-seven percent of the participating middle and high schools made AYP when compared to 52% of middle and high schools statewide who made AYP. (The same comparison group was used as was described earlier.)</p> <p>The SALRE initiative has continued since that analysis has been completed. In addition to the 247 schools, an additional 172 schools are participating in the SALRE initiative. The initial data reveals that a higher percentage of students with disabilities in those systems are receiving at least 80% of their education in general education settings. A cohort analysis is currently being conducted to determine the academic achievement of students with and without disabilities who have been in participating schools for multiple years compared to students who have been enrolled in non-participating comparison schools for multiple years. That data is not yet available. During the 2006-2007 school year, one of the largest school systems in Georgia will join the SALRE initiative. Therefore, over 100 additional schools will benefit from the SALRE initiative.</p> <p>It is obvious that the SALRE initiative has enabled more schools to educate more students with disabilities in general education classes. The states of Georgia, and the participating schools, have made tremendous progress in the educational placement of students with disabilities. In addition, schools who have participated in the progress are making AYP at a higher rate than non-participating schools. When more students with disabilities are educated in general education classes, a larger majority of the teachers are considered highly qualified.</p> <p>SIG – Expanded Reading First – The Georgia SIG also supports the Expanded Reading First project which is a complimentary project to Georgia's Reading First initiative. The GLRS sites provide two courses to general and special education teachers and other personnel, <i>Teaching Struggling Elementary Readers</i> and <i>Teaching Struggling Secondary Readers</i>. These courses are between 30-50 contact hours and provide instructional strategies to teachers of students who struggle with reading, both students with and without disabilities.</p>
--	--	---

		<p>The elementary course focuses on emerging literacy while the secondary course (including middle school) focuses on providing instruction in the content areas that increases students' literacy skills. This course has been provided for two years. Data from the 2005-2006 school year are provided here. During this school year, 491 participants received the training. Eighty-six percent of the participants rated the training as either "good" or "excellent." The participants were also asked to rate their progress in professional knowledge as a result of the courses. This data reveals that teachers grew in their knowledge and professional practices in providing effective reading instruction. The teachers were also asked to rate the change that was seen in their students' learning behaviors. The data reveal that as a result of their growth in effective instructional practices, students exhibited more effective learning behaviors in reading.</p> <p>Georgia's Academic Coach Program - The Academic Coach Program will provide for the employment of an Academic Coach at a public school based on the teaching and learning needs identified in the school improvement plan. Teachers who exhibit excellence in the classroom and who have achieved Master Teacher certification will have the opportunity to advance in their career and contribute to the development of other teachers as they work to improve academic performance of students in their school. An individual school must apply through its school district. The district must submit one complete District Application and attach a School Application for <u>each</u> school seeking funding under the Academic Coach program. The local school superintendent must sign the District Application and the local school principal must sign the School Application. Schools submitting application directly to the Georgia Department of Education will not be considered for funding. A local school desiring the expertise and competency of an Academic Coach must have a school improvement plan. The Georgia Department of Education (GDOE) advocates for a planning process and implementation plan that drives school decisions and promotes whole school improvement. The GDOE Division of School Improvement has developed a the <i>School Improvement Fieldbook - A Guide to Advancing Student Achievement in Georgia Schools</i> which provides guidance as to the process and action planning formats for improvement planning to meet specified student achievement goals (See http://www.doe.k12.ga.us/documents/support/improvement/si_gspr_2005.pdf). School Improvement Plans will include specific measures of achievement including specific goals in the content area identified as a target for the Academic Coach. Student achievement data will include, but is not limited to CRCT, GHS GT, or EOCT scores. Ongoing programs and initiatives that may also effect student achievement will be noted for each participating school. The Georgia Academic Coach Program funded by the 2006 General Assembly begins school year 2006-2007.</p>
<p>13. Upgrade inadequate laboratories and equipment in high-poverty schools</p>	<p>Provide funding</p>	
<p>14. Reduce the incidence of</p>		<p>English to Speakers of Other Languages (ESOL) - ESOL is a state funded instructional program for eligible English Language Learners (ELLs) in grades</p>

<p>out-of-field ESOL</p>		<p>K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. It provides eligible Local Education Agencies (LEAs) sub-grants to provide supplemental services for ELLs. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level.</p> <p>The ESOL Program is transitioning from a discrete skills curriculum to a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. To reach this standard, it is critical that instructional approaches, both in ESOL and general education classes accommodate the needs of Georgia's linguistically and culturally diverse student and parent populations. To the extent practicable, it is appropriate to use the home language as a means of facilitating instruction for English language learners and communication with their parents.</p> <p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p>
------------------------------	--	--

<p>15. Reduce the incidence of out-of-field Math and Science</p>		<p>Georgia Youth Science Technology Center (GYSTC) - Founded in 1989 the Georgia Youth Science and Technology, Inc. (GYSTC) is private nonprofit educational organization designed to increase interest and enthusiasm in science and mathematics and the technologies, particularly among elementary and middle school teachers and students. Georgia's 13 geographically divided regional centers provide staff development workshop and programs for teachers as well as assemblies, activities, and camps for students. The programs for each center are aligned with the regional math, science and technology needs of the area.</p> <p>Department of Education Targets Science - "DOING SCIENCE, NOT VIEWING SCIENCE": Georgia's new curriculum in science is more rigorous, more focused and has put a premium on having our students "doing science, not viewing science." The new curriculum promotes more hands-on learning and a deeper understanding of science in each grade. This past school year, the Georgia Department of Education placed 16 master science educators in the field to work with teachers in the classroom. The science implementation specialists worked with teachers in over 30 school districts on rolling out the new curriculum, using best practices in the classroom and individualizing instruction using data and other methods. The roll-out of Georgia's new curriculum includes intensive training of all science teachers. Additionally, the state is taking advantage of federal money to improve teacher training in science, as well as math. One program, the Math Science Partnership, teams local schools with the state's colleges and universities to improve teaching strategies. The Math Science Partnership is now working with over 80 districts throughout Georgia. It is important for students, parents and the community to understand the importance of science and math. The Partnership for Reform in Science and Mathematics -- or PRISM -- has created an awareness campaign built around the slogan "math + science = success." PRISM is also working with schools around the state on professional learning for teachers.</p> <p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximately 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities,</p>

		<p>behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p>
--	--	--

<p>16. Reduce the incidence of out-of-field special education</p>		<p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximate 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – Teach Georgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification,</p>
---	--	---

		<p>certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and “highly qualified” in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online throughout the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p> <p>Special Education Teacher Academies (SIG) - The Georgia SIG supports mentoring academies for new special education teachers. The GLRS network provides this training component. New special education teachers are matched with mentor teachers and both professionals participate in several training sessions. The specific content of the regional academies is determined locally, but usually they include effective instructional strategies, due process procedures (e.g., developing IEPs), and effective behavioral interventions. In virtually all of the initiatives, a major focus is providing supports to students with disabilities who are educated in general education environments. As more students with disabilities are educated in general education environments, the percentage of teachers who are considered highly qualified will increase per instructional segment. In previous years, participants in the former iteration of the mentoring academies have reported an intention to stay in the field of special education at a higher rate (both mentor and new teachers) than the actual retention rate for special education teachers statewide. During the 2005-2006 school year, 313 teachers from across the state have participated in the mentoring academies. Those participants will be surveyed during the fall of 2006 and then again during the fall of 2007 to determine the retention rate of those special education teachers compared to the retention rate statewide for special education teachers. Georgia role is programmatic and technical assistance.</p> <p>GLRS – Framework for Assisting Students with Disabilities Meet or Exceed AYP. Each GLRS employs the equivalent of a half-term person to provide training and support to schools that are facing the challenges of meeting AYP for the students with disabilities subgroup. Each GLRS conducting an initial training that lasted 1 ½ days for teams from local schools in which they conducted a quantitative and qualitative analysis to determine the strengths of the school and the barriers that can prevent students with disabilities from making AYP. The GLRS then partners with specific schools to implement actions that will assist the school overcome their barriers. The first priority was to focus on assisting schools that had not made AYP due, in part, to the performance of students with disabilities. A secondary priority was to collaborate with schools that were in danger of not meeting AYP in the future due to the performance of students with disabilities. During August of 2006, each GLRS will report to the Georgia DOE/Division for Exceptional Students the impact that the initiatives had on their target schools.</p> <p>In addition to partnering with specific schools, the GLRS personnel provide support to Leadership Facilitators, employees of the Georgia Department of Education who provide on-site leadership and coaching to schools who are have</p>
--	--	--

		<p>a Needs Improvement designation.</p> <p>Georgia State Improvement Grant (SIG) – The United States Department of Education/Office of Special Education Programs provides an opportunity for State Departments of Education to apply for a competitive grant to improve the performance of students with and without disabilities. The grant is designed to provide funding for personnel development activities that ultimately have an impact on student performance. The Georgia DOE/Division for Exceptional Students has been awarded two grants. The first grant was initiated in 1999 and concluded in 2004. The second Georgia State Improvement Grant (Georgia SIG) was awarded in 2004 and will continue through 2007. The Georgia DOE partners with sub-grantees in order to implement the professional development initiatives of the Georgia SIG. A description of several activities, including outcomes of the initiatives, is included below:</p> <p>Student Achievement in the Least Restrictive Environment (SALRE) - In 2000, Georgia was second from the lowest, compared to states from across the country, in the percentage of students with disabilities who receive 80% of their instruction in general education classes. Since that time, the first Georgia SIG and now the second Georgia SIG has supported the Student Achievement in the Least Restrictive Environment initiative. School systems commit every one of their schools to participate in a two-year training initiative. Teams from each school participate in training that includes instructional components (e.g., co-teaching, differentiation) and administrative components (e.g., scheduling the building and the impact on state funding). At this point, approximately 400 schools have participated in this initiative. (Regions of the state that have traditionally educated more students in “pull out” special education classes have been targeted for inclusion in this project.) Even schools that are not in the initiative have focused on including more students with disabilities in the general education environment. The results of this movement are evident. Across the state, Georgia has progressed from approximately 36% of students with disabilities participating in general education settings for at least 80% of the school day to approximately 54% of students with disabilities receiving at least 80% of their instruction in general education settings. That has moved Georgia from near the bottom of the list, when compared to other states, to the middle of the pack. During the same time period, and in concert with the expectations of the No Child Left Behind legislation, students with disabilities are participating in the general education curriculum and the statewide assessments at unprecedented rates. The performance for students with disabilities on those assessments has consistently progressed over the last few years.</p> <p>The impact on the SALRE initiative has also been evaluated for those schools that have participated in the two-year initiative compared to schools statewide. During the summer of 2005, an analysis was conducted to determine the percentage of schools from the project that had made AYP. Of the 247 schools that had been involved in the initiative at that time, 83% of the schools made AYP. Statewide, 78% of schools made AYP. The comparison group of “statewide” schools included those schools that were in the project. Therefore, the comparison group consisted of approximately 2000 schools across the state, 247 of which were in the SALRE initiative. If the participating schools were removed from the comparison group, which was not possible at the time, the rate in making AYP would be even larger between participating and non-participating, comparison schools.</p> <p>The analysis also reviewed the performance of middle and high schools that</p>
--	--	--

		<p>were in the state. There were 97 middle and high schools (total) that had participated in the initiative at that time. Fifty-seven percent of the participating middle and high schools made AYP when compared to 52% of middle and high schools statewide who made AYP. (The same comparison group was used as was described earlier.)</p> <p>The SALRE initiative has continued since that analysis has been completed. In addition to the 247 schools, an additional 172 schools are participating in the SALRE initiative. The initial data reveals that a higher percentage of students with disabilities in those systems are receiving at least 80% of their education in general education settings. A cohort analysis is currently being conducted to determine the academic achievement of students with and without disabilities who have been in participating schools for multiple years compared to students who have been enrolled in non-participating comparison schools for multiple years. That data is not yet available. During the 2006-2007 school year, one of the largest school systems in Georgia will join the SALRE initiative. Therefore, over 100 additional schools will benefit from the SALRE initiative.</p> <p>It is obvious that the SALRE initiative has enabled more schools to educate more students with disabilities in general education classes. The states of Georgia, and the participating schools, have made tremendous progress in the educational placement of students with disabilities. In addition, schools who have participated in the progress are making AYP at a higher rate than non-participating schools. When more students with disabilities are educated in general education classes, a larger majority of the teachers are considered highly qualified.</p> <p>SIG – Expanded Reading First – The Georgia SIG also supports the Expanded Reading First project which is a complimentary project to Georgia's Reading First initiative. The GLRS sites provide two courses to general and special education teachers and other personnel, <i>Teaching Struggling Elementary Readers</i> and <i>Teaching Struggling Secondary Readers</i>. These courses are between 30-50 contact hours and provide instructional strategies to teachers of students who struggle with reading, both students with and without disabilities. The elementary course focuses on emerging literacy while the secondary course (including middle school) focuses on providing instruction in the content areas that increases students' literacy skills. This course has been provided for two years. Data from the 2005-2006 school year are provided here. During this school year, 491 participants received the training. Eighty-six percent of the participants rated the training as either "good" or "excellent." The participants were also asked to rate their progress in professional knowledge as a result of the courses. This data reveals that teachers grew in their knowledge and professional practices in providing effective reading instruction. The teachers were also asked to rate the change that was seen in their students' learning behaviors. The data reveal that as a result of their growth in effective instructional practices, students exhibited more effective learning behaviors in reading.</p>
--	--	--

Element 4: Recruiting and Retention of Experienced Teachers

How is the state planning to build a critical mass of qualified, <i>experienced</i> teachers willing to work in hard-to-staff schools?		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Create programs to recruit accomplished teachers to serve on teams to assist low-performing schools	Provide funding, build capacity	NBCT recruited for needs improvement and high needs schools by prepayment or reimbursement of fees and 10% of state base salary supplement for the 10 years of the valid NBCT certificate. (556 candidates in NI schools awaiting Nov 06 scores.)
2. Create incentives to attract and retain accomplished teachers in hard-to-staff schools	Provide funding, build capacity	Low/no interest loans on new and redevelopment construction; down payment assistance; service payback loans to teachers: DCA and PSC sponsor housing information sessions and fairs in LEAs; partner with LEAs, Chambers of Commerce and local governments; banking and real estate community in each locale. Troops to teachers? (Georgia is 2 nd in the nation for actual production into the classroom from military service.)
3. Experiment with new forms of teacher compensation that reward teachers willing to take on more challenging assignments	Provide funding	(New certifications?) Proposal to be announced after June 15 th .
4. Structure National Board Certified Teacher stipends to encourage or require NBCTs to work in high-need schools	Regulatory	See #1
5. Rehire retired teachers and principals specifically to work in high-need schools	Provide funding, build capacity	Retired teachers and principals are encouraged to work in high needs school. Salary as teacher/principal does not reduce retirement benefits.
6. SWOT Local System Staffing Analysis and Facilitator Training Program for Improved Educator Recruitment and Retention		PSC assists local systems and areas to identify hiring strengths, weaknesses, opportunities and threats to staffing and to strategically plan for long-range recruitment and retention of a highly qualified teacher workforce. 50 LEA SWOT Analyses, six Regional SWOT Facilitator Training.

Element 5: Professional Development

<p>How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?</p>		
Inventory of current policies and programs		
Potential state strategies:	Potential state strategies:	Potential state strategies:
1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools	1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools	1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools
2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools	2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools	2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools
3.Target statewide professional development to under-prepared teachers	3.Target statewide professional development to under-prepared teachers	3.Target statewide professional development to under-prepared teachers

Element 6: Specialized Knowledge and Skills

<p>How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?</p>		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Develop professional development and training materials for teachers	Build capacity	Student Achievement Pyramid of Interventions Standards 4 Diversity Disproportionality data GLRS Network

Georgia's Equity Plan for Title II, Part A
June 2006

2. Establish certification requirements for cultural competence for teachers	Regulatory	Exceptional Child course requirements
3. Support and fund grow-your-own programs for teachers or Paraprofessionals from the community	Build systems, provide funding	<p>Stipends for ESOL and special ed. teachers</p> <p>Tuition reimbursement for regular ed. teachers to get special ed. certification (e.g. McDuffie County)</p> <p>Tuition reimbursement for Paraprofessionals to pursue teaching degrees- e.g. Walton County, Lumpkin County, Greene County</p> <p>Bill under consideration (HB561) to expand HOPE for Teachers scholarships to include second career candidates</p> <p>HOPE Promise Teacher Scholarships</p> <p>HOPE for Teachers service cancelable loans</p> <p>State Superintendent's Student Advisory Council formed to discuss issues involving low performing schools, cultural diversity, etc.</p> <p>Special Education teacher Academies to increase the percent of effective special ed. teachers who remain in the field (680 teachers in the state to participate)</p>
4. Require all teacher training institutions to prepare teachers to work with diverse groups of students	Regulatory	<p>Training all teachers for gifted endorsement (Savannah-Chatham)Other systems offer tuition reimbursement</p> <p>Teachers with TSS endorsement all trained with Ruby Payne (Chatham Co.)</p> <p>Highly Qualified requirement for all teachers, including special education teachers</p>
5. Require teachers to participate in professional development designed to improve their ability to teach diverse learners effectively.	Regulatory, build capacity	<p>Requiring teachers to complete 10 hours training for teaching children of poverty with additional on-site visits (Bibb Co.)</p> <p>Carol Tomlinson information included in all GPS trainings regarding differentiated instruction</p> <p>21st Century Learning Center Grants (14 school systems in 2004-05)</p> <p>Charles Stewart Mott foundation grants for effective ASP (?)</p> <p>Webcasts on GPB in cooperation with GADOE to deliver high quality ESOL workshops</p> <p>Expanded Reading First initiative (2040 teachers in the state to receive training)</p> <p>Student Achievement in the Least Restrictive Environment initiative- 400 schools in the state</p> <p>Effective Behavioral and Instructional Supports initiative- 100 schools in the state</p> <p>GPS Rollout</p> <p>GPS and Students with the Most Significant Cognitive Disabilities</p> <p>Georgia Learning Resources System- 17 centers strategically located around the state</p> <p>Functional Behavioral Assessments, data analysis, and positive, proactive interventions provided by Georgia Behavioral intervention Program- offered to local school systems- approx. 1000 students have been served.</p> <p>Framework for Impacting the Achievement of Students with Disabilities</p>
6. Require state or district mentoring and	Regulatory, build systems,	<p>New Directors' Academy for new and experienced directors of special education</p> <p>State Improvement Grant (SIG)-5 major initiatives to support professional development for administrators, general ed. teachers, special ed. teachers, and</p>

Georgia's Equity Plan for Title II, Part A
June 2006

induction programs for new teachers to include instruction in the teaching of diverse learners.	build capacity	parents New Special education teacher Academies
---	----------------	--

APPENDIX 3: INVENTORY OF CURRENT POLICIES AND PROGRAMS AND ADDRESS GOAL 4

Goal 4: Identification of indicators for calculating the equitable teacher distribution of teacher qualifications and assignments.

Element 7: Working Conditions

<p>How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?</p>		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
<p>1. Collect data on supply, demand, and assignment of educators and survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools.</p>	<p>Collect data</p>	<p>1.1 GA Educator Workforce Status Report is issued annually and available at the PSC - http://www.gapsc.com/Workforce.asp. 1.2 A statewide system (HiQ) for collecting data on teacher qualifications and assignments has been developed. 1.3 Georgia BellSouth Quality Learning and Teaching Environments Initiative grant surveyed teachers and administrators in 11 districts regarding working conditions in 2005.</p>
<p>2. Strengthen leadership, particularly in low-performing schools</p>	<p>Regulatory; Building capacity</p>	<p>2.1 A Task Force has been organized and is meeting to redesign educational leadership preparation programs and / certification rules. 2.2 High Performing Principals legislation became law in 2006 and will be implemented by DOE. 2.3 Georgia Leadership Institute for School Improvement (GLISI), a partnership devoted to the success of Georgia's educational leaders in meeting elevated expectations for student achievement and school performance has been in operation since March 2002. 2.4 Master Teacher and Instructional Coaches legislation became law in 2005. PSC developed requirements for master teacher and DOE is developing rules for instructional coach. 2.5 On July 1, 2003, the Georgia Department of Education (GADOE) created the School Improvement Division in the Office of Teacher and Student Support. The goal is to design and implement a coherent and sustained statewide system of support and a process for improvement. These activities are providing local education agencies and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP).</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>3. Increase funding for education and reduce disparities in resources across schools and districts by allocating state funds according to need</p>	<p>Building capacity; Provide funding</p>	<p>The School Improvement Collaborative, under the direction of the GADOE provides assistance to NI schools including Leadership Facilitators, Science Coaches, intensive data analysis training, and a required on-site review of needs (GA School Performance Review) which provides data for SIPs. 3.2 The Governor's Education Finance Task Force, a 23 member committee appointed in August, 2004 was asked by the Governor to consider: (A) What could be done to bolster QBE in the short run and what interim steps could be recommended for improvement? (B) Recommendations on the best possible funding formula that is <u>transparent, simple</u>, and ensures <u>all children have access</u> to an excellent education for investing in education excellence. 3.3 The Consortium for Adequate School Funding, a group of 51 school districts, most with small property tax bases, have filed a law suit against the state alleging under-funding of all educational programs, with low wealth districts bearing a disproportionate level of under-funding..</p>
<p>4. Improve working conditions by enhancing opportunities for professional learning for all teachers and reducing disparities in teacher training, experience, and assignments across districts, socioeconomic levels and racial lines, and reducing class sizes,.</p>	<p>Build capacity & systems; Regulatory; and Provide funding</p>	<p>4.1 Master Teacher and Academic Coach law passed in 2005. (See 2.4) 4.2 A law that ties pay incentives for National Board certification to assignment to high needs schools passed in 2005 should result in more equity. 4.3 A Board of Regents Plan was adopted in January 2005 that require BOR institutions to double the <i>numbers</i> and <i>diversity</i> of teachers prepared by member institutions by 2010. 4.4 Changes in PSC certification renewal requirements effective in 2006 that require renewal to be a part of a professional development plan that aligns with SIPs. Certification rules have also been revised to eliminate out of field teaching for any portion of the day. 4.5 Laws and GA BOE rules have called for reduced class sizes (although it was put on 'hold' for 3 preceding years due to budget issues.) 4.6 New teachers have opportunity to work with mentors and a PSC approved internship is required for teachers who enter the profession via alternate routes.</p>

APPENDIX 4: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOAL 5

Goal 5: Using the data and reporting system to help school districts achieve an equitable distribution of teachers

Element 8: Policy Coherence

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

Inventory of current policies and programs

Potential state strategies:	State's role:	What Georgia is already doing:
1. Reduce time required to process teacher certification applications	Build systems	<p>PSC Rule 505-2-.15 Certification By Interstate Reciprocity Georgia is an active member of the National Association of State Directors of Teacher Education and Teacher Certification (NASCTEC) and has signed the Interstate Agreement with all other states and jurisdictions for all certificate types: teacher, administrator, support and vocational. An applicant for certification in Georgia who holds or has held a professional certificate issued by another state, the District of Columbia, a U.S. territory, the Department of Defense Education (DoDEA), or the National Board for Professional Teaching Standards (NBPTS), will be eligible for a Clear, Renewable Professional Georgia certificate if the applicant</p> <ul style="list-style-type: none"> • Holds an out-of-state certificate that indicates the candidate has met all course requirements • Holds a bachelors degree or higher unless Georgia does not require a degree for a comparable certificate type • Meets or exempts all applicable special Georgia requirements as outlined in PSC Rule 505-2-.20. <p>This expedites the certification process for out-of-state applicants. http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp</p> <p>The Georgia Professional Standards Commission revised its internal process to reduce the time required to add a new teaching field to a teacher's certificate under certain conditions. As of March 17, 2006 the PSC Certification Section will post a new teaching field to a teacher's level 4 or above Clear Renewable certificate whenever a passing test score for that new field is received electronically (from the test provider) at the PSC with no application or other paperwork required from the teacher.</p>
2. Ensure that state testing policies and systems of rewards and sanctions do not inadvertently drive	Build systems, provide funding	<p>Georgia's Awards for School Performance recognizes schools that are making the greatest improvements in student achievement as well as schools that have a high level of student achievement. Awards are earned by schools not only having the highest percentage of students meeting and exceeding standards of performance, but also by schools</p>

Georgia's Equity Plan for Title II, Part A
June 2006

<p>teachers and principals away from schools that serve the lowest-achieving students</p>	<p>showing the greatest gain in the percentage of students meeting and exceeding standards of performance. The Governor's Office of Student Achievement, www.osa.org.</p> <p>Georgia Code 20-2-212.2 requires a teacher must be in a NI-designated school at the time of NBPTS certification and remain in that school after it comes off the NI list (or transfer to a school that is on the NI list) in order to receive the 10% state base salary supplement during the validity period of NBPTS certification. Prior to this change in legislation in 2005, NBPTS certified teachers in any school were eligible to receive the 10% state base salary supplement.</p> <p>The Troops to Teachers Program offers military personnel coursework and assistance in meeting the same certification requirements that any other teacher in Georgia must meet. The Troops to Teachers Program provides financial assistance to eligible individuals in the form of a stipend of up to \$5000 to help pay teacher certification costs or a bonus of up to \$10,000 for teaching in a high needs school. http://www.tttga.net/</p> <p>The 2006 Georgia General Assembly appropriated funds to provide for the employment of an Academic Coach at a public school based on the teaching and learning needs identified in the school improvement plan. Funds will be awarded to schools based on a grant application process with priority given to schools who demonstrate documented evidence of need of improvement in the identified state target areas. An academic coach supported by the state grant must be certified as a Georgia Master Teacher. http://public.doe.k12.ga.us/tss_teacher.aspx</p> <p>Georgia encourages local systems to pursue innovative strategies to provide effective teachers and administrators to schools with low performance. As an example of how school systems in Georgia may respond, DeKalb County Public School System is planning to host a job fair specifically to attract and retain effective teachers to work in schools which have been identified as NI schools for 3+ years. The system plans to use Title I and Title II-A funds to provide signing bonuses to teachers who have a proven record of student achievement with otherwise low achieving students to come to these schools and annual bonuses to all teachers at the schools who increase student achievement in their classrooms.</p> <p>2006 legislation (SB 468) provides that principals of middle and high schools who have had high student achievement within the past five years may be asked to assume responsibility at a Needs Improvement school and receive up to \$15,000 additional stipend for up to three years. www.legis.state.ga.us/</p> <p>The Georgia Assessments for the Certification of Educators (GACE) program is being developed by the Professional Standards Commission and the National Evaluation Systems, Inc. The assessments are aligned with national standards, Georgia Performance Standards for grades P-12, and Georgia educator preparation rules. The first administration is planned for Fall 2006. http://www.gace.nesinc.com/</p>
---	---