

**THE GEORGIA IMPLEMENTATION
GUIDELINES**

The No Child Left Behind Act of 2001
Title II, Part A

Criteria for “Highly Qualified” Teachers



Revised August 2009

The Georgia Implementation Guidelines
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Title II, Part A

Criteria for “Highly Qualified” Teachers

DRAFT

NOTES:

This document is a draft, since it is considered a *living document* that will be revised as needed. However, it *is* an authoritative document that can guide local education agencies (LEAs) in their efforts to implement Title II-A requirements.

The revised August 2009 document reflects the most recent federal and state updates and changes.

Georgia Professional Standards Commission

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Introduction

The Georgia Implementation Guidelines is a document that combines the No Child Left Behind (NCLB) guidelines established by the United States Department of Education (USDOE) with the certification rules created by the Georgia Professional Standards Commission (GAPSC). It is Georgia's policies guide to assist school system personnel in determining if their teachers are "highly qualified," in accordance with NCLB rules.

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The No Child Left Behind Act of 2001
Title II, Part A

Criteria for “Highly Qualified” Teachers

The No Child Left Behind Act of 2001 requires that all teachers of *core* academic subjects be “highly qualified.” This document states who may be considered “highly qualified.” Please note: A teacher who is “highly qualified” may not necessarily be fully certified. To be fully certified and “highly qualified” a teacher must meet all of the state’s certification requirements and be assigned appropriately for the field in which he or she is teaching.

1.0 THE GEORGIA PROFESSIONAL STANDARDS COMMISSION

- 1.01 Under state law, the Georgia Professional Standards Commission (GAPSC) is the state entity responsible for teacher quality and, as such, is the agency in charge of establishing and enforcing professional teaching standards and certifying and licensing teachers. The GAPSC is one of the lead agencies responsible for implementing the state’s No Child Left Behind initiatives to identify “highly qualified” teachers, working in collaboration with the Georgia Department of Education (GADOE).
- 1.02 The GAPSC provides resources and support to school systems so that state and local Title II-A goals may be met. A network of Title II-A consultants is available to provide information about Title II-A requirements, assist with data needs and local planning, and support teacher preparation and professional development initiatives. The GAPSC No Child Left Behind web site, located at <http://www.gapsc.com/nclb/home.html>, provides information, resources, and links for Georgia’s school administrators, teachers, paraprofessionals, teacher educators, and parents. Visit the Georgia Office of Student Achievement’s web site located at <http://www.gaosa.org> to view report cards for “highly qualified” percentages by system.

2.0 LOCAL EDUCATION AGENCY (LEA) PLANS

- 2.01 The No Child Left Behind Act of 2001 requires LEAs to formulate annual plans for local implementation of Title II-A provisions. The LEA plans must address issues related to (a) identified certification deficiencies, (b) out-of-field teaching assignments, (c) equitable distribution of teachers and/or (d) other identified needs based on Title II-A goals. LEA plans are mandated to ensure that all teachers in the school system are “highly qualified” and that they are teaching in fields and at grade levels for which they are fully certified. A NCLB-required needs assessment and the LEA’s local plans for addressing Title II-A requirements are part of the LEA’s annual Educational and Secondary Act (ESEA) Consolidated Application.
- 2.02 LEAs are required to notify parents that they may request information regarding the teacher’s professional qualifications, including the following:
 - Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;

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- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

2.03 LEAs are required to notify parents if a teacher who is not “highly qualified” is teaching their child a core academic content course. Parental notification is required if a teacher who is not “highly qualified” teaches their child for four consecutive weeks or more. Parental notification is not required for teachers who are not teacher of record for core academic subjects. Parent notification is not required for paraprofessionals who are not “highly qualified.” Please note that effective 2006 – 2007, the parent notification requirement applies to teachers who teach core academic content subjects in Title I and Non-Title I schools and programs.

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2.04 The Ethics Division of the Professional Standards Commission is responsible for enforcing the Code of Ethics for Educators in Georgia. Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.” Unethical conduct as it relates to *The No Child Left Behind Act* includes but is not limited to, falsifying, misrepresenting or omitting:

- professional qualifications of teachers reported to as “highly qualified”;
- information notifying parents that they may request information regarding the teacher’s professional qualifications;
- information notifying parents if a teacher who is not “highly qualified” is teaching their child a core academic content course;
- information submitted to federal and state governmental agencies; and
- information submitted in the course of professional practice.

3.0 “HIGHLY QUALIFIED” TEACHER REQUIREMENTS AND DEFINITIONS

3.01 To be considered “highly qualified” to teach in the State of Georgia, teachers must be professionally certified to teach by the Georgia Professional Standards Commission and be teaching in their field(s) of certification.

New teachers must:

- a. Hold a bachelor’s degree from a GAPSC-accepted accredited institution of higher education.
- b. Hold a valid Georgia teaching certificate.
- c. Have evidence of specialized training in the subjects they teach, such as an academic major or the equivalent in the subjects and a passing score on the required content assessment for the area/subjects they teach.
- d. Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Veteran teachers must:

- a. Hold a bachelor’s degree from a GAPSC-accepted accredited institution of higher education.
- b. Hold a valid Georgia professional teaching certificate.
- c. Have a teaching assignment that is appropriate for the field(s) listed on the teaching certificate.
- d. Have evidence of specialized training in the subjects they teach, such as an academic major or the equivalent in the subject, and a passing score on the required content assessment for the area/subject they teach or evidence that they have met the requirement of a “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission (see Section 1.0). [For additional guidance regarding new and veteran

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elementary teachers, see Section 6.0; for new and veteran middle grades and secondary education teachers, see Section 7.0.]

(See <http://www.gapsc.com/TeacherCertification/ClearRenewableCertification.asp>)

Note: The requirements listed for veteran teachers apply to both in-state and out-of-state veteran teachers.

3.02 Elementary teachers must meet the following requirements:

A “highly qualified” teacher at the elementary level who is *new to the profession* must meet the stated requirements, that is: (a) hold a 4-year college degree; (b) hold a Georgia clear renewable professional teaching certificate in the field of early childhood education; (c) have a major or equivalent in early childhood education and pass the PSC-approved content assessment for the early childhood education field; and (d) be assigned to teach in the area of certification (P–5).

A “highly qualified” teacher at the elementary level who is *not new to the profession* (a veteran teacher) must meet the requirements in this section. Veteran teachers who are teaching in Georgia and who are either fully certified to teach in Georgia or fully certified to teach in another state must demonstrate competence in all the academic subjects in which the teacher teaches by (a) having a major and passing the appropriate content assessment or (b) through the high objective uniform state standard of evaluation (HOUSSE), as developed for use in Georgia if the teacher has a life certificate, if the teacher is returning to active service from retirement, or if the teacher is a multi-subject special education teacher. The HOUSSE evaluation will assess the competency of elementary teachers not new to the profession in the grade-appropriate academic subject matter knowledge and teaching skills.

3.03 Middle Grades and Secondary Teachers must meet the following requirements:

A “highly qualified” teacher at the middle grades or secondary level who is *new to the profession* must meet the stated requirements, that is: (a) hold a 4-year college degree, (b) hold a Georgia clear renewable professional teaching certificate, (c) have a major or equivalent in the subject/s they teach and pass the content assessment in the appropriate field/content areas, and (d) be assigned to teach in the area of certification. The teacher must demonstrate a high level of competency in each of the academic subjects in which the teacher teaches by:

- Passing a rigorous state academic content assessment in each of the academic subjects in which the teacher teaches. In Georgia, this assessment is the GACE examination for the respective subject/s and level; and/or
- Successfully completing, in each of the academic subjects that the teacher teaches, an academic major, a graduate degree, coursework equivalent to an undergraduate academic major.

3.03.1 An academic major for secondary teachers is defined as a program of study in which the student completes a designated number and sequence of courses within a specific discipline as verified on a college/university transcript.

3.03.2 Coursework equivalent to an undergraduate academic major for secondary teachers is 21 semester hours in the content area at the upper division or graduate levels as verified on a college transcript.

3.03.3 An academic major in a middle grades concentration area is defined as a minimum of 15 semester hours.

3.03.4 A graduate degree in the academic subject area will satisfy the requirement of an academic

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major. This does not include initial preparation programs at the graduate level (e.g. MAT programs) that are pedagogy-based and not content-based.

A “highly qualified” teacher at the middle grades or secondary level who is *not new to the profession* (a veteran teacher) must meet the requirements in this section. Veteran teachers who are teaching in Georgia and who are either fully certified to teach in Georgia or fully certified to teach in another state must demonstrate competence in all the academic subjects in which the teacher teaches by (a) having a major and passing the appropriate content assessment or (b) through the “high objective uniform state standard of evaluation” (HOUSSE), as developed for use in Georgia if the teacher has a life certificate, if the teacher is returning to active service from retirement, or if the teacher is a multi-subject special education teacher. The HOUSSE evaluation will assess the competency of middle grades and secondary teachers who are not new to the profession in the grade appropriate academic subject-matter knowledge and teaching skills. Veteran teachers who were issued a middle grades certificate and passed the GACE or Praxis II middle grades generalist or the TCT middle childhood examination prior to 2002 were “highly qualified” to teach social studies, science, language arts, reading, and mathematics until 2006. After July 1, 2006, veteran teachers who were issued a middle grades certificate must have established concentrations through coursework, passed Praxis II or GACE content assessment in the appropriate middle grades field, or met the HOUSSE requirement in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

Additional options may be available to veteran teachers in the following situations:

- a. Teachers holding Georgia life certificates.
- b. Teachers from out-of-state with appropriate experience.
- b. Teachers holding middle grades concentrations obtained by coursework before July 1, 2006.
- c. Teachers holding a professional Georgia teaching certificate and adding an additional certification field based on passing the appropriate Georgia subject area content test.

3.04 The Georgia Professional Standards Commission (PSC) has initiated the development of the Georgia Assessments for the Certification of Educators (GACE), a new program to assess the knowledge and skills of individuals seeking certification as Georgia public school educators. These assessments are aligned with national standards, the Georgia Performance Standards for Pre-Kindergarten through Grade 12, and the Georgia educator preparation rules. To assist in the development and administration of the new assessments, the PSC has contracted with National Evaluation System, Inc. (NES). The first administration of the new assessment was November 2006. For additional information, visit: <http://www.gace.nesinc.com/index.asp>.

Beginning on March 6, 2007 the only assessments accepted by the PSC are the GACE. The PSC will not accept Praxis tests taken after March 5, 2007. Educators who passed either the Teacher Certification Tests (TCT) or the Praxis content tests in the appropriate field when these were the required assessment tests also fulfill the content assessment requirement.

- 3.05 A teacher who is *new* to the profession is a beginning teacher, defined as a teacher in a public school who has been teaching less than a total of three complete school years [Title IX, Part A, Section 9101(3)].
- 3.06 A *veteran* teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years.
- 3.07 Teachers who have been prepared through alternative routes and who hold clear renewable certificates are considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

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3.08 The Certification/Curriculum Alignment Project (CAPS) identifies certification areas that are acceptable to teach a state approved course. Teachers who satisfy the requirements listed in Section 3.07 are considered “highly qualified” to teach the subjects authorized by CAPS.

3.09 Fully Certified and “Highly Qualified”

Teachers who are fully certified and “highly qualified” have met all requirements including:

- Clear renewable certificate and
- Major/concentration in the content area or
- PSC-required content assessment or
- HOUSSE, if applicable (See 11.03 for HOUSSE stipulations) and
- Appropriate teaching assignment

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3.10 Non-Renewable Non-Professional and "Highly Qualified"

Teachers holding non-renewable non-professional certificates in core academic subjects must have an appropriate teaching assignment for the core academic subject field and be enrolled in an approved program that will assist them in making adequate progress toward acquiring a clear renewable certificate. Teachers holding non-renewable non-professional certificates must have a major and pass the appropriate content assessments in their core academic subject to be considered "highly qualified." LEAs are required to monitor all teachers holding non-renewable non-professional certificates in core academic subjects to assure progress toward clear renewable certification. **Teachers holding nonrenewable certificates are highly qualified by federal definition for only three years from certificate issuance. Teachers of core academic subjects can only be considered "highly qualified" for a maximum of three years even though the non-renewable non-professional certificate is issued for five years.**

4.0 CORE ACADEMIC SUBJECTS

4.01 Core academic subjects include English, reading, language arts, mathematics, broad-field science (such as physics, biology, or chemistry), foreign languages, broad-field social studies (such as civics and government, economics, history, geography), and the arts (visual arts, music, band and chorus). (See Title IX General Provisions, Part A, Section 9101 Definitions). Dance and drama are not considered core academic subjects in Georgia. All teachers teaching a core academic subject, including remedial, extended day, evening, or summer school classes, must be “highly qualified” to teach the subject.

4.02 Teachers who teach core academic subjects include elementary (K–5) teachers, middle grades (4–8), and secondary teachers (6–12) who teach any of the subjects listed in 4.01. This includes special education, English for Speakers of Other Languages (ESOL), technical/vocational, health/physical education and any other teacher who is the teacher of record for any of the core academic subjects listed above. All teachers who teach core academic subjects must be “highly qualified” (i.e., must meet the content or testing requirements for each core academic subject they teach.)

5.0 PROFESSIONAL TEACHING CERTIFICATES

5.01 TEACHERS WITH RENEWABLE CERTIFICATES

Teachers with renewable certificates are considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

5.01.1 ***Clear Renewable Certificates, Teaching***—(T)

The standard professional certificate issued by the GAPSC to teachers is the *clear renewable certificate* (T). The issuance of a certificate in the clear renewable category means that (1) all requirements for professional licensure in the field have been met, including applicable Special Georgia Requirements, (2) the certification validity period

for the specified teaching field(s) will last five years, and (3) the standard renewal requirements apply to all fields listed on the certificate. A clear renewable certificate may be obtained by completing a college's approved teacher preparation program or through reciprocity, in which a professional certificate from another jurisdiction is recognized in Georgia.

(See <http://www.gapsc.com/TeacherCertification/ClearRenewableCertification.asp>)

5.01.2 **Performance-Based Certificates—(PBT)**

The *performance-based certificate* (PBT), issued between 1979 and 1990, required educators not only to meet the licensure requirements for initial certification, but also to undergo an on-the-job skills assessment (TPAI) in the following years in order to continue certification. The skills assessment was an evaluation of the new educators' teaching skills conducted by their supervisors and mentor teachers. Upon completion of the assessment, new educators were awarded the PBT certificate. While initial performance-based certificates are no longer issued, educators who hold performance-based certificates may continue to renew these fields of certification.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.009.pdf)

5.01.3 **Life Certificates—(D)**

Veteran teachers who hold a *life certificate* (D) are fully certified and are considered "highly qualified" if they have a major and passed the required content assessment (GACE, Praxis II or TCT). Those who hold a life certificate and have not passed a content assessment must pass the appropriate content assessment or meet the HOUSSE requirement in order to be considered "highly qualified." Retired life certificate holder re-entering the teaching profession may utilize HOUSSE to establish their "highly qualified" status.

Prior to July 1, 1974, educators who had completed five years of professional service were eligible to apply for continuous life certification. Educators who hold valid life certificates are not required to complete renewal credit for certification. This practice was discontinued in 1974; however, educators who held life certification at that time are eligible to maintain their life certificates. If educators hold life certificates in specific fields and complete higher degrees, the certificate fields may be upgraded to the higher level and still maintain the life status. Also, endorsements added to a life certificate field will also be issued as life-certificate fields. If, however, educators add new fields of certification to existing life certificates, the new field will not carry life status.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.009.pdf)

5.01.4 **International Exchange Certificates—(X)**

International exchange teachers who are fully certified in their home countries may be certified to teach in Georgia with an international exchange certificate (X), which is valid for 3 years.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.008.pdf).

International exchange teachers are considered "highly qualified" during this three-year period of time provided the teachers have a major or the equivalent of a major in the core academic content area, or have passed the appropriate GACE content assessment. Teachers' teaching assignments must be appropriate to their preparation and certification areas and levels.

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5.01.5 **Intern Certificates—(I)**

Teachers who hold one of the GaTAPP path certificates (GaTAPP [I], ADAC [A], Clinical Practice [CP], Core Academic [CA], and OYSP [O]) may be considered "highly qualified" if they have demonstrated subject-matter competency in the core academic

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content they are assigned to teach, assume the functions of a classroom teacher for no more than 3 years, and demonstrate satisfactory progress toward certification in an approved Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) path, provided the teachers' assignments are appropriate for their certification areas and levels.

Candidates in GATAPP programs must verify that they know the core academic content that they are assigned to teach as GaTAPP teachers before being accepted into the program. GaTAPP candidates must demonstrate content knowledge prior to program admission. Content knowledge may be documented through a passing score on the appropriate content assessments, a major in the teaching field, or a transcript evaluation that verifies completion of the required academic course work. For secondary certificates (grades 6-12), the required academic course work is an academic major in the content area or at least 21 upper level semester hours of college course work in the content area. For middle grades certificates, content knowledge in the area(s) of concentration must also be verified through an academic major in the content area or at least 15 semester hours (effective July 1, 2006; 12 semester hour minimum prior to July 1, 2006). For special education certificates, content knowledge must be verified through an academic major in the content area or at least 21 semester hour for the 6-12 cognitive level or 15 semester hours for P-5 and 4-8 cognitive levels. The appropriate special education assessment must then be completed before the end of the GaTAPP program.

All candidates entering the GATAPP program via a major or course work assessment must take the appropriate content assessment(s) during their first year of the program. All candidates must pass the appropriate content assessment(s) before completing the program.

Effective August 12, 2005, the Commission changed the entrance policy for certain candidates in the Georgia Teacher Alternative Preparation Program (Now the Georgia Teacher Academy for Preparation and Pedagogy: GaTAPP) by requiring passing scores on the required content (GACE or Praxis II) assessments. These GaTAPP candidates include:

- All Early Childhood Education candidates
- Special education candidates who are assigned to teach core academic content as the teacher of record and do not have a major or academic concentration in the subject area(s) they are assigned to teach, and
- Any middle grades and secondary teachers who do not have a concentration or major in the subject area(s) they are assigned to teach.

LEAs are required to notify parents if a teacher who is not "highly qualified" is teaching their child a core academic content course, including teachers who hold an Intern certificate who do not meet the highly qualified requirements. Parental notification is required if a teacher who is not "highly qualified" teaches their child for four consecutive weeks or more. Parental notification is not required for teachers who are not teacher of record for core academic subjects. Effective 2006 – 2007, the parent notification requirement applies to Title I and Non-Title I schools and programs.

Special education teachers with the a GaTAPP path certificate must demonstrate their content knowledge in core academic subject areas they are assigned to teach at the time they enter the program by having a major or academic concentration in the subject area(s) they are assigned to teach or by passing the appropriate content assessment. Non-traditional preparation path teachers are considered "highly qualified" in the core academic subject areas they are assigned to teach at the time they enter the program.

Special education teachers holding a GaTAPP path certificate must take the special education GACE assessment in the first year for diagnostic purposes if program acceptance is based upon an academic major or concentration. During the second year in the GaTAPP path teachers must pass the GACE special education assessment.

Special education teachers placed in co-teaching positions are not required to be highly qualified for academic content before entering GaTAPP.

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5.02 TEACHERS WITH NON-TRADITIONAL OR NON-RENEWABLE – NON-PROFESSIONAL ALTERNATIVE CERTIFICATES

Teachers who hold non-traditional or non-renewable non-professional certificates may be considered “highly qualified” under the following circumstances:

5.02.1 *Teachers Seeking Certification Through an Alternative Preparation Program*

Teachers may be considered “highly qualified” if they are pursuing their initial certification through an alternative non-traditional or non-renewable non-professional preparation program. Teachers with non-traditional or non-renewable non-professional certificates must verify that they know the core academic content that they are assigned to teach.

REGULAR EDUCATION TEACHERS:

- in secondary and middle grades may demonstrate their content knowledge by having a major or a concentration as indicated on their certificate in the core academic content area that they teach or by passing the appropriate content assessment.
- in grades 4 and 5 who are not in a self-contained classroom and who teach a core academic content area may demonstrate their content knowledge by passing the appropriate middle grades content assessment.
- in the middle grades who teach multiple core academic content areas may take the middle grades content assessments corresponding to the core academic content areas taught.
- in early childhood (K-5) may demonstrate their content knowledge by passing the early childhood assessment.

SPECIAL EDUCATION TEACHERS

- Who have an academic major or concentration or by passing a content assessment.
- Who are at the secondary level and preparing students for the regular high school assessments may demonstrate their content knowledge by having a major or concentration in the core academic content area/s that they teach or by passing the content assessment/s at the secondary level.
- Who are at the secondary level and preparing student for the alternative assessment, teaching students on cognitive levels P-8, may demonstrate their content knowledge by having a major or concentration in the core academic content area/s that they teach, by passing the content assessment/s at the secondary or middle grades level/ or by passing the multiple subjects test at the middle grades level.
- Who are at the middle grades level may demonstrate their content knowledge by having a major or concentration in the core academic content area/s that they teach, by passing the content assessment/s at the secondary or middle grades level/ or by passing the multiple subjects test at the middle grades level. If their

students are cognitive levels P-5) they may demonstrate their content knowledge by passing the early childhood assessment.

- Who are at the middle grades level may demonstrate their content knowledge by having a major in the core academic content area/s that they teach, by passing the content assessment/s at the secondary or middle grades level/ or by passing the special education academic content test at the middle grades level. If their students are cognitive levels P-5) they may demonstrate their content knowledge by passing the early childhood assessment.
- Who are at the elementary (P-5) level may demonstrate their content knowledge by passing the early childhood assessment.

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In order to be considered highly qualified, teachers enrolled in alternative non-traditional or non-renewable non-professional certification programs must:

- Receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction before and while teaching;
- Participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers, or a teacher mentoring program;
- Assume functions as a teacher for a period not to exceed three years from beginning validity date of certificate
- Demonstrate satisfactory progress toward full certification as prescribed by the State; and
- Have successfully demonstrated subject matter competence (content assessment, major, or coursework equivalent to a major in the teaching field).

**It is the responsibility of the employing school system to verify that teachers with an alternative non-traditional or non-renewable non-professional certificate are making satisfactory progress toward meeting the stated requirements.

(See <http://www.gapsc.com/Application/SelfEvaluation.asp>)

5.02.2 *New Teachers From Out of State*

To be considered “highly qualified” to teach in the State of Georgia, teachers must be certified to teach by the Georgia Professional Standards Commission and be teaching in their field(s) of certification.

New teachers from out of state must:

- a. Hold a bachelor’s degree from a GAPSC-accepted accredited institution of higher education.
- b. Hold a valid Georgia renewable certificate.
- c. Have evidence of specialized training in the subjects they teach, such as an academic major or the equivalent of a major in the subjects and a passing score on the content assessment for the area/subjects they teach.
- d. Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

New teachers from out of state with a five (5) year non-renewable certificate will not be considered “highly qualified” until they have passed the appropriate content assessment.

5.02.3 *Veteran Teachers From Out of State*

See 3.01 for information regarding veteran teachers

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5.02.4 *Teachers Who Have Met HOUSSE Requirements/Content Assessments to Teach Within Their Fields*

Teachers who are former Georgia educators or out-of-state certificate holders who do not meet all Special Georgia Requirements may be considered “highly qualified” if they have a major and passed the appropriate content assessment(s) OR met the Georgia HOUSSE requirements.

5.02.5 *Teaching Applicants Seeking Qualification Through a Test-Based Option with Non-renewable certificates issued prior to May 15, 2009*

Eligibility criteria for the test-based option include:

- GACE Basic Skills Assessment, GACE content assessment, and GACE Professional Pedagogy Assessment.
- Degree in the field or in a closely related field
(See <http://www.gapsc.com/Application/majorsandfields.pdf>)
- Job offer from an employing Georgia school system
- Enrolled in an approved internship program
- Non-renewable professional certificate requested by employer

Requirements that must be completed during the initial three years of the certificate:

- Complete a GAPSC approved supervised practicum
- Complete Special Georgia Requirements
- Be recommended for a clear renewable certificate by the practicum provider

5.03 TEACHERS WITH PERMITS

Permits, unlike certificates, are issued to individuals who qualify to serve as educators on the basis of their experience instead of formal education.

Teachers who teach with a permit may be considered “highly qualified” if they meet the HOUSSE evaluation (Option expired September 1, 2007) or pass the content assessment for the specific subject(s) they teach.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.010.pdf)

5.04 TEACHERS WITH WAIVERS

A waiver certificate may be issued at the request of an employing school system, and at the discretion of the GAPSC, to individuals who have not satisfied all certification requirements. This includes: completers of Georgia state-approved programs who have satisfied all requirements except the content assessment(s) and have received a bachelor’s degree or higher and been recommended by the program provider; passed the basic skills assessment; educators with two unaddressed, unsatisfactory annual performance evaluations during the 5-year period preceding the renewal date; educators who have not completed all Special Georgia Requirements.

Teachers who hold waiver certificates are not considered “highly qualified.”

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.007.pdf)

6.0 REQUIREMENTS FOR ELEMENTARY TEACHERS

- 6.01 An elementary teacher who is participating in an alternative route to certification may also be considered “highly qualified” if he/she meets the requirements stated in Section 5.01 Teachers with Renewable Certificates, and Section 5.02 Teachers with Non-Traditional or Non-Renewable-Non Professional Alternative Certificates.

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- 6.02 A “highly qualified” teacher at the elementary level who is *new to the profession* must meet the stated requirements, that is: (a) hold a 4-year college degree; (b) hold a Georgia clear renewable professional teaching certificate in the field of early childhood education; (c) have a major or equivalent in early childhood education and pass the PSC-approved content assessment for the early childhood education field; and (d) be assigned to teach in the area of certification (P–5).
- 6.03 The teacher must pass a rigorous state assessment that assesses subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary-school curriculum. Beginning September 1, 2006, this assessment is the GACE examination that is required for early childhood education (P–5) certification.
- 6.04 A “highly qualified” teacher at the elementary level who is *not new to the profession* (a veteran teacher) must meet the requirements in this section. Veteran teachers who are teaching in Georgia and who are either fully certified to teach in Georgia or fully certified to teach in another state must demonstrate competence in all the academic subjects in which the teacher teaches by (a) having a major and passing the appropriate content assessment or (b) through the high objective uniform state standard of evaluation (HOUSSE), as developed for use in Georgia if the teacher has a life certificate, if the teacher is returning to active service from retirement, or if the teacher is a multi-subject special education teacher. The HOUSSE evaluation will assess the competency of elementary teachers not new to the profession in the grade-appropriate academic subject matter knowledge and teaching skills.
- 6.05 Teachers (new and veteran) who teach content courses in a departmentalized elementary school in grades 4–5 must hold either (1) an early childhood education (P–5) clear renewable certificate or (2) a middle grades (grades 4–8) clear renewable certificate with a concentration in each subject the teacher teaches.
- 6.06 Teachers who teach in the early elementary grades P–3 must hold a clear renewable early childhood education certificate P–5. Teachers who hold a middle grades certificate are only “highly qualified” to teach grades P–3 if they complete requirements to add the early childhood education field to their certificates.
- 6.07 Teachers certified in early childhood education are considered “highly qualified” to teach one segment per day of art, music, and health and physical education.

7.0 REQUIREMENTS FOR MIDDLE GRADES AND SECONDARY TEACHERS

- 7.01 A middle grades or secondary teacher who is participating in an *alternative route* to certification may also be considered “highly qualified” if he/she meets the requirements stated in Section 5.01 TEACHERS WITH RENEWABLE CERTIFICATES, and Section 5.02 TEACHERS WITH NON-RENEWABLE CERTIFICATES.
- 7.02 A “highly qualified” teacher at the middle grades or secondary level who is new to the profession must meet the stated requirements, that is: (a) hold a 4-year college degree, (b) hold a Georgia clear renewable professional teaching certificate, (c) have a major or equivalent in the subject/s they teach and pass the content assessment in the appropriate field/content areas, and (d) be assigned to teach in the area of certification. The teacher must demonstrate a high level of competency in each of the academic subjects in which the teacher teaches by:
- Passing a rigorous state academic content assessment in each of the academic subjects in which the teacher teaches. In Georgia, this assessment is the GACE examination for the respective subject/s and level; and/or
 - Successfully completing, in each of the academic subjects that the teacher teaches, an academic major, a graduate degree, coursework equivalent to an undergraduate academic major.

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- 7.02.1 An academic major for secondary teachers is defined as a program of study in which the student completes a designated number and sequence of courses within a specific discipline as verified on a college/university transcript.
 - 7.02.2 Coursework equivalent to an undergraduate academic major for secondary teachers is 21 semester hours in the content area at the upper division or graduate levels as verified on a college transcript.
 - 7.02.3 An academic major in a middle grades concentration area is defined as a minimum of 15 semester hours.
 - 7.02.4 A graduate degree in the academic subject area will satisfy the requirement of an academic major. This does not include initial preparation programs at the graduate level (e.g. MAT programs) that are pedagogy-based and not content-based.
- 7.03 Veteran teachers who were issued a middle grades certificate and passed the GACE or Praxis II middle grades generalist or the TCT middle childhood examination prior to 2002 were “highly qualified” to teach social studies, science, language arts, reading, and mathematics until 2006. After July 1, 2006, veteran teachers who were issued a middle grades certificate must have established concentrations through coursework, passed Praxis II or GACE content assessment in the appropriate middle grades field, or met the HOUSSE requirement in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

One of the options for teachers to become “highly qualified” to teach middle grades reading is for teachers to complete the middle grades reading endorsement.

8.0 REQUIREMENTS FOR SPECIAL EDUCATION TEACHERS

The No Child Left Behind Act of 2001 and the reauthorized IDEA legislation of 2004 require special education teachers to be “highly qualified.” This section of the Georgia Guidelines for Highly Qualified Teachers outlines the requirements for special education teachers to be highly qualified.

- 8.01 Consultative Special Education Teacher: To be “highly qualified” as a special education teacher in Georgia providing consultative special education services along with a classroom teacher who is instructing students in core academic content, the special education teacher must meet the following requirements:
- (a) Hold a 4-year college degree, or higher
 - (b) Have a major or equivalent in the special education area(s) of exceptionality (ies) for which he/she provides consultative services, and passes the teacher certification examinations (GACE) in the appropriate special education area(s) of exceptionality (ies) at the P-12 grade levels
 - (c) Hold a Georgia clear, renewable professional P-12 teaching certificate issued with a consultative descriptor that defines the area of exceptionality (ies) for which the special education teacher is qualified
 - (d) Obtain a teaching assignment that is appropriate for the consultative descriptor and the area(s) of exceptionality (ies) listed on the certificate

**(The term “consultative” is used to refer to the specific roles that special education teachers have when they are providing services in their area(s) of exceptionality (ies). The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher.)*

- 8.02 Consultative Special Education Teacher Teaching Core Academic Content: To be “highly qualified” as a consultative special education teacher who is assigned as the teacher of record with the responsibility for instructing students in core academic content, the consultative special education teacher must:

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- (a) Hold a 4-year college degree, or higher
- (b) Have a major or equivalent in a special education area of exceptionality (ies) for which he/she provides consultative services and pass the teacher certification examinations in the appropriate subject area(s).
- (c) Hold a Georgia clear, renewable professional P-12 teaching certificate issued with
 - a consultative descriptor that defines the area of exceptionality (ies) for which the special education teacher is qualified and
 - the core academic content for which the special education teacher is qualified to teach as the teacher of record
- (d) Obtain a teaching assignment that is appropriate for the consultative descriptor and the area(s) of exceptionality (ies) and the core academic content area(s) listed on the certificate

[For a listing of core academic content areas, see section 4.0 CORE ACADEMIC SUBJECTS of this document.]

- 8.03 Special education teachers who participate in alternative preparation routes to certification may also be considered “highly qualified” if they meet the requirements in Section 5.01 TEACHERS WITH RENEWABLE CERTIFICATES, and Section 5.02 TEACHERS WITH NON TRADITIONAL OR NON-RENEWABLE NON- PROFESSIONAL ALTERNATIVE CERTIFICATES.
- 8.04 There are two options available for certified special education teachers currently certified to be assessed as highly qualified and to add core academic content concentration areas to their certificates.

8.04.1 Test Options

Passing the appropriate content assessment is required for content concentrations. Beginning September 1, 2006, the required content assessment is the GACE. The content assessment option(s) can be used to meet the highly qualified teacher status for currently certified, consultative, special education teachers who are the teachers of record for teaching core academic content. Student information contained in the Individualized Education Programs (IEP) for K-12 determines the level of core academic content appropriate for the student with exceptionalities.

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8.04.1.2 The purpose of this document is to provide GENERAL guidelines regarding Georgia licensure testing requirements with regard to Special Education Certification and Requirements for Highly Qualified educators.

The GACE® and Special Education Requirements 7-29-08

BEST SOURCE OF INFORMATION:

It is very important to defer to the employing school system where applicable to determine appropriate individual certification requirements for a particular employment position.

The website of the Georgia Professional Standards Commission is an important source of information for questions regarding special education certification, including the HiQ Handbook*, and is available at <http://www.gapsc.com/nclb/home.html>. For certification questions beyond what is provided on the GaPSC website, please contact the GaPSC Certification Help Desk at 404-232-2500 (7:30am-5:00pm, M-F, excluding Holidays).

For GACE test administration, test preparation, and related GACE issues, please go to the GACE website at <http://www.gace.nesinc.com/>. For testing administration questions beyond what is provided on the GACE website, please contact the Evaluation Systems group of Pearson at 1-800-523-7064 (9am-5pm, M-F, excluding Holidays). If the GaPSC can be of service regarding educator testing, please email annemarie.fenton@gapsc.com or call 404-232-2654.

DEFINITIONS:

Special Education General Curriculum (Consultative): Educators certified in Special Education General Curriculum are in-field to provide educational services for students with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12. Refer to PSC Certification Rule **505-2-.107** available at <http://www.gapsc.com>

Special Education Adapted Curriculum (Consultative): Educators certified in Special Education Adapted Curriculum (P-12) are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in an adapted curriculum leading to participation in the Georgia alternate assessment. Refer to PSC Certification Rule **505-2-.104** available at <http://www.gapsc.com>

Consultative Special Education Teacher: An educator who holds either a Special Education General Curriculum (Consultative) or Special Education Adapted Curriculum (Consultative) is “highly qualified” as a special education teacher in Georgia providing consultative special education services along with a “highly qualified” classroom content teacher who is instructing students in core academic content. The term incorporates references such as inclusion, collaborative or co-teacher.

Teacher of Record: A teacher of record in Special Education must hold certification in the Special Education General Curriculum and/or Special Education Adapted Curriculum and one or more of the core academic subject areas listed below in which he/she is responsible for instructing students.

Core Academic Subjects in Georgia:

Please note that a teacher’s content level expertise in the core academic content area(s) must be at or above the level of instruction prescribed by the student’s IEP.

Depending on the grade level, the core academic subjects in Georgia include English, reading, language arts, mathematics, broad-field science, social studies, history, political science, geography, economics, behavioral sciences, foreign languages, visual arts, music, band, and chorus. All teachers teaching a core academic subject must be “highly qualified” to teach the subject.

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GACE ASSESSMENTS RELATED TO SPECIAL EDUCATION:

The following descriptors are presented as general guidelines only and assume the educator has met any additional certification requirements. Please consult with the employing school district and/or GaPSC Certification Division for individual certification requirements.

Both tests in the GACE assessments must be passed to meet the assessment requirement.

GACE 003 and 004 – Early Childhood Special Education General Curriculum (P-5)

- By passing the GACE 003 and 004, the educator can teach every core academic subject, as the teacher of record, in the regular P-5 classroom and/or teach special education students who are in the general curriculum through fifth grade.
- Only educators who complete an approved program in Early Childhood Special Education General Curriculum can and must take the GACE 003 and 004 for initial certification.
- To teach the special education adapted curriculum, the above educator will have to pass GACE 083 and 084 (Special Education Adapted Curriculum).

GACE 081 and 082 – Special Education General Curriculum (P-12)

- By passing GACE 081 and 082 (Special Education General Curriculum), the educator can serve as a consultative special education teacher for special education general curriculum in grades P-12, not as the teacher of record.
- In addition to passing GACE 081 and 082, the educator will have to pass GACE 087 and 088 (Special Education Academic Content Concentrations) to serve as the teacher of record in all five concentration areas (Language Arts; Reading; Mathematics; Social Science; Science) for special education students in grades P-8. The educator will have to pass the appropriate 6-12 GACE content assessment(s) to teach, as the teacher of record in core academic subject areas, special education students in grades 9-12.
- To teach the special education adapted curriculum, the above educator will have to pass GACE 083 and 084 (Special Education Adapted Curriculum).

GACE 083 and 084 – Special Education Adapted Curriculum (P-12)

- By passing GACE 083 and 084 (Special Education Adapted Curriculum), the educator can serve as a consultative special education teacher for students in the adaptive curriculum in grades P-12, not as the teacher of record.
- In addition to passing GACE 083 and 084, the educator will have to pass the GACE 087 and 088 (Special Education Academic Content Concentrations) to teach, as the teacher of record, special education adapted curriculum students in grades P-12 in the five concentration areas (Language Arts; Reading; Mathematics; Social Science; Science).

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GACE 085 and 086 – Special Education Deaf Education (P-12)

- By passing GACE 085 and 086 (Special Education Deaf Education), the educator can serve as a consultative special education deaf education teacher in grades P-12.
- In addition to passing GACE 085 and 086, the educator will have to pass the GACE 087 and 088 (Special Academic Content Concentrations) to teach, as the teacher of record in core academic subject areas, special education deaf education students in grades P-8.
- In addition to passing GACE 085 and 086, the educator will have to pass the appropriate 6-12 GACE content assessment(s) to teach, as the teacher of record in core academic subject areas, special education deaf students in grades 9-12.

GACE 087 and 088 – Special Education Academic Content Concentrations

- The GACE 087 and 088 (Special Education Academic Content Concentrations) is designed to measure minimal content knowledge in the five concentration areas (Language Arts; Reading; Mathematics; Social Science; Science). By passing the GACE 087 and 088, along with the appropriate special education GACE assessment for the general curriculum or adapted curriculum, the educator can serve as the teacher of record in the five concentration areas appropriate to the area of certification.
- As stated earlier, both tests in the GACE assessment must be passed in order to meet the assessment requirement.
- Another option for educators to add academic content concentrations in order to serve as the teacher of record in a given content area is by passing the appropriate middle or secondary content area GACE assessments. Also, those individuals that hold a clear, renewable special education certificate can pass the GACE 001 and 002 (Early Childhood Education) to add the academic concentrations and the Early Childhood Education (P-5) field.
- As stated earlier, please note that a teacher's content level expertise in the core academic content area(s) must be at or above the level of instruction prescribed by the student's IEP.

*Please refer to the [No Child Left Behind, Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools](#) available at www.gapsc.com for complete information on paths to becoming highly qualified in Georgia.

*For Gifted Certification, refer to Certification Rules 505-2-.117 and 505-2-.26 available at www.gapsc.com.

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Table 8.04.1.1 Test Options for Highly Qualified Special Education Teachers in Core Academic Content Areas*

*Teacher's Content Level Expertise in the Core Academic Content Area(s) must be at or above the level of instruction prescribed by the student's IEP

**TCT and Praxis II Test scores may be used as appropriate

GACE Test Options for currently certified Special Education Teachers	Early Childhood (P-5)		Middle Grades (4-8)		Secondary (6-12)		
	General Curriculum Assessment	Adapted Curriculum Assessment	I General Curriculum Assessment	Adapted Curriculum Assessment	General Curriculum Assessment Regular Diploma	Adapted Curriculum Assessment or Non-standard GHSGT Sp Ed Diploma	General Curriculum Assessment High School Certificate
Early Childhood Education (001) (002)	X	X		X		X	
Early Childhood Special Education General Curriculum (003) (004)	X	X		X		X	
Middle Grades Mathematics (013)	X	X	X	X		X	
Middle Grades Science (014)	X	X	X	X		X	
Middle Grades Social Studies (015)	X	X	X	X		X	
Middle Grades Language Arts (011)	X	X	X	X		X	
Middle Grades Reading (012)	X	X	X	X		X	
Special Education Academic Content Concentrations (to teach multi-subjects including math, science, language arts, social studies and reading) (087) (088)	X	X	X	X		X	
6-12 Math (022) (023)	X	X	X	X	X	X	X
6-12 Biology (026) (027)	X	X	X	X	X	X	X
6-12 Chemistry (028) (029)	X	X	X	X	X	X	X
6-12 Physics (030) (031)	X	X	X	X	X	X	X
6-12 Science (024) (025)	X	X	X	X	X	X	X
6-12 Political Science (032) (033)	X	X	X	X	X	X	X
6-12 History (034) (035)	X	X	X	X	X	X	X
6-12 Economics (038) (039)	X	X	X	X	X	X	X
6-12 Geography (036) (037)	X	X	X	X	X	X	X
6-12 English (020) (021)	X	X	X	X	X	X	X
P-12 Reading (117) (118)	X	X	X	X	X	X	X
Special Education GACE Tests	General Curriculum (081) (082)			Adapted Curriculum (083) (084)		Deaf Education (085) (086)	

*Teacher's Content Level Expertise in the Core Academic Content Area(s) must be at or above the level of instruction prescribed by the student's IEP

**TCT and Praxis II Test scores may be used as appropriate

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8.04.2 HOUSSE Option

The “high objective uniform state standard of evaluation” (HOUSSE) may be used with a veteran teacher to assess his/her competency in the core academic subjects in which the teacher teaches if the teacher is teaching special education and is the teacher of record for two or more academic content subjects, or the teacher is returning to service from retirement, or the teacher has a life certificate. The HOUSSE may be used for veteran teachers either certified in Georgia or veteran teachers seeking Georgia certification who have three years or more of successful experience teaching core academic subjects based on annual teacher performance evaluations.

College courses and/or PLUs in the core academic content area can be used to add core academic content concentrations to veteran special education certificates through the use of the HOUSSE. The following are examples of acceptable college/PLU course work:

- Complete 15 hours of Professional Standards Commission (PSC) approved college or university course work in the concentration area(s), or
- Complete PSC approved Web-based, college or professional learning content modules, equivalent to a concentration.
- Complete PSC approved preparation courses developed for endorsements or professional development credit, equivalent to a concentration.
- Complete other college level or PLU courses in the core academic content area.

Core concentrations at the secondary cognitive level are acquired by:

- Having a major or 21 semester hours and/or PLUs (3 semester hours=5 PLUs), or
- Passing the appropriate GACE or Praxis II subject test(s) content assessment, or
- Obtaining 100 points on the Special Education HOUSSE rubric (veteran teachers only) Note: To meet the HOUSSE requirement at the secondary level, teachers must meet the 6-12 grade level experience in column 1 and the five (5) content course requirement in column 2.

**A veteran teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years.

8.05 Special Education Teachers Who Teach Multiple Subjects

Special education teachers who teach multiple core academic subjects exclusively to students with disabilities, whether new to the profession or not, must be highly qualified. Special education teachers who are not new to the profession must demonstrate competence in all core subjects they teach, just as all teachers not new to the profession. Veteran special education teachers must demonstrate competence in all core subjects they teach, just as all other veteran teachers. HOUSSE may be an option to allow veteran teachers to demonstrate subject-matter competency in each of the core academic subjects they teach.

(For more information on HOUSSE, refer to section 11.0 of this document, or the complete HOUSSE policy and instructions located at www.gapsc.com/nclb/Admin/Files/HOUSSE.pdf.)

The No Child Left Behind Act of 2001 and the reauthorized IDEA legislation of 2004 provide that special education teachers new to the profession who teach multiple core academic subjects and are highly qualified in either mathematics, language arts, or science at the time they are hired, have two years after the date of hire to become highly qualified in all other academic subjects they teach, including through use of a HOUSSE. A HOUSSE must be completed for each content area.

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August 2009

8.06 Special Education Teachers Who Teach Access Courses

Access teachers must be highly qualified in the core academic content areas they teach and must hold the appropriate Special Education Content Concentration to teach the course at the cognitive level of the student and Special Education Adapted Curriculum certification.

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8.07 The 2004 IDEA amendments provide that if a special education teacher teaches core academic subjects *exclusively* to students who are being assessed against alternate achievement standards, the teacher must meet the highly qualified requirements for elementary school teachers and, for instruction above the elementary level have subject-matter knowledge appropriate to the level of instruction being provided.

All middle and high school teachers, including special education teachers, in small rural schools are required to be highly qualified in every core academic subject they teach. Eligible rural LEAs contracting with newly employed teachers who teach multiple subjects and are highly qualified in at least one core academic subject, but do not meet all the criteria for a highly qualified teacher in each of the core academic subjects they teach will have three years from the date of hire to become highly qualified in each core academic subject that they teach. In order to use this flexibility, eligible LEAs will need to: (1) ensure that all teachers in core academic subjects are highly qualified in at least one core academic subject they teach; (2) provide high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach; and (3) provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subject(s) they teach. Refer to section 9.04 for additional information on teachers in rural school system.

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8.08 Effective September 15, 2004, the Professional Standards Commission changed the preparation standards for special education from a categorical classification system based on the services the teacher provides to a multi-categorical classification system based on the students’ special needs identified by the individualized education program (IEP). This change is reflected in the following special education preparation:

Table 8.07.1

**SPECIAL EDUCATION PREPARATION PROGRAMS AND RULES
BASED ON STUDENT INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)**

EDUCATOR PREPARATION RULE	PREPARATION PROGRAM	STUDENT IEP The program prepares educators to teach students with an IEP that indicates instruction in—
505-03-.30	Special Education General Curriculum Plus minimum of 15 semester hours of core academic content	The general education curriculum and participation in the general statewide assessment, P-12
505-03-.31	Special Education Adapted Curriculum Plus minimum of 15 semester hours of core academic content	A curriculum leading to participation in the Georgia alternate assessment, P-12
505-03-.32	Special Education General Curriculum/ Early Childhood Education	The general education curriculum and participation in the general statewide assessment
505-03-.33	Special Education Preschool	Curricula for preschool children with disabilities
505-03-.52	Speech and Language Pathology	Curricula for students with communication disorders
505-03-.34 and 505-03-.78 (endorsement)	Special Education Deaf Education Plus minimum of 15 semester hours of core academic content	Curricula for students with hearing impairments, P-12
505-03-.35 and 505-03-.79 (endorsement)	Special Education Physical and Health Disabilities Plus minimum of 15 semester hours of core academic content	The area of physical and health disabilities including orthopedically impaired
505-03-.36 and 505-03-.82 (endorsement)	Special Education Visual Impairment Plus minimum of 15 semester hours of core academic content	Curricula for students who are visually impaired, P-12
505-03-.81 (endorsement)	Transition Specialist (grades 9-12)	Curricula for students 9-12 who are transitioning from school into the community

9.0 TEACHING ASSIGNMENTS

9.01 TEACHERS IN ALTERNATIVE SCHOOLS

Teachers who teach in alternative schools and who are the “teacher of record” for any of the core academic subjects must meet the requirements of “highly qualified” as stated in this document. Alternative schools in Georgia include Performance Learning Centers, Evening Schools, and Crossroads Programs.

- 9.01.1 If a consultative model with the participation of “highly qualified” teachers is used, the teachers who are on-site in the alternative setting can defer the standard of being highly qualified to the home school teacher if they document a minimum of two contacts per month. These monthly consultative contacts with the “highly qualified” teacher must be documented and maintained. The purpose of the conferences is to ensure students in alternative settings are provided the same content and quality of content expertise as students in a regular education setting. Conferences must be documented and address the academic progress and topics of instruction in the alternative setting and should ensure that students are receiving the same content as students in regular education. (See http://www.gapsc.com/nclb/admin/files/IIA_ConferenceFrm.pdf)

Teachers in alternative school programs who facilitate the use of technology-based programs, such as computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance learning technologies, are not required to meet "highly qualified" teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all subject areas and their alignment with state curriculum are the responsibility of the school system and teachers with content expertise must be made available as needed to support student learning. Each computer-based program and/or distance learning course must have scientifically based research to indicate that it is successful with student populations. Student performance data must be available for monitoring of Title II, Part A.

- 9.01.2 Teachers who teach students in in-school suspension programs are not required to be “highly qualified” since in-school suspension is typically short term. The student’s content teacher is considered the “teacher of record” and would be expected to supervise instruction through the use of a collaborative model.

REVISED ITEM: → 9.02
August 2008

TEACHERS IN GEORGIA NETWORK FOR EDUCATIONAL AND THERAPEUTIC SUPPORT (G-NETS) PROGRAMS

G-NETS program teachers may use the same collaborative model as the alternative school teachers described in 9.01. They can defer the standard of being highly qualified to the home school teacher if they document a minimum of two or more contacts per month.

Teachers who teach in G-NETS programs and who are the "teacher of record" for any of the core academic subjects must meet the requirements of "highly qualified" as stated in this document (See Section 3.0). If a consultative model with the participation of "highly qualified" teachers is used, the teachers who are on-site in the G-NETS programs are not required to be "highly qualified" in the content. A minimum of two contacts per month with the "highly qualified" teacher must be documented and maintained. The purpose of the conferences is to ensure students in alternative settings are provided the same quality of content expertise as students in a regular education setting. Conferences must be documented and address the academic progress of each of the students in the alternative setting. Current academic progress of the students should be indicated and revisions to pedagogical strategies, modifications and/or resources used should be included in the minutes of the conference. (See Sample Conference form at: http://www.gapsc.com/nclb/admin/files/IIA_ConferenceFrm.pdf)

Teachers in G-NETS programs who facilitate the use of technology-based programs, such as computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance

learning technologies, are not required to meet "highly qualified" teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all subject areas and their alignment with state curriculum are the responsibility of the school system and teachers with content expertise must be made available as needed to support student learning. Each computer-based program and/or distance learning course must have scientifically based research to indicate that it is successful with student populations. Student performance data must be available for monitoring of Title II, Part A

REVISED ITEM →
August 2009

9.03 TEACHERS IN JUVENILE INSTITUTIONS, CORRECTIONAL INSTITUTIONS, AND OTHER ALTERNATIVE EDUCATIONAL SETTINGS

Section 1119 of Title I requires each SEA that receives Title I, Part A funds to develop (and hence implement) a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified. This requirement extends to all teachers of core academic subjects who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by LEAs as well as teachers employed by the SEA or other entities under the SEA's authority. Thus, if juvenile institutions, correctional institutions, and other alternative educational settings are either LEAs under State law including institutions under HB 618 or under the authority of the SEA, teachers of core academic subjects employed by those entities must be highly qualified.

If such entities are neither LEAs as defined under State law nor under the SEA's authority, the section 1119 requirements regarding highly qualified teachers do not apply to teachers they employ. Nevertheless, it is critical that all students, regardless of school setting, be able to achieve to the State's content and academic achievement standards. We therefore urge all educational entities not subject to the highly qualified teacher requirements to ensure that students have teachers with the content knowledge and skills needed to help them succeed.

9.04 TEACHERS IN RURAL SCHOOLS

Teachers in eligible rural districts who are "highly qualified" in at least one subject will have three years from the date hired to become "highly qualified" in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become "highly qualified." Non-renewable certificates will be issued in subject areas that the teacher is not "highly qualified" to teach. The following rural schools have been identified in Georgia as of June 2004:

*604 Baker, 626 Chattahoochee, 630 Clay, 650 Echols, 662 Glascock
718 Quitman, 731 Taliaferro, 752 Webster*

According to the U.S. Department of Education, a rural school is classified as rural if it meets two criteria:

- The total number of students in average daily attendance (ADA) at all of the schools served by the LEA is fewer than 600, *or* each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile,
AND
- All of the schools served by the LEA are designated with a school locale code of 7 or 8 by the Department's National Center for Education Statistics, *or* the Secretary of Education has determined, based on a demonstration by the LEA and concurrence of the State Education Agency (SEA) that the LEA is located in an area defined as rural by a governmental agency of the state.
(See <http://www.ed.gov/programs/reapsrsa/eligibility.html>)

To determine whether an LEA is a rural school system, refer to the State Spreadsheet Listing <http://ed.gov/programs/reapsrsa/eligible03/ga03srsa.xls>. (Please note that, by statute, an LEA that is eligible for the Small Rural School Achievement Program is not eligible to receive funds under the Rural and Low-Income School Program, even if—as a result of the formula—it did not receive any funds under the Small Rural School Achievement program.)

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- 9.05 TEACHERS IN EARLY INTERVENTION PROGRAMS (EIP)
Teachers who teach in EIP programs and who are the “teacher of record” for any of the core academic subjects must meet the requirements of “highly qualified” as stated in this document.
(See <http://www.glc.k12.ga.us/pandp/eip/homepg.htm>)
- 9.06 TEACHERS IN TECHNOLOGY-BASED PROGRAMS
Teachers who facilitate the use of technology-based programs, such as computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance learning technologies, are not required to meet “highly qualified” teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all subject areas and their alignment with state curriculum are the responsibility of the school system and teachers with content expertise must be made available as needed to support student learning.
- 9.07 TEACHERS IN HOSPITAL/HOMEBOUND PROGRAMS
Teachers who teach students in hospital/homebound programs are not required to meet “highly qualified” teacher requirements since students in these programs are typically not absent from school more than twenty consecutive school days. If a student is absent for twenty consecutive days or more, a “highly qualified” teacher must be identified for the core academic subject(s) and must be available as the student’s “teacher of record” for content instruction. The “highly qualified” teacher(s) must supervise content instruction through the use of a collaborative model.
- 9.08 TEACHERS IN CHARTER SCHOOLS
To be considered “highly qualified” to teach in a public charter school in the State of Georgia, teachers of core academic subjects must meet all requirements except those pertaining to licensure or certification provided that the terms of the state-approved charter allow the school to exempt licensure or certification. When the school’s state-approved charter does not provide for exemption, teachers must meet ALL requirements of “highly qualified” teachers as stated in this document, including certification by the Georgia Professional Standards Commission.
- Charter school teachers must:*
- Hold a bachelor’s degree from a regionally accredited institution of higher education.
 - Have evidence of specialized training in the subjects they teach, such as an academic major or the equivalent of a major (21 semester hours of upper division and/or graduate coursework) in the subjects or a passing score on a state-approved content assessment for the area/subjects they teach.
 - Meet the requirements in the charter school’s state-approved charter regarding licensure or certification.
- 9.09 TEACHERS IN PRE-KINDERGARTEN PROGRAMS
“Highly qualified” teacher requirements do not apply to pre-kindergarten teachers, including preschool special education teachers.
- NEW ITEM** → 9.10 TEACHERS WHO TEACH IN SAT PREPARATION PROGRAMS
August 2009 “Highly qualified” teacher requirements do not apply to teachers who teach in SAT preparation courses.
- 9.11 TEACHERS WHO PROVIDE SUPPLEMENTAL SERVICES
Teachers who provide No Child Left Behind-required “supplemental services” do not have to meet the “highly qualified” teacher requirements. After-school, intersession, and evening-school teachers must meet the “highly qualified” teacher requirements.
(See <http://www.doe.k12.ga.us/support/plan/nclb/providers.asp>)
- 9.12 TEACHERS WHO TEACH OUTSIDE THEIR FIELD(S) OF CERTIFICATION
Teachers who teach outside their field(s) of certification are *not* considered “highly qualified.” These teachers should either be reassigned to teach in their field(s) of certification during the entire school

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day/year, or they should pass the required content assessment for the subjects they teach. In some instances, veteran teachers may be considered “highly qualified” to teach subjects outside their field(s) of certification if they meet the HOUSSE requirement. (See Section 11.0 for additional information on HOUSSE.). At the beginning of the 2006–2007 school year, all teachers who hold middle grades certificates teaching in middle schools must be assigned within their designated area(s) of concentration. As of the beginning of the 2006–2007 school year, teachers who hold middle grades certificates teaching in an elementary school in grades 4–5 must be assigned to teach within their designated areas of concentration. To work in self-contained classrooms in grades 4 or 5, the teacher must have all five middle grades concentrations or hold the early childhood education certificate. (See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.084.pdf)

9.13 READING TEACHERS

Teachers are considered highly qualified to teach reading if they have the appropriate certification. Teachers who have earned the reading endorsement are considered highly qualified to teach reading at the grade level of their base certificate. Teachers holding the P-12 Reading certificate are considered highly qualified to teach reading at all grade levels.

9.14 SUBJECT SPECIALIST

Many elementary schools employ subject-area specialists—such as reading, science or foreign language teachers—who only teach those specific subjects. A single-subject teacher in an elementary school who is a veteran teacher may demonstrate the subject-matter competency needed to be highly qualified by passing the content assessment in that subject. If the veteran teacher is a returning retiree, special education teacher who is teaching two or more academic content subjects, or a Life-certificated teacher, the HOUSSE may be used.

9.15 SOCIAL STUDIES TEACHERS

9.15.1 *Middle Grades Social Studies Teachers*

Teachers who teach a social studies subject (history, civics or government, economics, and/or geography) at the middle grades level (grades 4–8) are considered “highly qualified” to teach the subject if they hold a clear renewable certificate in middle grades with an area of concentration in social studies. Middle grades concentrations require a minimum of 15 semester hours of content course work (as of July 1, 2006). Effective July 1, 2006, veteran middle grades social studies teachers must pass the appropriate content assessment in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas or levels.

Teachers who hold a clear renewable secondary level (grades 6-12) certificate in Georgia in a social studies field (history, political science, economics, and/or geography) are “highly qualified” to teach the subject in grades 6-8.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.084.pdf)

9.15.2 *Secondary Social Studies Teachers*

Teachers who teach a social studies subject (history, geography, political science, and/or economics) at the secondary level (grades 6-12) are considered “highly qualified” to teach the subject if they have a major or equivalent (21 semester hours of upper division and/or graduate course work) in the academic content area, and have passed the appropriate content assessment to add the specific social studies field to a previously existing teaching certificate, *or* have passed the appropriate content assessment to add the field of social studies to a previously existing teaching certificate.

(See http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.092.pdf)

The following are special circumstances affecting the qualification of secondary social studies teachers:

- To be qualified to teach other social studies fields for which the teacher does not have a major or equivalent in content preparation, the teacher must complete the

requirements to add the field to an existing teaching certificate, as specified by a Georgia Professional Standards Commission approved program, and which requires passing the required content assessment in the field(s).

- Systems may wish to refer to CAPS (Certification/Curriculum Assignment Policies System at www.gapsc.org) to determine required qualifications to teach core academic subjects in social studies fields. For example: A business education teacher is “highly qualified” to teach economics as indicated in CAPS).
- Anthropology, sociology, psychology and international relations are not identified as core academic subjects, therefore teachers who teach those subjects are not required to meet requirements to be “highly qualified” in those subjects.

9.16 SCIENCE TEACHERS

9.16.1 *Middle Grades Science Teachers*

Teachers who teach a science subject (biology, chemistry, physical science, earth/space science) at the middle grades level (grades 4–8) are considered “highly qualified” to teach the subject if they hold a clear renewable certificate in middle grades with an area of concentration in science.

Effective July 1, 2006, veteran middle grades science teachers must pass the appropriate content assessment in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

Teachers who hold a clear renewable secondary level (grades 6-12) certificate in Georgia in a science field (biology, chemistry, physical science, earth/space science) are “highly qualified” to teach the subject in grades 6-8. Teachers who are certified to teach biology in grades 6-12 are “highly qualified” to teach life science in grades 6-8. Teachers who are certified to teach chemistry or physics in grades 6-12 are “highly qualified” to teach physical science in grades 6-8. Teachers who are certified to teach earth/space science in grades 6-12 are “highly qualified” to teach earth/space science in grades 6-8.

9.16.2 *Secondary Science Teachers*

Teachers who teach a science subject (biology, chemistry, physical science, earth/space science) at the secondary level (grades 6–12) are considered highly qualified” to teach the subject if they have a major or equivalent (21 semester hours of upper division and/or graduate course work) in the academic content area, and have passed the appropriate content assessment for the subject, *or* have passed the appropriate content assessment to add the field of science to a previously existing teaching certificate.

Teachers of physical science in grades 9-12 are highly qualified and certified to teach physical science by passing the appropriate examination in chemistry, physics, or broad-fields science. Systems may refer to CAPS (Certification/Curriculum Assignment Policies System at www.gapsc.com) to determine required qualifications to teach core academic science subjects.

9.17 TEACHERS OF GIFTED STUDENTS

Teachers who hold the *gifted in-field* endorsement are “highly qualified” in the teacher’s base field of certification only. Teachers who hold the gifted K-12 certificate must be “highly qualified” to teach assigned content.

(See <http://www.gapsc.com/Rules/Current/Certification/505-2-.158.pdf>)

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9.18 CONNECTIONS TEACHERS

Teachers who teach core academic content areas in middle school connections classes must meet the same “highly qualified” requirements as all core academic teachers. (Refer to 3.01 of the Georgia Implementation Guidelines)

9.19 ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) TEACHERS

Neither the ESOL endorsements nor the ESOL (P-12) certificates are sufficient to meet NCLB requirements for demonstration of content knowledge. Teachers who hold ESOL endorsements or certificates and who teach core academic subjects identified by course number must meet the same “highly qualified” requirements as all core academic subject teachers.

ESOL (P-12) certified teachers and teachers holding a professional certificate in any field with the ESOL endorsement are in-field to teach any ESOL course in grades P-12 (course prefix “55”). These ESOL course are not considered core academic subject courses.

9.20 NATIONAL BOARD CERTIFIED TEACHERS

Teachers who have attained National Board Certification must meet the same “highly qualified” requirements as indicated in No Child Left Behind and the Georgia Implementation Guidelines. National Board Certified teachers have acquired extensive expertise in pedagogy. However, they must meet the requirements for content as all core academic teachers.

9.21 ART AND MUSIC TEACHERS

P-12 art and music teachers working within a departmentalized model must have appropriate certification in order to be considered “highly qualified” to teach art or music.

9.22 LONG-TERM SUBSTITUTE TEACHERS

Teachers who are long-term substitutes are not considered “highly qualified” teachers unless they are certified in Georgia in the field in which they are teaching.

Long-term substitute teachers should be reported to the Georgia Professional Standards Commission if they meet the following criteria: First, the long-term substitutes are teachers that taught in a classroom for four (4) consecutive weeks or more during the school year in a Title I or non-Title I school. If arrangements have been made for the use of long-term substitutes later in the school year, these persons should also be included in the annual long-term substitute report.

Second, long-term substitutes are teachers that are teaching a core academic subject. In Georgia, the core academic subjects include English, reading, language arts, mathematics, science, foreign language, civics and government, economics, history, geography, visual arts, music, band and chorus.

Third, long-term substitute teachers were the sole “teachers of record” and there were no regular teachers under contract for the classes. Reports on long-term substitutes should not include persons substituting for regular teachers who are simply away temporarily and expected to return, such as teachers on medical or maternity leave. The long-term substitute situations that should be identified and reported are those in which the school system has not been able to hire a teacher for the class and had to use a long-term substitute.

Long-term substitutes should be reported to the Professional Standards Commission for teachers employed in Title I and non-Title I schools who meet all three criteria: The person is teaching a core academic class for a period of four (4) consecutive weeks (20 consecutive school days) or more and is in a classroom that does not have a regular teacher on contract.

Long-term substitutes must be reported on HiQ2 at <http://www.gapsc.org>

Please Note: Parent Notification

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The No Child Left Behind Act requires each LEA to notify parents of any teacher who is NOT "highly qualified" (including long-term substitutes, teachers on temporary leave, etc.) if he/she teaches a core academic subject for four (4) consecutive weeks or more. This required parent notification applies to all core academic content area teachers in both Title I and Non Title I schools and programs in Georgia.

9.23 COLLEGE OR UNIVERSITY FACULTY MEMBERS

A faculty member must be highly qualified if the LEA directly employs him or her. If, on the other hand, an LEA (1) pays tuition to an institution of higher education to permit students to take core academic courses at the college or university, or (2) acquires the teaching services of the college or university faculty member at the LEA's school through a contract or a memorandum of understanding with that individual's institution of higher education, then the faculty member is not an employee of the LEA and is not subject to the highly qualified teacher requirements.

10.0 REQUIREMENTS FOR "HIGHLY QUALIFIED" PARAPROFESSIONALS

The No Child Left Behind Act of 2001 requires that all paraprofessionals who work in a program supported by Title I funds (Schoolwide Program or Targeted Assistance Program) be "highly qualified." [Title II, Part A, Section 1119]. "Highly qualified" paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I (Schoolwide Programs and Targeted Assistance Programs).

10.01 New paraprofessionals hired after January 8, 2002 to work in Title I schools and programs and all paraprofessionals hired effective September 1, 2006 (based on state certification rule 505-2-.11) must have:

- Completed at least 2 years of study at an institution of higher education *or*
- Obtained an associate's (or higher) degree; *or*
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment of their—
 - a. Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
 - b. Knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

10.02 The GAPSC's timeline for paraprofessionals in Title I schools and programs hired before January 8, 2002 to satisfy the above requirements was August 31, 2006. Holders of Paraprofessional certificates that expire on or after June 30, 2009 must meet these eligibility requirements in order to renew their certificate.

10.03 Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a GAPSC approved accredited institution of higher education.

10.04 In lieu of completing at least two years of postsecondary study or an associate's degree to meet these requirements, a paraprofessional may complete a GAPSC-approved paraprofessional qualification assessment. During the period of July 2002 through November 2002, the Georgia Paraprofessional Assessment was administered and paraprofessionals who passed that assessment satisfy the requirements. The approved assessment beginning on November 30, 2002, was the ETS Parapro Assessment. This assessment was accepted until March 1, 2007. After March 1, 2007, the GACE Paraprofessional assessment will be required.

10.05 A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes. The requirements do not apply to paraprofessionals who work with special education

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students performing non-instructional duties, such as assisting with mobility and bodily functions. ESEA requirements do NOT apply to paraprofessionals with: (a) primary duties to act as a translator or (b) duties consisting solely of conducting Parental Involvement Activities. (See Title I, Part A, Section 1119 c-g.) The requirements do not apply to aides.

10.06 While federal requirements apply only to paraprofessionals employed in Title I-supported programs, all Georgia paraprofessionals must hold a valid state certificate issued by the Georgia Professional Standards Commission. To be eligible for the clear renewable paraprofessional certificate, the applicant must:

- Be employed as a paraprofessional in a Georgia school system. The request for issuance of the certificate must be submitted electronically to the GAPSC from the employing school system using the Paraprofessional Automated Certification (PAC) system.
- Have an associates degree or higher in any subject OR have completed two years college coursework (60 semester hours) OR have passed a PSC-approved paraprofessional assessment. If eligibility is established through the assessment, the applicant must also hold a high school diploma or GED equivalent.

As of September 1, 2006, all paraprofessionals hired in Georgia must have an associate's degree or two years of college course work, OR a passing score on a PSC approved paraprofessional assessment. All individuals holding a current paraprofessional certificate in Georgia must meet the new requirements (if not previously met) for certificate renewal effective June 30, 2009 or the effective renewal date there after. Paraprofessionals meeting the requirement via assessment must hold a minimum of a high school diploma or GED equivalent.

**The employing school system must ensure that all applicable federal ESEA hiring requirements are met.

10.07 The clear renewable certificate is valid for 5 years, with the beginning date to be the date of employment and the ending date to be June 30 of the fifth certificate year. To renew the certificate, the applicant must:

- Be employed as a paraprofessional in a Georgia school system.
- Complete 6 semester hours or 10 professional learning units (PLUs) of coursework; and
- Have a criminal record check made
- Paraprofessional certificates issued prior to September 1, 2006, did not have the eligibility requirements outlined in 10.06. Holders of paraprofessional certificates that expire on or after June 30, 2009 must meet these eligibility requirements in order to renew their certificate.

11.0 THE HIGH OBJECTIVE UNIFORM STATE STANDARD OF EVALUATION (HOUSSE)

Please note that effective fall 2006, the HOUSSE is available for a small number of multi-subjects special education teachers, returning retired teachers, and teachers holding life certificates only.

11.01 HOUSSE is an assessment that may be used to verify a veteran teacher's competency if the teacher has not met either the content or testing requirement in a specific core academic content area. A score of 100 points or more on the HOUSSE Georgia Core Academic Content Area Rubric is required to determine that a veteran regular education teacher or special education teacher is "highly qualified," and/or to add core academic content concentrations to special education teachers' certificates. The HOUSSE assessment requires three or more years of successful experience teaching a core academic content subject, based on annual performance evaluations.

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Regular Education Teachers

HOUSSE is an option for veteran regular education teachers to be assessed as “highly qualified” if the teacher holds a life certificate or the teacher is retired and returning to service. HOUSSE cannot be used to change the certification status of regular education teachers.

Special Education Teachers

HOUSSE is an option for veteran special education teachers to be assessed as “highly qualified” and to add core academic content concentration area (s) to consultative special education certificates only. The use of this option has been limited to special education teachers who have been assigned to be the content teacher of record for two or more academic subjects.

11.02 Definition of a Veteran Teacher

A veteran teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years. (See No Child Left Behind Title II, Part A Draft Guidance.) The HOUSSE requires three or more years of successful experience teaching a core academic content area based on annual performance evaluations. Any teacher who has been teaching less than a total of three complete school years is considered new to the profession and is not eligible to use the HOUSSE.

11.03 Eligible Veteran Teachers

HOUSSE is applicable only to veteran teachers in the following situations:

- A teacher who holds a Life certificate to teach in Georgia, in the subjects and at the level in which the teacher is teaching, and has not been required to pass a state content assessment -Successful completion of the HOUSSE would allow the teacher to be considered “highly qualified.”
- The special education teacher who is the teacher of record for two or more academic content subjects
- Retired teacher returning to active teaching.

Teachers who are teaching on an Intern, Provisional, or Non-renewable certificate that are seeking certification are not considered veteran teachers and the HOUSSE option is not available to them. Since teachers who hold these certificates are training during that period, the years of teaching experience while holding an Intern, Provisional, or Non-renewable certificate may not be used in the HOUSSE. Likewise, experience in the classroom gained by paraprofessionals, or others not fully certified to teach, may not be used in the HOUSSE.

11.04 The HOUSSE evaluation requirement may be met through documented (a) years of experience teaching in the content area; (b) college level course work in the content area for regular education teachers; (c) college/PLU course work in the content area for special education teachers; (d) school, system-level, state, regional, or national activities or service related to the content area; (e) scholarship in the content area and (f) teacher effectiveness. See the Georgia Content Area Rubric and Instructions for further information about the HOUSSE evaluation. Teachers must earn at least 100 points to meet the HOUSSE requirements.

11.04.1 Instructions for Completing the HOUSSE for Regular Education Teachers with Life Certificates or Teachers Returning to Service from Retirement.

The LEA-specified administrator (school principal or district administrator) should copy the rubric and complete the form for each core academic area and/or subject that the veteran teacher teaches and has not met testing or core academic content requirement. The rubric is designed to assess the veteran teachers’ competency in core academic subjects that they teach by documenting years of teaching experience, college course work and graduate degrees, and other professional development, service, scholarship, and teacher effectiveness related to the content areas in question. For each category there is an identified maximum number of points allowed and, in the categories related to professional activities and service. Points must be awarded in at least 3 categories and a minimum of 15 points must be awarded for college level course work in the content area. Points are awarded in five categories with a requirement that 100 points be documented in order to satisfy the HOUSSE requirement. LEA administrators should make efforts to document content knowledge in the HOUSSE with performance-based evidence.

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11.04.2 Instructions for Completing the HOUSSE to Document HiQ Status and to Add Core Academic Content Areas for Special Education Teachers' Certificates Teaching Two or More Academic Content Subjects

The LEA-specified administrator (school principal or district administrator) should copy the rubric and complete the form for each core academic content area and/or subject and at the highest cognitive level in which the veteran special education teacher teaches and has not met the testing or core academic content requirement. The rubric is designed to assess the veteran special education teachers' competency in core academic subjects, which they teach by documenting years of teaching experience, college/PLU course work and graduate degrees, and other professional development, service, and scholarship related to the core academic content areas and cognitive level in question. For each category there are identified minimum and/or maximum number of points allowed and, in the categories related to professional activities and service. Points must be awarded in the following three (3) categories: Years of Experience, College/PLU Course Work in the Content Area, and Teacher Effectiveness. The first category, Years of Experience, requires a minimum of 15 points. A maximum of 25 points is allowed in category one (1). In the second category, College/PLU Course Work in the Content Area, a minimum of 50 points for high school teachers and 30 points for middle school teachers are required. In the Teacher Effectiveness category, a minimum of 15 points is required. Maximums of 15 points are allowed for category three (3), School/System-Level, State, Regional or National Activities or Service Related to the Content Area, and category four (4), Scholarship in the Content Area. The maximum number of points allowed for Teacher Effectiveness, category five (5), is 50 points. Points awarded in all five (5) of the categories must equal a total of at least 100 points documented in order to satisfy the HOUSSE requirement. LEA administrators should make efforts to document content knowledge in the HOUSSE with performance-based evidence.

11.05 The LEA administrator must complete the Georgia Core Academic Content Area Rubric for teachers in each core academic content area in which the HOUSSE is to be applied. For more information on the State policy for the implementation of the "highly qualified" teacher requirements, refer to other sections of this document, The Georgia Implementation Guidelines: Criteria for Highly Qualified Teachers, the authoritative document for implementing the Title II, Part A requirements, located at www.gapsc.com/nclb/Admin/Files/HOUSSE.pdf.

11.06 Rubric Preparation

The scoring rubric for regular education teachers, the scoring rubric for special education teachers, the assurance form along with specific instructions for completing the HOUSSE is available on the web site located at: www.gapsc.com/nclb/Admin/Files/HOUSSE.pdf.

The LEA administrator who prepared the rubric (superintendent or designee) should record the date it was completed and attach any required documentation. It is the LEA's responsibility to identify what documentation is needed to support the HOUSSE. The appropriate school principal and the superintendent should review, approve and sign the completed rubric form. Additionally, the teacher and the superintendent/designee responsible for the preparation of the rubric should sign the Assurance Form.

11.07 Duration of HOUSSE for Regular Education Teachers

For regular education teachers, the LEA at the school system level must maintain all HOUSSE documents. The HOUSSE can remain in effect for Life certified teachers and for regular education teachers who hold a Clear Renewable certificate until they leave the profession. The HOUUSE in Georgia remains in effect as long as the teacher is employed by the LEA and is teaching in the field evaluated by HOUSSE. If the teacher moves to another school system, the new employer should determine if the HOUSSE documentation is sufficient for their approval. For teachers on a Non-Renewable (NT) teaching certificate, the HOUSSE can remain in effect as long as they hold the Non-Renewable certificate or until they meet requirements for a Clear Renewable certificate.

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11.08 Maintenance of HOUSSE Documents

The teacher's HOUSSE packet should include the following items in order for the evaluation to be complete:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form (For special education teachers only)
3. Appropriate Scoring Rubric with point calculations, for each core academic content concentration area as needed to meet Title II Part A requirements
4. Documentation that may be used to verify teaching experience in the core academic content area, including core academic content-specific course work and graduate degrees, professional activities and service, scholarship in the core academic content area, and teacher effectiveness evidence (To be maintained at the school system level)
5. Signed Assurance Form

Regular Education Teachers with Life Certificates and Regular Education Teachers Returning to Service from Retirement

The school system is not required to submit any applications or documentation to the Georgia Professional Standards Commission, Certification Division, for regular education teachers assessed using HOUSSE. All of this information must be maintained at the local system level.

Multi-subject Special Education Teachers

Please note that school systems MUST submit the following items from the HOUSSE packet to the Georgia Professional Standards Commission, Certification Division, for special education teachers assessed using HOUSSE:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form if applicable
3. Scoring Rubric with point calculations, for each core academic content concentration area being added
4. Signed Assurance Form

The school system should maintain all HOUSSE records. The teacher should also maintain a copy of his/her HOUSSE documents.

11.09 LEA Responsibility

The LEA is responsible for verifying that all of its teachers meet the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001. For those veteran teachers who qualify for the HOUSSE and choose not to meet the requirements through other avenues, such as testing and completing course work, the LEA is responsible for completing the HOUSSE Georgia Core Academic Content Area Rubric for each core academic content concentration area the teacher teaches where testing or core academic content requirements are not met.

11.10 Complete HOUSSE policies and procedures, including rubrics, detailed instructions, and assurance form, are available on the web site located at www.gapsc.com/nclb/Admin/Files/HOUSSE.pdf.

11.11 The HOUSSE instrument may be used, on a limited basis, to assess teachers after August 31, 2006. Please note that effective fall 2006, the HOUSSE is available for a small number of multi-subjects special education teachers, returning retired teachers, and teachers holding life certificates only.

12.0 HIGH-QUALITY PROFESSIONAL DEVELOPMENT

12.01 In order to ensure that teachers are "highly qualified," they are to participate in high-quality professional development. LEAs and the State will report on this measurable objective by reporting the annual increase in the percentage of teachers engaging in high quality professional development.

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12.02 High-quality professional development is defined as activities that:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become "highly qualified";
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- Improve classroom management skills;
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences;
- Support the recruiting, hiring, and training of "highly qualified" teachers, including teachers who became "highly qualified" through State and local alternative routes to certification;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research; and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- Are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards.
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- Are designed to give teachers of limited English-proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- May include activities that—
 - a. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - b. Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - c. Provide follow-up training to teachers who have participated in activities designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.
- Title II-A funds may be used for paraprofessional testing and for professional development for paraprofessionals.

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- 12.03 LEAs that receive Title II-A funds are responsible for equitable participation of private school teachers in professional development. LEAs must document that:
- Representatives of private schools were informed of the availability of *Improving Teacher Quality State Grants* services;
 - The needs of private and public school teachers were identified as part of a district-wide needs assessment;
 - Private school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities; and
 - The LEA designed a project that would permit their equitable participation.

13.0 TIMELINE FOR COMPLIANCE AND RESOURCES

The timeline for meeting Title II-A requirements is contingent upon two factors: (1) the teacher's date of employment and (2) whether the teacher is working in a program supported by Title I funds (Schoolwide Program or Targeted Assistance Program).

- 13.01 If hired *after* the first day of school in the 2002–2003 school year and working in a program supported with Title I funds, the teacher must meet the requirements upon employment.
- 13.02 All teachers of core academic content subjects must be highly qualified. This requirement applies to teachers employed in Title I and non-Title I schools and programs.
- 13.03 Middle and high school teachers in small rural schools are required to be highly qualified in every core academic subject they teach. Eligible LEAs employing new teachers who teach multiple subjects and are highly qualified in at least one core academic subject, but do not meet all the criteria for a highly qualified teacher in each of the core academic subjects they teach will have three years from the date of hire to become highly qualified in each core academic subject that they teach. In order to use this flexibility, eligible LEAs will need to: (1) ensure that all teachers in core academic subjects are highly qualified in at least one core academic subject they teach; (2) provide high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach; and (3) provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subject(s) they teach. Refer to section 9.04 for additional information on teachers in rural school system.
- 13.04 **ADEQUATE YEARLY PROGRESS (AYP)**

The school system must attempt to meet annual measurable objectives, or targets, as identified by HiQ (a web-based teacher quality inventory program developed by the GAPSC) and established for the LEA Title II-A Plan. The identified targets allow for assessment of the school system's Adequate Yearly Progress (AYP) toward meeting the goal of having all teachers "highly qualified."

If a school system fails for 2 consecutive years to make adequate progress toward meeting the annual targets, then the LEA must develop an improvement plan. The improvement plan must be designed to help the school system meet its required annual measurable objectives for increasing the percentage of "highly qualified" teachers and must address issues that prevented the school system from meeting those objectives. During the development of the improvement plan and throughout its implementation, the state must provide technical assistance to a school system that needs assistance to enable the system to meet the annual targets. [See *Title II Part A Section 2141*.]

If, after the third year a school system has failed to make adequate progress and failed to make AYP for the three consecutive years under section 1111(b)(2)(B) of Title I, Part A, the State must enter into an agreement with the school system on its use of Title II-A Improving Teacher Quality State Grants program funds. (See Title II Part A Section 2141.)

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13.05 INFIELD ASSIGNMENTS

The assignment of educators to positions for which they have been prepared and certified (in-field) is essential for providing the best possible educational programs for the children and youth of Georgia. It is the responsibility of the local school system to assure that personnel assigned to certificated positions hold appropriate Georgia certification and are assigned only within the field (subject area) and grade level associated with the certificate held for each assignment during the school day. The Certification/Curriculum Assignment Policies System (CAPS), located at www.gapsc.com, informs administrators as to what appropriate certification is required to teach courses on the Georgia Department of Education approved course list. Administrators are encouraged to use CAPS in determining in-field assignments.

13.06 RURAL SCHOOLS

Teachers in eligible rural districts who are “highly qualified” in at least one subject will have three years to become “highly qualified” in the additional subjects they teach. See Section 9.04 for additional information and a list of rural schools in Georgia.

13.07 HIGHLY QUALIFIED REPORT REQUIREMENTS

HiQ is the Professional Standards Commission’s second-generation web-based educator inventory system. HiQ assists school systems in complying with the requirements of the No Child Left Behind Act of 2001 by profiling teachers, long-term substitutes and paraprofessionals. Educators teaching in core academic areas are rated as “highly qualified” or “not highly qualified” by comparing their teaching assignments to their certification history and other indicators of content knowledge appropriate to the teaching assignments. Data from the HiQ system are used for completing state and federal reporting requirements. HiQ data are anticipated to be available to local school systems in December/January annually. The final data reporting from school systems is due June annually. Local school systems are required to review HiQ data for their district and to make corrections to the data so that it accurately reflects the teaching assignments of all teachers to whom the highly qualified teacher requirement applies. The final date for making corrections to HiQ is June 30 annually. The Superintendent’s Assurance verifies that the data, as corrected, accurately reflects the “highly qualified” status of the applicable teachers in the district. In addition, LEAs must maintain documentation signed by each principal and Title II-A coordinator that the current data accurately reflects the highly qualified status of the teachers assigned to their respective school.

13.08 TITLE II-A UPDATE: HIQ REMEDIATION METHOD

The US Department of Education has determined that Georgia is making a good faith effort to meet the goal of having 100 percent highly qualified teachers (HQT) in all schools. As a result, the state has been approved to revise and resubmit its plan for achieving the 100 percent HQT goal. As part of the state plan, each school district must determine how it plans to get all teachers highly qualified, and report the remediation methods that will be used to the PSC by June 30th. To assist school systems with this effort, a new feature, called the Remediation Method, has been added to the HiQ program.

- The Remediation Method is a drop-down box that has been added to the HiQ data editor. When a record displays a "not HiQ" status, the Remediation Method dropdown will be visible. The initial (default) remediation method of "Unknown" will be displayed. HiQ operators will replace "Unknown" from among several choices, and click the "Apply corrections" button to save the selected remediation method.
- June 30th is the deadline for reporting the remediation methods to be used during the school year-for all teachers not highly qualified during the current academic year.

The remediation methods are:

- Class will be removed from the master schedule
- A highly qualified teacher will be placed in this class

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- Testing - this teacher will become highly qualified for this class by testing
- Course work - this teacher will become highly qualified for this class by course work
- HOUSSE - this teacher will become highly qualified for this class by HOUSSE

13.09 PROJECT EQ

Project EQ is Georgia's online resource for sharing and collaborating on the development and implementation of initiatives to ensure equal access to equitable educational opportunities for all students. Project EQ was created by the Georgia Professional Standards Commission (GAPSC) to provide policy makers and school systems with a library of effective equity initiatives as well as a forum for discussions between school systems and state agencies as they each implement, improve upon and realize results from their equity programs. As each school system seeks to meet its state and local Title II, Part A goals and the challenges of an ever changing student body, the GAPSC continues to provide innovative tools and support to Georgia's school systems to ensure the success of our schools, teachers and students. Project EQ can be accessed at <http://eq.gapsc.org>.

REVISED ITEM:
August 2009

→ 13.10 ETA (EQUITY TECHNICAL ASSISTANCE)

ETA provides important data to assist school administrators with the placement and assignment of teachers to achieve equity goals. The ETA data are presented by school building but include comparisons between the school, the district and the state. Some of the important measurements included in ETA are the percentage of highly qualified teachers, the percentage of teachers with various levels of experience, the percentage of teachers with various levels of educational achievement, and the retention rate of teachers and leaders. Student ethnic and socio-economic ratios are also included and for middle schools and high schools these demographic indicators are subdivided among distinct teacher populations. This data is available to assist local school systems with their equity plans and can be accessed at our secure website: www.gapsc.org

13.11 MONITORING REQUIREMENTS

The Professional Standards Commission is the agency responsible for monitoring Title II, Part A programs in Georgia. The purpose of the monitoring/technical assistance visits to school systems is to ensure that multi-year needs assessment and planning are the basis for the budgeting and expenditure of Title II-A funds, and that this process is carried out in accordance with applicable state and federal program requirements. Areas to be monitored include Planning, Highly Qualified Teacher and Paraprofessional Data, Equity Plans, Expenditure of Funds Appropriated to LEA, Parent Notices, and Private School Participation. (See the Title II-A Monitoring Checklist at http://www.gapsc.com/nclb/admin/Files/II_SelfMonitoring.pdf.)

NEW ITEM:
August 2009

→ 13.12 TECHNICAL ASSISTANCE AND ACCOUNTABILITY

Any LEA that fails to achieve the 100 percent highly qualified requirement for all teachers of core academic subjects for two consecutive years must include strategies and activities in its improvement plan that will enable the LEA to meet the objectives described in Section 1119 (a) (2) of NCLB. The plan must directly address the issues that prevented the LEA from meeting the objectives. During the development and throughout implementation of the plan, the PSC will provide technical assistance to LEAs. (See *Title II, Part A Section 2141*)

Any LEA that fails to make adequate yearly progress (AYP) under Section 1111 (b) (2) (B) of Title I, Part A, in NCLB for three consecutive years **and** fails to achieve 100 percent HiQ for all teachers teaching core academic subjects for the same three consecutive years must include in their improvement plan strategies and activities that will enable the LEA to meet the objectives described in Section 1119(a)(2). The strategies and activities must directly address the issues that prevented the LEA from meeting the

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objectives and include those that allow for the annual increase in the percentage of teachers receiving high quality professional development that will enable them to become successful in the classroom. The LEA must also enter into an agreement with the State Education Agency (SEA) on the use of its Title II, Part A funds. During the development and throughout implementation of the plan, the PSC will provide technical assistance to LEAs to enable them to meet the objectives as described in Section 1119(a) (2). (See *Title II, Part A Section 2141*)