

**THE GEORGIA IMPLEMENTATION
GUIDELINES**

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

Criteria for “Highly Qualified” Teachers



Revised August 2010

The Georgia Implementation Guidelines

The No Child Left Behind Act of 2001

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 2010 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). This policy guide is designed to assist school system administrators in determining if their teachers are “highly qualified,” in accordance with NCLB.

The Georgia Implementation Guidelines

The No Child Left Behind Act of 2001

Title II, Part A

Criteria for “Highly Qualified” Teachers

The No Child Left Behind Act, 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;
 - 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;

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

Parents must be notified via standard mail or student handbook (signature required).

- 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.” 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.

Parents must be notified via standard mail.

- 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 CORE ACADEMIC SUBJECTS AND OTHER DEFINITIONS

- 3.01 Core academic subjects include:

- Elementary (P-5): Reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, chorus
- Middle Grades (4-8): Reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, chorus
- High School (6-12): English, reading, mathematics, broad-field science (example: physics, biology, chemistry, earth space science. (refer to CAPS at <http://www.gapsc.com/caps/caps.asp> for complete list of core subjects under broad field science): history, political science, geography, economics, foreign languages, visual arts, music, band, chorus

(Note that dance, drama, health, and physical education 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.

- 3.02 Teachers who teach core academic subjects include elementary (K–5) teachers, middle grades (4–8), and secondary (6-12) teachers who teach any of the subjects listed in 3.01 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” (must meet the content or testing requirements for each core academic subject they teach).
- 3.03 A *new* teacher is one who is a beginning teacher and is defined as a teacher in a public school who has been teaching less than a total of three complete school years.
- 3.04 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.
- 3.05 **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

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the responsibility of the local school system to assure that personnel assigned to teaching 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) informs administrators what certification is required for teachers to teach courses on the Georgia Department of Education approved course list. Administrators are encouraged to use CAPS in determining infield assignments.

- 3.06 The Certification/Curriculum Alignment Project (CAPS) identifies certification required for teachers to teach a state approved course.
- 3.07 Teachers who teach outside their field of certification are not “highly qualified.”
- These teachers should be assigned to teach in their field(s) of certification the entire school day
 - **Or**
 - They should pass the required content assessment for the subjects they teach.

In certain situations, HOUSSE may be used to establish “highly qualified” status (Section 11.0) (http://www.gapsc.com/TeacherCertification/Documents/Cert_Rules_12_03/505-2-.084.pdf)

- 3.08 State Approved Content Assessment
- The state approved content assessment for Georgia is the Georgia Assessments for the Certification of Educators (GACE). For GACE test administration, test preparation, and related GACE issues, visit the GACE website at <http://www.gace.nesinc.com/>.

4.0 “HIGHLY QUALIFIED” TEACHER REQUIREMENTS

- 4.01 Traditionally Prepared *New Teachers*: To be considered “highly qualified” to teach in the State of Georgia, traditionally prepared new teachers must:
- Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education;
 - Hold a valid Georgia teaching certificate;
 - Have evidence of subject matter competence in the subjects they teach by:
 - an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary)
 - **AND** a passing score on the State approved, required content assessment for the area/subjects they teach
 - Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.
- 4.02 Non-Traditionally Prepared *New Teachers*: To be considered “highly qualified” to teach in the State of Georgia, non-traditionally prepared new teachers must:
- Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education;
 - Hold a valid Georgia teaching certificate;
 - Have evidence of subject matter competence in the subjects they teach by:
 - an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary) – Exception: an academic major or the equivalent is not applicable to elementary teachers;
 - **OR** a passing score on the State approved appropriate core academic content assessment (GACE). Note that for Elementary, the GACE is required prior to program admission. (see * below as the test must be passed within three years)

All completers of non-traditional programs must pass the State approved program content assessment upon program completion. However, the GaTAPP paths of One Year Supervised Practicum (OYSP) and Core Academic (CA) require passing the state approved content assessment upon admission. Teachers must have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

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* A non-traditionally prepared teacher who holds a valid, non-renewable teaching certificate with either the major or concentration or passing score on the required content assessment in the core academic area/subject he/she teaches is considered “highly qualified,” but must complete and receive the appropriate Georgia clear, renewable professional certificate within three years from the date of initial certificate validity to remain “highly qualified.” Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet highly qualified requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period for his/her certificate.

4.03 *Veteran teachers:* To be considered “highly qualified” to teach in the State of Georgia, veteran teachers must:

- Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by:
 - a passing score on the State approved, required content assessment for the area/subjects they teach
 - **OR** meet the requirement of a “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission, which is applicable to Veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

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

- Teachers from out-of-state with appropriate experience
 - Teachers holding middle grades concentrations obtained by coursework before July 1, 2006
 - Teachers holding special education content concentrations obtained by coursework before August 31, 2006
- (For GaPSC certification information, see <http://www.gapsc.com>)

4.04 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.

4.04.1 “Highly Qualified” Requirements For CHARTER SCHOOLS that Require Certification

Teachers must:

1. Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education*;
2. Hold a valid Georgia teaching certificate;
3. Have evidence of subject matter competence in the subjects they teach by:
 - a. an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary) – Exception: An academic major or the equivalent is not applicable to elementary teachers;
 - b. **OR** a passing score on the State approved, required content assessment for the area/subjects they teach (see ** below as the test must be passed within three years)
 - c. **OR** meet the requirement of a “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission, which is applicable to Veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.

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- d. Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

* The bachelor degree or higher must be from a GaPSC accepted, accredited institution of higher education. For degrees earned outside the United States, the institution from which the educator holds the degree must be credentialed by a GaPSC accepted credential agency as outlined in Rule 505-2-21.

**Any teacher hired by a charter school that requires teachers to be certified who holds a valid, non-renewable teaching certificate with either the major or concentration or passing score on the required content assessment in the core academic area/subject he/she teaches or HOUSSE is considered “highly qualified,” but must complete and receive the appropriate Georgia clear, renewable professional certificate within three years from the date of initial certificate validity to remain “highly qualified.” Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet “highly qualified” requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period of his/her certificate.

4.04.2 “Highly Qualified” Requirements for CHARTER SCHOOLS that DO NOT Require Teacher Certification

Teachers must:

1. Hold a bachelor’s degree from a GAPSC accepted, accredited institution of higher education*;
2. Have evidence of subject matter competence in the subjects they teach by:
 - a. an academic major **OR** the equivalent (minimum of 21 semester hours for middle grades; minimum of 21 semester hours for secondary) – Exception: An academic major or the equivalent is not applicable to elementary teachers;
 - b. **OR** a passing score on the State-approved, required content assessment for the area/subjects they teach**;
 - c. **OR** meet the requirement of a “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission, which is applicable to Veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.
3. Have a teaching assignment that is appropriate for the core academic area/subject(s) in which the teacher serves as the teacher of record AND in which the teacher validates their “highly qualified” status with an appropriate major, or the equivalent of the major, or a passing score on the State approved, required content assessment for the area/subjects they teach, or HOUSSE requirements, which is applicable to Veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.

*The bachelor degree or higher must be from a GaPSC accepted, accredited institution of higher education. For charter school teachers **who hold degrees earned outside the United States** and are employed after November 1, 2010, the institution from which the educator holds a degree must be credentialed by a GaPSC accepted credential agency listed at www.gapsc.com.

** Effective March 6, 2007, the only assessment accepted by the GaPSC are the Georgia Assessments for the Certification of Educators (GACE) for fields in which there is a GACE. The GaPSC 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

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appropriate field when these were the required assessment tests also fulfill the content assessment requirement.

4.05 Life Certificates—(D)

Teachers who hold *life certificates* (D) are fully certified and are considered “highly qualified” if they have a major and passed the State 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.

4.06 International Exchange Certificates—(X)

Teachers who hold International exchange certificates are considered “highly qualified” provided the teachers have a major or the equivalent of a major (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary) in the core academic content area in which the teacher serves as the teacher of record, or have passed the appropriate State approved content assessment. Teachers’ teaching assignments must be appropriate to their preparation and certification areas and levels.

4.07 GaTAPP Path Certificates – (I, A, CP, CA, O)

Teachers who hold one of the GaTAPP path certificates (GaTAPP [I], ADAC [A], Clinical Practice [CP], Core Academic [CA], and OYSP [O]) are considered “highly qualified” if they meet the requirements for Non-Traditionally Prepared New Teachers. Teachers who hold either an I, A, CP, CA, or O certificate in Special Education who serve as the teacher of record in core academic subject areas must demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers to be considered “highly qualified.”

4.08 Non-Renewable Professional – (NT)

Teachers who hold NT certificates are considered “highly qualified” if they have passed the State approved content assessment in the core academic subject area in which they serve as the teacher of record. Teachers who hold NT certificates in Special Education who serve as the teacher of record in core academic subject areas must demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers to be considered “highly qualified.”

4.09 Non-Renewable Non-Professional – (NNT)

Teachers who hold NNT certificates are considered “highly qualified” if they are pursuing their initial professional teaching certification through an approved non-traditional educator preparation program. Teachers who hold NNT certificates must complete and receive the appropriate Georgia clear, renewable professional certificate within three years from the date of initial certificate validity to remain “highly qualified,” which includes passing the appropriate State approved content assessment. Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet “highly qualified” requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period of his/her certificate. Teachers who hold NNT certificates in Special Education who serve as the teacher of record in core academic content areas must demonstrate subject matter competence by passing the appropriate State approved content assessment.

4.10 Permits-(P)

Teachers who hold a teaching permit are considered “highly qualified” by passing the State approved content assessment in the core academic content areas in which they serve as the teacher of record.

4.11 Waivers- (W)

Teachers who hold waiver certificates in core academic content areas are not “highly qualified.”

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

5.0 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.” The requirement to be “highly qualified” applies to those serving as the teacher of record in one or more of the core academic subject areas in which the teacher is primarily responsible for instructing students.

5.01 Special Education General Curriculum

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>

5.02 Special Education Adapted Curriculum

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

5.03 Consultative Special Education Teacher

Educators who hold either a Special Education General Curriculum or Special Education Adapted Curriculum certificate and serve as a special education teacher providing consultative special education services along with a “highly qualified” classroom content teacher who is instructing students in core academic content.

**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.*

5.04 Special Education Teacher of Record

Teachers of record in special education must hold certification in Special Education General Curriculum and/or Special Education Adapted Curriculum and one or more of the core academic subject areas in which they are responsible for instructing students.

A teacher’s content level expertise in the core academic content area(s) as evidenced in the concentration level listed on his/her certificate must be at or above the level of instruction prescribed by the student’s Individualized Education Plan (IEP).

5.05 Special Education Teacher of Record for Core Academic Content Areas

Teachers who hold special education certification who serve as the teacher of record in one or more core academic content areas must meet the same requirements as all teachers of core academic content areas at the appropriate certification and instructional level(s) as indicated by the student’s IEP.

[For a listing of core academic content areas, see section 3.0 CORE ACADEMIC SUBJECTS of this document.]

5.06 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.

5.07 GACE Assessments Related To Special Education:

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The following descriptors are presented as general guidelines only and assume the educator has met any additional certification requirements. 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 (Early Childhood Special Education General Curriculum), 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 educator must 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 must pass GACE 087 and 088 (Special Education Academic Content Concentrations) to serve as the teacher of record in the five concentration areas (language arts; reading; mathematics; social science; science) for special education students in grades P-8. The educator must 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 must 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).

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, not as the teacher of record.
- In addition to passing GACE 085 and 086, the educator must pass the GACE 087 and 088 (Special Academic Content Concentrations) to teach, as the teacher of record, special education deaf students in the five concentration areas (language arts, reading, mathematics, social science, science) in grades P-8. The educator must 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.

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GACE 087 and 088 – Special Education Academic Content Concentrations

- 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.

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.
- passing the GACE 001 and 002 (Early Childhood Education)-for those teachers who hold a clear, renewable special education curriculum certificate to add the academic concentrations and the Early Childhood Education (P-5) field.
- A teacher's content level expertise in the core academic content area(s) as evidenced in the concentration level listed on his/her certificate must be at or above the level of instruction prescribed by the student's Individualized Education Plan.

*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.

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Table 5.06.1 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	General Curriculum Assessment	Adapted Curriculum Assessment	General Curriculum Assessment Regular Diploma	Adapted Curriculum Assessment or Non-standard GHS GT 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)		

Table 5.06.2

**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

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6.0 TEACHING ASSIGNMENTS

6.01 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, Crossroads Programs, and educational settings defined by SB 618, programs/schools for neglected, delinquent, or at-risk children.

6.01.1 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 conferences per month. These monthly consultative conferences 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 address the core academic content area(s) of instruction in the alternative setting and should ensure that students are receiving the same content quality as students in the home school setting. Teachers of alternative program students using the consultative option for “highly qualified” must document conference(s) using the conference report form located at http://www.gapsc.com/nclb/admin/files/IIA_ConferenceFrm.pdf. Lesson plans aligned to the appropriate Georgia Performance Standards must be attached to the conference report.

6.01.2 Teachers in alternative school programs who facilitate the use of technology-based programs, computer-assisted programs that provide self-pacing, and pre/post-testing or courses delivered through distance learning technologies, are not required to meet “highly qualified” teacher requirements if they are not responsible for delivering core academic content instruction. The quality and rigor of the computer-based programs and distance learning courses for all core academic content areas and their alignment with state curriculum are the responsibility of the school system and teachers where 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 students in an alternative educational program. Student performance data must be available for monitoring of Title II, Part A.

6.02 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 consultative model.

6.03 Teachers In Georgia Network For Educational And Therapeutic Support (G-NETS) Programs

G-NETS program teachers may use the same consultative model as the alternative school teachers described above. They can defer the standard of being “highly qualified” to the home school teacher if they document a minimum of two conferences per month.

6.03.1 Teachers who teach in G-NETS programs and who are the “teacher of record” for any of the core academic core content areas 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 core academic content area(s). A minimum of two conferences 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 content quality as students in a home school setting. Teachers of GNETS students using the consultative option for “highly qualified” must document conferences using

the conference report form located at http://www.gapsc.com/nclb/admin/files/IIA_ConferenceFrm.pdf. Lesson plans aligned to the Georgia Performance Standards must be attached to the conference report.

- 6.03.2 Teachers in G-NETS programs who facilitate the use of technology-based programs, computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance learning technologies, are not required to meet "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 content 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 students in the GNETS setting. Student performance data must be available for monitoring of Title II, Part A when NETS teachers facilitate the use of technology-based programs.

6.04 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.

- 6.04.1 Teachers In Juvenile Institutions, Correctional Institutions, And Other Alternative Educational Settings may use the same consultative model as the alternative school teachers described in Section 6.01.1.
- 6.04.2 Teachers who teach in Juvenile Institutions, Correctional Institutions, And Other Alternative Educational Settings 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. If a consultative model with the participation of "highly qualified" teachers is used, the teachers who are on-site in the Juvenile Institutions, Correctional Institutions, And Other Alternative Educational Settings 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.

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6.04.3 Teachers in Juvenile Institutions, Correctional Institutions, And Other Alternative Educational Settings 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.

6.05 Consultative Model for Non-HiQ Teachers of Georgia DOE State Schools

Teachers who teach in the Georgia Department of Education State Schools (Atlanta Area School for the Deaf, Georgia Academy for the Blind, and Georgia School for the Deaf) and who are the "teacher of record" for any of the core academic core content areas must meet the requirements of "highly qualified" as stated in this document (See Section 3.0) Core academic core content teachers who are "not highly qualified" may utilize the option of consultative model which is consulting with a "highly qualified" teacher on-site or off campus to defer their HiQ status *temporarily* to the consulting teacher while the non-HiQ teacher is working toward their HiQ status. The highly qualified consulting teacher must be highly qualified in the core academic content area in which the State School teacher is not HiQ. A minimum of two conferences per month with the "highly qualified" teacher must be documented and maintained. The purpose of the conferences is to ensure students attending the state school are provided the same content quality as students in a home school setting. GaDOE State School teachers using the consultative option for highly qualified must document conferences using the conference report form located at http://www.gapsc.com/nclb/admin/files/IIA_ConferenceFrm.pdf. Lesson plans aligned to the Georgia Performance Standards must be attached to the conference report. It is the state school's responsibility to ensure that the provisions of the consultative model are adhered to and the appropriate documentation is maintained. No GaDOE State school teacher may utilize the option of consultative model for more than three years from the date of initial certificate validity. Teachers in year three, four, or five of the non-renewable, non-professional certificate may utilize the consultative model for the duration of their non-renewable, non-professional certificate.

State schools employing the consultative option for their teachers must show progress of all teachers becoming highly qualified as benchmarked by the following:

End of Year 1 - 25% of the cohort utilizing consultative model become HiQ
End of Year 2 - 50% of the cohort utilizing consultative model become HiQ
End of Year 3 – 100% of the cohort utilizing consultative model become HiQ

Additional cohorts are established and monitored as new teachers are employed and/or teachers reassigned to positions in which they are not HiQ. All non-HiQ teachers must have a written remediation plan to become HiQ which is monitored in accordance with the approved school equity plan.

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6.06 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 of hire 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 2009-2010:

604 Baker, 630 Clay, 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>)

6.07 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.

6.08 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.

6.09 Teachers In Pre-Kindergarten Programs

“Highly qualified” teacher requirements do not apply to pre-kindergarten teachers, including preschool special education teachers unless the Pre-K teacher is funded by Title I.

6.10 Teachers In Birth Through Five

The Birth Through Five Certificate does not satisfy requirements to make an educator “highly qualified” to teach Kindergarten

6.11 Teachers In Early Intervention Programs (EIP)

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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.

6.12 Teachers In Response to Intervention (RTI)

Response to Intervention (RTI) is a framework for academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced. If a student is scheduled for a segment of instruction in a core content area, the teacher of record must be “highly qualified.”

6.13 Teachers Who Teach In SAT Preparation Programs

“Highly qualified” teacher requirements do not apply to teachers who teach in SAT preparation courses.

6.14 Teachers Who Provide Supplemental Services

Teachers who provide “supplemental services” to students as required by NCLB do not have to meet the “highly qualified” teacher requirements. However, 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>)

6.15 Elementary School Teachers

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.

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.

Teachers certified in early childhood education are considered “highly qualified” to teach one segment per day of art, music, and health and physical education.

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6.16 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.

6.17 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 may demonstrate the subject-matter competency needed to be “highly qualified” by passing the content assessment in that subject. If a veteran teacher is a returning retiree, special education teacher who is teaching two or more academic content subjects, or a Life-certificated teacher, the HOUSSSE may be used.

6.18 Social Science Teachers

6.17.1 Middle Grades Social Science Teachers

Teachers who teach a social science subject at the middle grades level (4–8) are considered “highly qualified” to teach the subject if they hold a clear renewable certificate in middle grades social science.

Effective July 1, 2006, veteran middle grades social 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 or levels.

Teachers who hold a professional renewable secondary level (6-12) certificate in Georgia in a social science 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)

6.17.2 Secondary Social Science Teachers

Teachers who teach a social sciences 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 passed the appropriate content assessment for the subject and hold the appropriate Georgia certificate.

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

- Systems may wish to refer to CAPS (Certification/Curriculum Assignment Policies System at www.gapsc.org) to determine the appropriate certificate to teach core academic subjects in social sciences fields.
- 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.

6.19 Science Teachers

6.19.1 Middle Grades Science Teachers

Teachers who teach a science subject (life science, 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 4-8 science.

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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 professional renewable secondary level (6-12) certificate in Georgia in a science field (biology, chemistry, physics, physical science, or earth/space science) are “highly qualified” to teach any physical science 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.

6.19.2 Secondary Science Teachers

Teachers who teach a science subject (biology, chemistry, physics, physical science, earth/space science) at the secondary level (grades 6–12) are considered “highly qualified” to teach the subject if they have passed the appropriate content assessment for the subject and hold the appropriate Georgia certificate. Teachers holding a Georgia broad-field 6-12 science certificate are “highly qualified” to teach any science course offered in grades 6-12.

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 the appropriate certificate to teach core academic science subject.

6.20 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>)

6.21 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)

6.22 English To Speakers Of Other Languages (ESOL) Teachers

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. Neither the ESOL endorsements nor the ESOL (P-12) certificates are sufficient to meet NCLB requirements for demonstration of content knowledge.

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.

6.23 National Board Certified Teachers

Teachers who have attained National Board Certification must meet the same “highly qualified” requirements as all core academic teachers.

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- 6.24 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.
- 6.25 Long-Term Substitute Teachers
Teachers who are long-term substitutes are considered “highly qualified” if they are certified in Georgia in the field in which they are teaching.
- 6.26 College or University Faculty Members
A faculty member must be “highly qualified” if the LEA directly employs him or her. If, however, 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.

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October 2010

7.0 REQUIREMENTS FOR “HIGHLY QUALIFIED” PARAPROFESSIONALS (INCLUDING CHARTER SCHOOLS THAT REQUIRE CERTIFICATION)

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.” “Highly qualified” paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I.

- 7.01 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 the Georgia state- approved paraprofessional assessment:
 - 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.
- 7.02 All Georgia paraprofessionals must hold a valid state paraprofessional certificate issued by the Georgia Professional Standards Commission.

Note: An educator holding a valid Clear Renewable Teaching, Service, or Leadership certificate is considered “highly qualified” to serve in a Paraprofessional position and does not need to also hold a Paraprofessional certificate.

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October 2010

- 7.03 Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a GaPSC approved, **accepted** institution of higher education.
- 7.04 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 students performing non-instructional duties, such as assisting with mobility and bodily functions. The 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.

7.05 **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.

All individuals holding a current paraprofessional certificate in Georgia must meet requirements for certificate renewal.

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REQUIREMENTS FOR “HIGHLY QUALIFIED” PARAPROFESSIONALS (INCLUDING CHARTER SCHOOLS THAT DO NOT REQUIRE CERTIFICATION)

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.” “Highly qualified” paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I.

8.01 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
- Demonstrate academic content knowledge in reading, writing, and mathematics through the Georgia state-approved paraprofessional assessment.

8.02 Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a GaPSC approved, accepted institution of higher education.

8.03 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 students performing non-instructional duties, such as assisting with mobility and bodily functions. The 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.