



# **Title II, Part A Handbook**

## **A Guide for Advancing Teacher Quality in Georgia Schools**

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## Introduction

*The Title II, Part A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools* is provided to assist educators in Georgia responsible for implementing Title II, Part A Programs in their school systems. The guide is intended to provide information and explain federal guidelines concerning Title II, Part A in order to successfully implement requirements established by the *No Child Left Behind* legislation.

The Guide provides interpretation of the federal legislation concerning teacher quality as it applies to Georgia. In addition, the information included is intended to assist systems in developing local plans, directing activities, and utilizing Title II, Part A funds in conjunction with other elements of *No Child Left Behind* and reported as part of Georgia's Consolidated Application. Examples of documents and sample forms offer suggestions for system use. However, it is suggested that systems review and utilize these documents according to their applicability to the individual systems and system policies. It is also suggested that if there is any doubt concerning applicability, the system's legal counsel should be consulted.

The Title II, Part A Team would like to thank the following school systems for providing examples and sharing their Title II, Part A Plans. The examples provided illustrate the efforts of these three systems in meeting planning requirements for Title II, Part A.

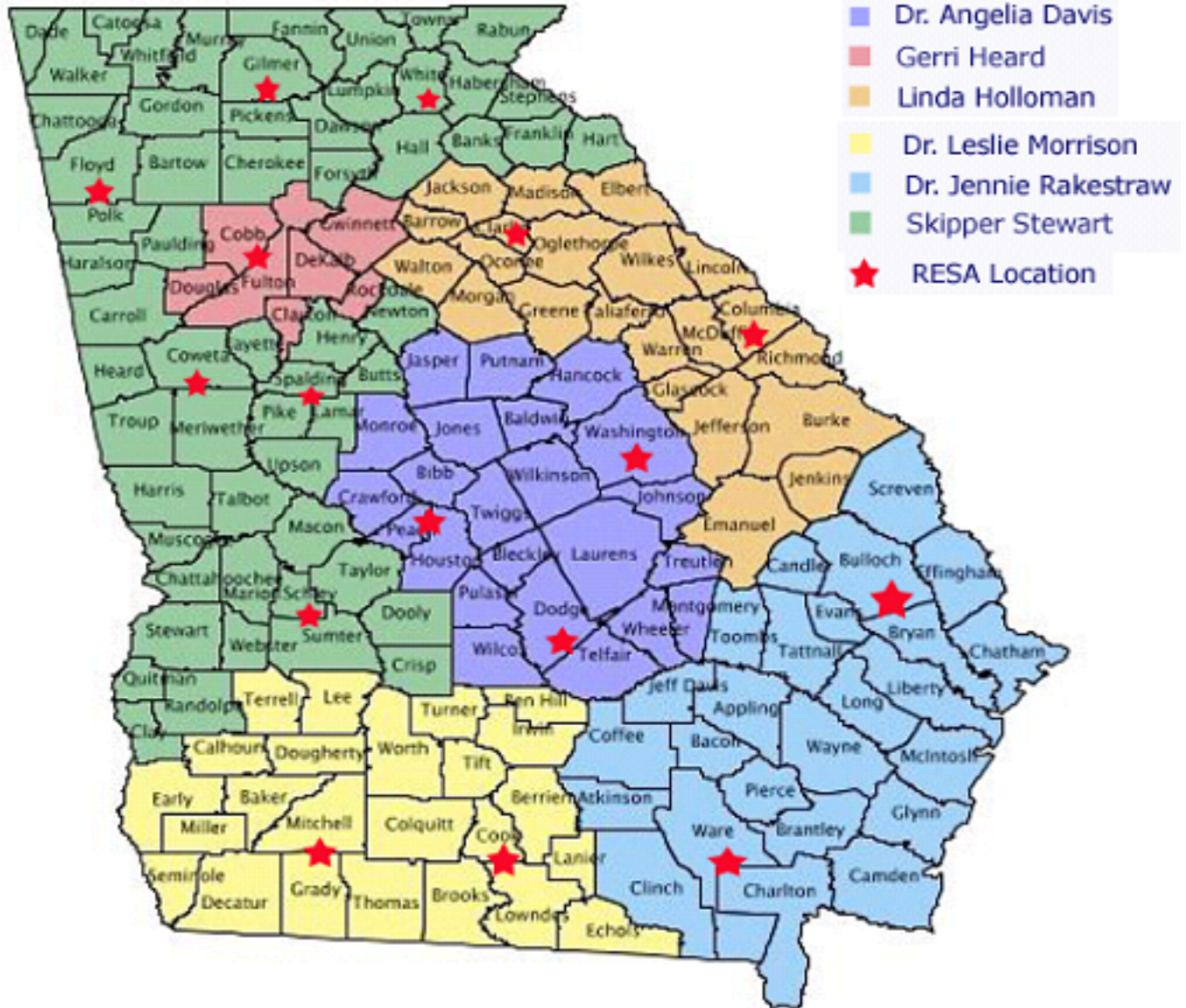
Terrell County School System  
Valdosta City School System  
Whitfield County School System

We would also like to acknowledge the partnership with the Georgia Department of Education in working with Title II, Part A of *No Child Left Behind* as part of its school improvement efforts.

We hope that you find this Guide helpful as you work toward achieving the goals of Title II, Part A within *No Child Left Behind*. Please contact the Professional Standards Commission or your Title II, Part A Consultant with any questions and/or suggestions that you may have for improving this guide.

# Title II-A Regional Map

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## ***No Child Left Behind: An Overview***

Passed by an overwhelming majority in Congress in 2001 and signed into law by President Bush on January 8, 2002, the *No Child Left Behind Act* represents the most sweeping change to the *Elementary and Secondary Education Act* (ESEA) since it was enacted in 1965. *No Child Left Behind* changes the federal government's role in K-12 education by asking America's schools to describe their success in terms of what each student accomplishes.

*No Child Left Behind* is guided by four basic reform principles that aim to achieve the goal of a quality education for all of our students by the 2013 – 2014 school year. Stronger accountability for results requires schools, local education agencies, and states to be held accountable for improving student achievement for all learners. Increased flexibility and local control allows systems to plan and focus activities in a coordinated effort through Georgia's Consolidated Application. Expanded parental options allow parents the option of choosing another public school if their child attends a failing or persistently dangerous school. And teachers are required to utilize teaching methods of instruction that are data-driven and research-informed.

Each state and local agency must meet annual measurable objectives that establish the minimum levels of improvement based on student performance on state standardized tests. Schools, local education agencies, and the state as a whole must achieve these performance goals within time frames specified by law.

The *No Child Left Behind* legislation is based on the assumption that every child can, and has the right to learn, regardless of income, gender, race, ethnicity, or disability. Efforts toward reforming schools must focus on increased student achievement for every learner. Although *No Child Left Behind* focuses on all ten Titles, this handbook will only address Title II, Part A: Teacher Quality.

## **Title II, Part A: An Overview**

### **Emphasis on Preparing, Recruiting, Training, and Retaining “*Highly Qualified*” Teachers**

The *No Child Left Behind Act* of 2001 (NCLB), which re-authorized the *Elementary and Secondary Education Act of 1965 (ESEA)*, places major emphasis on teacher quality as a factor in improving student achievement. The new Title II, Part A legislation focuses on preparing, training, and recruiting high-quality teachers and principals and requires states to develop plans with annual measurable objectives that will ensure that all teachers teaching core academic subjects are “*highly qualified*” by the end of the 2005-06 school year.

Reaching this goal will require reform of traditional teacher training, which is usually conducted in colleges of education, as well as the innovative expansion of alternative routes to teacher licensure. It will also require more effective in-service training and professional learning for teachers currently in the classroom.

### **Timeline For Meeting “Quality Teacher” Goals**

(For definitions of “highly qualified” teachers and paraprofessionals, refer to Section II of this handbook or visit the Georgia Professional Standards Commission’s web site at [www.gapsc.com](http://www.gapsc.com))

#### **Teachers**

- 2002-03 - All teachers hired after the first day of the 2002-03 school year in a Title I school-wide or Targeted Assistance program must be “*highly qualified*.”
- 2005-06 - All teachers teaching core academic subjects must be “*highly qualified*.”

#### **Paraprofessionals**

- January 8, 2002 - All paraprofessionals hired to work in Title I schools and programs must be “*highly qualified*.”
- January 8, 2006 - All paraprofessionals working in Title I schools and programs must be “*highly qualified*.”

#### **Requirements for Schools/Systems**

- Collect baseline data on teachers of core academic subjects and paraprofessionals
  - identify teachers on waivers: emergency or provisional certificates
  - identify teachers who are long-term substitutes
  - identify teachers who do not meet the definition of “*highly qualified*”
  - identify qualified and unqualified paraprofessionals
- Develop and implement system plans with annual benchmarks to meet 2005-06 goals

- Ensure that teachers who are not fully certified participate in programs that:
  - Provide high quality professional learning
  - Provide intense supervision
  - Allow participants to assume the role of a teacher for a period of time, not to exceed three years
  - Require the teachers to demonstrate satisfactory progress towards full certification
- Ensure that all teachers become “*highly qualified*” by engaging in appropriate high quality professional learning
- Collaborate with the Professional Standards Commission (PSC), Regional Education Services Agencies (RESA’s) and institutions of higher education to provide opportunities for all teachers to become “*highly qualified*”
- Assess progress toward meeting school/district benchmarks, and report performance to PSC annually on the:
  - Percentage of classes being taught by “*highly qualified*” teachers (aggregate and “high poverty” schools)
  - Percentage of teachers that received high quality professional learning
  - Percentage of teachers qualified to use technology for instruction
- Notify parents of teachers’ qualifications upon request
- Notify parents if classes are taught four (4) consecutive weeks by teachers not “highly qualified”
- Provide professional development services to private schools on an equitable basis and in a timely manner

## Georgia's Title II-A State Activities

In addition to the work with systems, the Professional Standards Commission (PSC) has undertaken the following statewide activities. These activities are intended to advance teacher quality in Georgia.

- **Voyager Reading Project – RISE**  
Voyager was an interactive eight-module reading project designed for professional development of K-1 teachers focused on effective reading strategies. The PSC paid a portion of the fee for each LEA that participated in the program during the 2002-2003 school year.
- **Praxis I Project**  
The Praxis I Project focused on preparation assistance for candidates who have difficulty passing the Praxis I mathematics assessment for certification. The project provided a curriculum based on the exam; practice exam opportunities and study materials.
- **National Board Candidate Recruitment**  
Stipends for National Board prospective candidates who prepared to take the national board examination were provided.
- **Preparation of Mentor Training Modules, Mentor Handbook, and Training**  
The Professional Standards Commission will provide train-the-trainer programs for mentors based on the interactive mentor modules developed by the PSC and eSchool, ACTV. The training will include a state train-the-trainer workshop, regional workshops and ongoing online collaboration. In addition, the PSC will contract for the development of a state mentor handbook and training materials for web and CD ROM distribution to be used with train-the-trainer mentor programs.
- **Development of Special Education Modules and Preparation Program**  
An interactive special education program will update the existing web-based courses for use on a statewide level including training of onsite supervisors, instructor training and assistance for faculty who teach the modules statewide, and training for mentors who work with the special education candidates in their internship and induction period.
- **Alternative Preparation Modules**  
A series of interactive modules on the *Essentials of Effective Teaching* for the Georgia TAPP program will be developed. To augment the instructional phase for new teacher candidates, program providers will use the modules. Training for use of the modules and accompanying instructional materials will be included.

- **Professional Learning**  
The Professional Standards Commission contracted with the Georgia Department of Education to analyze a professional learning survey that provided baseline data on professional learning activities and interests in Georgia.
- **Benchmarking/Assessment Program Activities**  
As part of the Title II, Part A requirements, the PSC must report on the progress made toward providing a highly qualified teacher in every classroom. This is the first phase of documenting teacher quality with student achievement.
- **Paraprofessional State Assessment**  
The Professional Standards Commission provided assistance with the administration of the state paraprofessional assessment from July through November 2002. Paraprofessional preparation standards have been adopted. Thirty-five programs have been approved based on the new standards.