

Georgia Implementation Guidelines
The No Child Left Behind Act of 2001:
Title II, Part A

Criteria for Highly Qualified Teachers

The Georgia Implementation Guidelines is a document that combines the *No Child Left Behind* Guidance set by the United States Department of Education with the certification rules established by the Georgia Professional Standards Commission. It serves as Georgia's policies to assist school system personnel in determining the status of their "teacher quality."

NOTE: 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 LEA efforts to implement Title II-A requirements.

DRAFT

Georgia Professional Standards Commission

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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;” however, all State certification requirements for the teaching field must be met in order to be fully certified.*

1.0 “Highly Qualified” Teacher Requirement

1.01 *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.* In general, new teachers must (a) hold a bachelor’s degree from a regionally accredited institution of higher education, (b) hold a valid Georgia teaching certificate, (c) have a teaching assignment that is appropriate for the field/s listed on the Georgia teaching certificate, and (d) have verification of subject matter content by having a major or equivalent in the subject/s they teach *or* a passing score on the teacher certification test for the area and/or subjects they teach. Veteran teachers must (a) hold a bachelor’s degree from a regionally accredited institution of higher education, (b) hold a valid Georgia teaching certificate, (c) have a teaching assignment that is appropriate for the field/s listed on the teaching certificate, and (d) have verification of subject matter content by having a passing score on the teacher certification test for the area and/or subjects they teach *or* meeting the requirement of a “high objective uniform State standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission (see Section 9.0). [For additional guidance regarding new and veteran elementary teachers, see Section 2.0; for new and veteran middle grades and secondary education teachers, see Section 3.0.]

1.01.1 In Georgia, the teacher certification test is the PRAXIS II examinations that are required by the Georgia Professional Standards Commission for certification in the specific teaching field. Prior to the adoption of PRAXIS II, the Georgia Teacher Certification Test (TCT) was administered; a passing TCT test score in the appropriate field also fulfills this requirement.

- 1.01.2 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)].
- 1.01.3 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.
- 1.02 Teachers with a Clear Renewable certificate – a Teaching (T) certificate or a Performance Based Teaching (PBT) certificate – are fully certified and meet the definition of “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.
 - 1.02.1 Clear Renewable Certificates – Teaching

The professional certificate issued by the PSC is the Clear Renewable certificate. This category indicates that: all requirements for professional licensure in the field have been met including applicable special Georgia requirements; the certificate fields have a five-year validity period; and the standard renewal requirements apply to all fields in this category. Clear renewable status applies to teaching (T), service (S), and leadership (L) fields. A clear renewable certificate may be obtained by completing a college’s approved teacher preparation program or through reciprocity of a professional certificate from another jurisdiction.
(See www.gapsc.com/TeacherCertification/ClearRenewableCertification.asp.)
 - 1.02.2 Performance Based Certificates

The Performance Based Certificate (PBT or PBS) indicates the completion of an additional assessment component for certification. Between 1979 and 1990, all initial Georgia professional certificates were issued as non-renewable. During the first three years of certification, each educator was required to satisfactorily complete an on-the-job professional skills assessment (TPAI) for continued certification. The assessment included evaluations of teaching skills by supervisors and mentor teachers. Upon completion of the assessment, educators were awarded the PBT or PBS certificate. While initial performance based certificates are no longer issued, educators who hold performance-based certificates may continue to renew these fields.
(See www.gapsc.com/TeacherCertification/ClearRenewableCertification.asp.)
- 1.03 Veteran teachers who hold a Life (D) certificate are fully certified and are considered “highly qualified” if they have passed the state certification test (PRAXIS II or TCT). Those who hold a Life Certificate and have not passed a state certification test must meet the HOUSS requirement in order to be considered “highly qualified.”
 - 1.03.1 Life Certificates

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 provided they are not absent from the profession for a period of seven years or longer. Should an applicant be absent from the profession for this amount of time, they must meet

current requirements for renewal; however, their certificate will be reinstated at the clear renewable (and not life) category. If an educator holds a life certificate in a specific field and completes a higher degree, the certificate field 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, an educator adds a new field of certification to an existing life certificate, the new field will not carry life status.

(See www.gapsc.com/TeacherCertification/ClearRenewableCertification.asp.)

- 1.04 Veteran teachers who are fully certified in another State and have passed a teacher certification test (either the PRAXIS II examination or another test required by the other State) are eligible for Clear Renewable certification and are considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels. For those who have not passed a state certification test, the teacher must either pass the required PRAXIS II examination/s for the specific teaching field/s or meet the HOUSSE requirement. (See Section 1.09 Conditional Certificates).
- 1.05 International exchange teachers who are fully certified in their home country and are certified to teach with an Exchange Certificate (X) for 3 years in Georgia are considered “highly qualified” during that period of time, provided the teachers’ assignments are appropriate for their certification areas and levels.
- 1.06 Teachers who have been prepared through an alternative route and hold a Clear Renewable Certificate are considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.
- 1.07 *Teachers who are engaged in an alternative preparation program may be considered “highly qualified” if they hold an Intern (I) or Provisional (BT) teaching certificate, assume the functions of a classroom teacher for no more than 3 years, receive high quality professional development before and while teaching, participate in a program of intensive supervision and mentoring, and demonstrate satisfactory progress toward full certification, provided the teachers’ assignments are appropriate for their certification areas and levels. (See Section 4.0.) It is the LEA’s responsibility to ensure that these requirements are being met for teachers they employ with a BT or I certificate.*

1.07.1 Intern Certificates

The Intern certificate is available only to individuals participating in the Georgia Teacher Alternative Preparation Program (Georgia TAPP). This program is a two-year, classroom-based preparation option available for qualified candidates who wish to enter the teaching field. Initial entry requirements include: a bachelor's degree or higher from a PSC-approved accredited college or university; a cumulative Grade Point Average (GPA) of at least 2.5 on a 4.0 scale (if the bachelor's is the highest degree; a master's or admission to a master's program satisfies the GPA requirement); a passing score on the PRAXIS I basic skills assessment; and employment with a local school system participating in Georgia TAPP. Applications for admission to Georgia TAPP are NOT submitted to the PSC but to the local school system or other program provider. Once the individual is accepted into a program,

the school system requests the issuance of the certificate. PRAXIS II is taken during the first year of the program and a passing score is required upon completion of the program for Clear Renewable Certification.

(See www.gapsc.com/TeacherCertification/Documents/rules/505-2-.10.pdf.)

1.07.2 Provisional Certificates

Provisional certification is based upon having a bachelor's degree or above that was not designed for classroom teaching in the elementary, middle, and/or secondary schools. The degree must have been earned at a PSC-accepted accredited college or university with a cumulative Grade Point Average (GPA) of at least 2.5 on a 4.0 scale. The applicant must pass the appropriate Praxis I and II assessment(s) to be eligible for provisional certification. If an applicant qualifies for provisional certification, the certificate can be issued only at the request of a Georgia employer. The certificate is not renewable, is valid for a period of three years, and must be upgraded to a Clear Renewable Certificate by completing an approved teacher education program.

- 1.08 Teachers who hold a Probationary (PA) certificate may be considered “highly qualified” if they have passed the PRAXIS II examination in the field being added to their certificate or obtain a major or equivalent in the subject/s they teach, provided the teachers’ assignments are appropriate for their certification areas and levels. For veteran teachers, subject matter content may be verified by meeting the HOUSSE requirement.

1.08.1 Probationary Certificates

Probationary certificates are issued to professionally certified individuals who are completing requirements to add a new field of certification while they are employed in the field being added. Initial probationary certificates are not issued in certain fields. Probationary certificates are identified by the letters "PA."

(See www.gapsc.com/TeacherCertification/ProbationaryCertificates.asp.)

- 1.09 Teachers who hold a Conditional certificate may be considered “highly qualified” if they have passed the PRAXIS II examination for the subjects they teach *or* if they have an academic major or equivalent in the subject/s they teach. This includes teachers who have completed a teacher preparation program but have not passed PRAXIS II for the subjects they teach. This also includes teachers who enter Georgia’s teaching force from another State and have not yet passed a state certification test. These teachers are provided a one-year Conditional certificate and must pass the required PRAXIS II examination/s in order to be fully certified. To be considered “highly qualified,” veteran teachers from another State may meet the HOUSSE requirement or pass the PRAXIS II examination needed for full certification in the subject/s they teach.

1.09.1 Conditional Certificates

Conditional certificates indicate that additional requirements are needed to obtain clear renewable status. The conditions may include additional coursework, test requirements, experience requirements, and an advanced education level in a specific field. The validity period may vary depending on the outstanding conditions

to be met. Conditional status may be attached to a professional, emergency, provisional, probationary, or nonrenewable certificate.

(See www.gapsc.com/TeacherCertification/ConditionalCertificates.asp.)

- 1.10 Teacher who hold an Emergency (E) certificate may be considered “highly qualified” if they meet the HOUSS requirement or meet the required renewal credit.

1.10.1 Emergency Certificates

Emergency certificates are issued to teachers who lack renewal credit, recent study, and/or the appropriate assessment(s) under certain conditions. Such certificates are issued in teaching or service fields only. Emergency certificates are identified by the letter “E.”

(See www.gapsc.com/TeacherCertification/EmergencyCertificates.asp.)

- 1.11 Teachers who teach with a Permit may be considered “highly qualified” if they meet the HOUSS evaluation or pass the PRAXIS II examination for the specific subject/s they teach.

1.11.1 Permits

Permits, unlike certificates, are issued to individuals who qualify to serve as educators on the basis of their experience instead of formal education. (See www.gapsc.com/TeacherCertification/Permits.asp.)

- 1.12 Teachers who have a Waiver to teach are not considered “highly qualified.”

- 1.13 Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and the arts. (See Title IX General Provisions, Part A, Section 9101 Definitions). In Georgia, the arts include the certification fields of ~~art, dance, drama, and music~~ [visual arts, music, band and chorus](#). [Dance and drama are not considered core academic subjects in Georgia. All teachers teaching a core academic subject, including remedial, extended day or summer school classes, must be “highly qualified” to teach the subject.](#)

- 1.14 Teachers who teach core academic subjects include elementary (K–5) teachers, middle grades (4–8), and secondary teachers (7–12) who teach any of the listed subjects. This includes special education, 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. meet the content or testing requirements for each core academic subject they teach.)

- 1.15 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.

[1.15.1 Alternative schools in Georgia include Performance Learning Centers, Evening Schools, and Crossroads programs. Teachers in these alternative programs who are the “teacher of record” for a core academic subject must meet the requirements to be “highly qualified” in the content area.](#)

[1.15.2 If a consultative model with the participation of “highly qualified” teachers is used, the teachers who are on-site in the alternative setting are not](#)

- required to be “highly qualified” in the content. Evidence of the monthly consultation with the “highly qualified” teacher must be documented and maintained.
- 1.15.3 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.
- 1.16 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.
- 1.17 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.
- 1.18 Teachers who teach in public charter schools must meet the requirements of “highly qualified” teachers as stated in this document. However, teachers who teach in public charter schools are not required to meet certification requirements as other public school teachers in Georgia if the school’s State-approved charter provides an exemption.
- 1.19 Teachers who teach outside their field/s of certification are considered *not* “highly qualified.” These teachers should either be reassigned to teach in their field/s of certification during the entire school day/year, or they should acquire a major or equivalent in the academic subject/s or pass the required PRAXIS II examination 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 9.02.) As of the beginning of the 2006–07 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 2006–07 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 (Rule 505-2-.84)

- 1.19.1 Teachers who teach Reading at the early childhood level are considered “highly qualified” to teach that subject if they hold a Clear Renewable Certificate in Early Childhood Education (Grades P–5), Reading Specialist Certificate, or hold a Reading Endorsement. Teachers who teach Reading at the middle grades level (Grades 4–8) are considered highly qualified to teach that subject if they hold a Clear Renewable Certificate in Middle Grades with a concentration in Reading, a Reading Specialist Certificate, a Reading Endorsement, or have passed the PRAXIS II in Reading (Middle Grades only). Teachers who teach Reading at the secondary level (Grades 7–12) are considered highly qualified to teach that subject if they hold a Reading Specialist Certificate or a Reading Endorsement. The Reading Specialist Certificate qualifies the teacher to teach Reading in all grades P–12. The Reading Endorsement qualifies teachers to teach Reading at the teacher’s base certification level (early childhood, middle grades, secondary, or P–12).
- 1.19.2 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 (a) completed a social studies concentration composed of a minimum of 15 semester hours, *or* (b) passed the Middle Grades Social Studies PRAXIS II examination, *or* (c) hold a Clear Renewable Certificate in Middle Grades with an Area of Concentration in Social Studies. Veteran teachers who have not been required previously to take a teacher certification test in the content field may meet the concentration requirement by taking a minimum of 15 semester hours in social studies content *or* by passing the Middle Grades PRAXIS II Social Studies examination, or by meeting the HOUSSE requirement. Veteran teachers who were issued a Middle Grades certificate and passed the PRAXIS II Middle Grades Generalist or the TCT Middle Childhood examination prior to 2002 are considered “highly qualified” to teach social studies, science, language arts, reading, and mathematics.
- 1.19.3 Teachers who teach a social studies subject at the secondary level (Grades 7–12) are considered highly qualified to teach the subject (History, Civics or Government, Economics, and/or Geography) if they (a) have a major or equivalent (21 semester hours of upper division and/or graduate course work) in the academic content area, *or* (b) have passed PRAXIS II in the academic content area, *or* (c) hold a Clear Renewable Certificate in the teaching field.
- To be qualified to teach other fields of social studies for which the teacher does not have a major or equivalent in content preparation, the teacher may complete the requirements to add a field to the certificate, as specified by a Georgia Professional Standards Commission approved program, if applicable, and take the PRAXIS II examination/s in the other field/s, where such examinations exist; *or* pass the Broad Fields Social Studies PRAXIS II examinations to be considered “highly qualified” in all social studies fields; *or* meet the HOUSSE requirement (veteran teachers only). [A Business Education teacher may qualify to teach Economics if the teacher has an academic major or equivalent \(21 semester hours of upper division and/or graduate course work\) in Economics.](#)

- Teachers who hold a Broad Fields Social Studies certificate are considered highly qualified to teach in any of the social studies fields if they have an academic major or the equivalent (21 semester hours of upper division and/or graduate course work) in one of the academic content areas (History, Political Science, Economics or Geography) *or* have passed the Broad Fields Social Studies PRAXIS II examination.
 - Veteran teachers should have a minimum of 15-semester hour concentrations in each of the social studies content areas that the teacher teaches, have passed the Broad Fields Social Studies PRAXIS II examinations, and hold a Clear Renewable Certificate. Veteran teachers who have not been required previously to pass a teacher certification test in the content may meet the requirement through the HOUSSSE evaluation.
 - [Anthropology 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.](#)
- 1.19.4 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 (a) completed a science concentration composed of a minimum of 15 semester hours, *or* (b) passed the Middle Grades Science PRAXIS II examination, *or* (c) hold a Clear Renewable Certificate in Middle Grades with an Area of Concentration in Science. Veteran teachers who have not been required previously to take a teacher certification test in the content field may meet the concentration requirement by taking a minimum of 15 semester hours of science content, *or* by passing the Middle Grades PRAXIS II Science examination, *or* by meeting the HOUSSSE requirement. Veteran teachers who were issued a Middle Grades certificate and passed the PRAXIS II Middle Grades Generalist or the TCT Middle Childhood examination prior to 2002 are considered “highly qualified” to teach social studies, science, language arts, reading, and mathematics.
- 1.19.5 Teachers who teach a science subject at the secondary level (Grades 7–12) are considered highly qualified to teach the subject (Biology, Chemistry, Physical Science, Earth/Space Science) if they have (a) a major or equivalent (21 semester hours of upper division and/or graduate course work) in the academic content area, *or* (b) have passed PRAXIS II in the academic content area, *or* (c) hold a Clear Renewable Certificate in the teaching field.
- To be qualified to teach other fields of science for which the teacher does not have a major or equivalent in content preparation, the teacher may complete the requirements to add a field to the certificate as specified by a Georgia Professional Standards Commission approved program, if applicable, and pass the PRAXIS II examination/s in the other field/s, where such examinations exist; *or* pass the Broad Fields Science PRAXIS II examinations to be considered “highly qualified” in all four science fields; *or* meet the HOUSSSE requirement (veteran teachers only).
 - Teachers who hold a Broad-Fields Science certificate are considered highly qualified to teach any of the science fields if they have an academic major or the equivalent (21 semester hours of upper division and/or graduate course work) in one of the academic content areas (Biology, Chemistry, Physical

- Science, Earth/Space Science), *or* have passed the Broad Fields Science PRAXIS II examination.
- Veteran teachers should have a minimum of 15-semester hour concentrations in each of the science content areas the teacher teaches, have passed the Broad Fields Science PRAXIS II examinations, and hold a Clear Renewable Certificate. Veteran teachers who have not been required previously to pass a teacher certification test in the content may meet the requirement through the HOUSSE evaluation.
 - [Physical science teachers may verify subject matter content by passing the PRAXIS II examination in Chemistry, Physics, or Broad Fields Science.](#)
- 1.19.6 Teachers who are fully certified in Middle Grades or Secondary Education and teach a core academic course for a minor part of the day may be considered “highly qualified” if they successfully meet the HOUSSE requirement for that teaching field. However, to be fully certified in the teaching field, the teacher must complete all certification requirements, including the PRAXIS II examination.
- 1.19.7 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 *or* have passed the Middle Grades PRAXIS II in each of those subjects. Although certified to teach in these areas and at this level, teachers who hold an Early Childhood certificate and teach Math and/or Science in a departmentalized Grade 4 or 5 will be considered “highly qualified” if they have the Early Childhood Mathematics Endorsement and/or the Early Childhood Science Endorsement.
- 1.19.8 Teachers who teach in Grades P–3 must hold a Clear Renewable Early Childhood Education certificate. Veteran teachers who hold a Middle Grades certificate may qualify to teach Grades P–3 if they complete requirements to add the Early Childhood Education field to their certificates, as specified by a Georgia Professional Standards Commission approved program, and pass the Early Childhood Education PRAXIS II examination.
- 1.19.9 A passing score on the Middle Grades Generalist PRAXIS II examination (discontinued 2002 in Georgia) [or the TCT Middle Childhood examination](#) satisfies the Early Childhood Education testing requirement. [Veteran teachers who were issued a Middle Grades certificate and passed either of these tests are considered “highly qualified” to teach in social studies, science, language arts, reading, and mathematics.](#)
- 1.20 Teachers who are long-term substitutes are not considered “highly qualified” teachers unless they are fully certified in Georgia in the field in which they are teaching. LEA’s are required to report annually to the Georgia Professional Standards Commission on long-term substitutes who teach 4 consecutive weeks or more in a classroom as the “teacher of record.”
- 1.21 [Teachers who provide *No Child Left Behind*-required “supplemental services” do not have to meet “highly qualified” teacher requirements.](#)
- 1.22 LEA Plans required by *The No Child Left Behind Act of 2001* should address issues related to identified certification deficiencies or to out-of-field teaching

assignments to ensure that all teachers in the school system are highly qualified and teaching in fields and at grade levels for which they are fully certified. The required needs assessment and local plans for addressing Title II–A requirements are part of the LEA’s annual ESEA Consolidated Application.

- 1.23 LEAs are required to notify parents of any person who is not a “highly qualified teacher,” including long–term substitutes, teaching a core academic class for 4 consecutive weeks or more. The required parent notification applies specifically to teachers in Title I School–wide or Targeted Assistance programs.

2.0 Requirements for Elementary Teachers

2.01 A highly qualified teacher at the elementary level (Early Childhood Education – Grades P–5) is one who (a) holds at least a 4–year college degree; (b) holds a Georgia Clear Renewable Professional Teaching certificate or other approved certificate (Performance–based Certificate, Life Certificate, or International Exchange Certificate) in the field of Early Childhood Education; (c) has a major or equivalent in Early Childhood Education or has passed the state teacher certification examination (PRAXIS II) for the Early Childhood Education field; and (d) is assigned to teach in the area of certification (P–5).

2.02 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 5.0.

2.02.1 A teacher who holds Middle Grades certification may teach Grades 4–5 in the teacher’s areas of concentration. To teach other subjects in a departmentalized or self–contained situation, the teacher must have the appropriate concentrations for the subject/s *or* pass the Middle Grades PRAXIS II examinations for the other subject/s *or* pass the Early Childhood Education PRAXIS II examinations. Although certified to teach in these areas and at this level, teachers who hold an Early Childhood certificate and teach Math or Science in a departmentalized Grade 4 or 5 will be considered “highly qualified” if they have the Early Childhood Mathematics Endorsement or the Early Childhood Science Endorsement.

2.03 A Middle Grades teacher may be considered “highly qualified” to teach Grades P–3 if the teacher completes requirements to add the Early Childhood Education field to the certificate, as specified by a Georgia Professional Standards Commission approved program, and passes the Early Childhood Education PRAXIS II examinations.

2.04 A passing score on the Middle Grades Generalist PRAXIS II examination (discontinued 2002 in Georgia) [or the TCT Middle Childhood examination](#) satisfies the Early Childhood Education testing requirement.

2.05 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 or pass the state teacher certification examination (PRAXIS II) for the Early Childhood Education field; and (d) be assigned to teach in the area of certification (P-5).

2.05.1 The teacher must pass a rigorous State test that assesses subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum. In Georgia, this test is the PRAXIS II examination that is required for Early Childhood Education (P-5) certification.

2.06 A highly qualified teacher at the elementary level who is not new to the profession (a veteran teacher) must meet the requirements stated in Section 2.01. 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) passing the appropriate teacher certification examination or (b) through the high objective uniform State standard of evaluation (HOUSSE), as developed for use in Georgia. 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.

2.07 [“Highly qualified” teacher requirements do not apply to pre-kindergarten teachers unless the teacher’s position is funded by Title I \(school-wide programs and targeted assistance programs\).](#)

3.0 Requirements for Middle Grades and Secondary Teachers

3.01 A highly qualified teacher at the middle grades (4-8) or secondary (7-12) level is one who (a) holds at least a 4-year college degree, (b) holds a Georgia Clear Renewable Professional Teaching certificate or other approved certificate (Performance-based Certificate, Life Certificate, or International Exchange Certificate) in the field/s in which the teacher teaches, (c) has a major or equivalent in the subject/s they teach or has passed the state teacher certification examination (PRAXIS II) in the appropriate field/content areas, and (d) is assigned to teach in the area/s of certification.

3.02 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 5.0.

3.03 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 or pass the state teacher certification examinations (PRAXIS II) 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:

- a. passing a rigorous State academic content test in *each* of the academic subjects in which the teacher teaches. In Georgia, this test is the PRAXIS II examination for the respective subject/s and level; *or*
 - b. successfully completing, in *each* of the academic subjects in which the teacher teaches, an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 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 for middle grades teachers is defined as a minimum of 15 semester hours in each area of concentration.
- 3.03.4 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.
- 3.04A highly qualified teacher at the middle grades or secondary level who is not new to the profession (a veteran teacher) must meet the requirements stated in Section 3.01. 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) passing the appropriate teacher certification examination or (b) through the high objective uniform State standard of evaluation (HOUSSE), as developed for use in Georgia. 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 PRAXIS II Middle Grades Generalist or the TCT Middle Childhood examination prior to 2002 are “highly qualified” to teach social studies, science, language arts, reading, and mathematics.

4.0 [Requirements for Special Education Teachers](#)

[4.01 At the present time, a highly qualified Special Education teacher is one who \(a\) holds at least a 4-year college degree; \(b\) holds a Georgia Clear Renewable Professional Teaching certificate or other approved certificate \(Performance-based Certificate, Life Certificate, or International Exchange Certificate\) in the field of Special Education; and \(c\) is assigned to teach Special Education \(P-12\). According to the US Department of Education’s *Improving Teacher Quality Non-Regulatory Guidance* \(September 2003\), the “highly qualified” teacher requirements apply to Special Education teachers who teach core academic subjects. The requirements apply to teachers who hold any type of Special Education teaching certificate, including Mental Retardation, Behavior Disorders, Learning Disabilities,](#)

Interrelated Special Education, Orthopedically Impaired, Hearing Impaired, and Visually Impaired. The requirements apply to Special Education teachers who provide core academic instruction in a regular classroom, a resource room, or another setting. Any Special Education teacher who teaches a core academic subject will be required to verify subject matter content by having a major or equivalent in the subject/s they teach or a passing score on the teacher certification test for the area and/or subjects they teach or, for veteran teachers, meet the HOUSSE requirement for the subject/s.

4.02 This requirement is not applicable to Special Education teachers who work in inclusive collaborative or consultative models with “highly qualified” content teachers. A collaborative model is where a Special Education teacher is team teaching with a regular education teacher who has expertise in the subject matter. A consultative model is where a Special Education teacher works with a teacher who has expertise in the subject matter in a consulting role to serve special needs students in the regular classroom. In these situations, Special Education teachers would not be directly instructing students in a core academic subject or they would be providing consultation support only to “highly qualified” regular classroom teachers in such matters as adapting curricula, using behavior supports and interventions, or selecting appropriate accommodations for special needs students.

4.03 The requirement does not apply to those who work in service fields such as Speech Pathology.

4.04 A State plan is being developed that will identify ways in which Special Education teachers may meet the content requirements for the core academic subjects they teach. Until further guidelines are provided based on the State plan, Special Education teachers who meet the criteria identified in 4.01 will be identified as “highly qualified.”

5.0 Requirements for Teachers in Alternative Preparation Programs

5.01 Teachers who are pursuing initial certification through an alternative preparation program may be considered “highly qualified” if they meet the following requirements:

- Have a 4-year degree from a PSC-approved accredited institution. For middle grades and secondary education, the degree must be in the content field that the teacher will be teaching or a related field. Course work equal to a major in the teaching field/s must be completed. (See Section 3.0).
- Have demonstrated subject area competence in each of the core academic subjects in which they will be teaching. For Provisionally certified teachers, passing the PRAXIS II examination is required prior to receiving the certificate and will establish subject area competence
- Hold an Intern (I) certificate or a Provisional (BT) certificate. (See 1.07.)
- Be enrolled in an alternative preparation program leading to Clear Renewable certification in the field/s in which the teacher is teaching. Teachers issued an Intern certificate must

be formally enrolled in a Georgia Teacher Alternative Preparation Program (TAPP). Teachers issued a Provisional certificate must be enrolled in a Georgia PSC-approved preparation program. The teacher must be making satisfactory progress toward acquiring a Clear Renewable certificate within a 3-year period.

- Assume the functions as a classroom teacher for a period not to exceed 3 years.
- Receive high quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction.
- Participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a mentoring program.

5.02 It is the responsibility of the teacher to meet requirements in order to be considered highly qualified.

5.03 It is the responsibility of the employing school system to verify that teachers with a Provisional or Intern certificate are making satisfactory progress toward meeting the stated requirements.

6.0 Timeline for Compliance

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 (Targeted Assistance Program or School-Wide).

6.01 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.

6.02 If hired after the first day of school in the 2002–2003 school year and NOT working in a program supported with Title I funds, the teacher must meet the requirements by the end of the 2005–2006 school year.

6.03 If hired before the first day of school in the 2002–2003 school year, the teacher must meet the requirements by the end of the 2005–2006 school year, regardless of whether working in a program supported by Title I funds or not.

6.04 The first day of school is defined as the first day of school that students report according to the school system's calendar.

6.05 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 PSC) 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 by the end of the 2005–2006 school year.

6.06 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 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*.]

- 6.07 If, after the third year (2005–2006 school year) a school system has failed to make adequate progress, 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*.)

7.0 High Quality Professional Development

7.01 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.

7.02 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 school-wide and district-wide 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 (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under Title II Part D); and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

- are aligned with and directly related to (I) State academic content standards, student academic achievement standards, and assessments; and (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- 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
 - (i) 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;
 - (ii) 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
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

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

8.0 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 (Targeted Assistance Program or School-wide) 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 \(school-wide programs and targeted assistance programs\).](#)

- 8.01 New paraprofessionals hired after January 8, 2002 must have
1. Completed at least 2 years of study at an institution of higher education *or*
 2. Obtained an associate's (or higher) degree; *or*
 3. 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.
- 8.02 Existing paraprofessionals hired before January 8, 2002 must satisfy the above requirements no later than 4 years after the date of enactment (January 8, 2006).
- 8.03 Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a PSC–approved accredited institution of higher education.
- 8.04 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 PSC–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 as of November 30, 2002, is the ETS ParaPro Assessment.

- 8.05 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 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.](#)
- 8.06 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:
- a. Be employed as a paraprofessional in a Georgia school system. The request for issuance of the certificate must be submitted electronically to the PSC from the employing school system using the Paraprofessional Automated Certification (PAC) system.
 - b. Hold at least a high school diploma or GED equivalent and satisfy all other federal hiring requirements appropriate to the designated positions and phase-in time lines outlined by ESEA.

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

- 8.07 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:
- a. Be employed as a paraprofessional in a Georgia school system.
 - b. Complete 6 semester hours or 10 professional learning units (PLUs) of coursework; and
 - c. Have a criminal record check made.

9.0 The High Objective Uniform State Standard of Evaluation (HOUSSE)

- 9.01 The “high objective uniform State standard of evaluation” (HOUSSE) is an assessment system that will be used in the State of Georgia to assess a *veteran* teacher’s competency in academic subjects in which the teacher teaches. HOUSSE is required if a veteran teacher meets all requirements to be fully certified to teach in Georgia but does not meet either the content or testing requirement to be

considered “highly qualified.” **This document states who may be considered “highly qualified;” however, all State certification requirements for the teaching field must be met in order to be fully certified.**

9.01.1 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.

9.02 Use of the HOUSSE assessment system is applicable only to *veteran teachers* in the following situations:

- The 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 teacher certification test--PRAXIS II or the TCT. (See Section 1.03.) A HOUSSE assessment score of 100 points or more would allow the teacher to be considered “highly qualified.”
- The teacher who is fully certified to teach in another State and has not passed a state teacher certification test and is teaching in Georgia with a Conditional certificate. (See Section 1.04.) A HOUSSE assessment score of 100 points or more would allow the teacher to be considered “highly qualified;” however, the teacher must pass the PRAXIS II examination in the applicable field in order to be fully certified in Georgia.
- The teacher who holds a Probationary (PA) or non-renewable certificate who are completing requirements to add a new field of certification while employed in the field being added. (See Section 1.08.)
- The teacher who is a fully certified middle grades or secondary Social Studies teacher and is teaching a social studies subject in which the content or testing requirement is not met. (See Sections 1.19.2 and 1.19.3.)
- The teacher who is a fully certified middle grades or secondary Science teacher and is teaching a science subject in which the content or testing requirement is not met. (See Sections 1.19.4 and 1.19.5.)
- The teacher who is a fully certified middle grades or secondary education teacher who teaches a core academic subject outside of his or her certification field for a minor part of the school day. A HOUSSE assessment score of 100 points or more would allow the teacher to be considered “highly qualified” to teach the subject/s. However, the teacher must meet all certification requirements for the teaching field in order to be fully certified. (See Section 1.19.6.)
- The teacher who is teaching on an Emergency certificate. A HOUSSE assessment score of 100 points or more would allow the teacher to be considered “highly qualified” to teach the subject/s. However, the teacher

must complete renewal credit or other requirements to be fully certified. (See Section 1.10.)

- The teacher who is teaching with a Permit who provides instruction on a part-time or temporary basis. These individuals are permitted to teach based on their experience and special expertise, and they may be considered “highly qualified” by passing the appropriate PRAXIS II examinations or by meeting the HOUSSE requirement. (See Section 1.11.)

- 9.03 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; (c) school or system-level activities or service related to the content area; (d) state, regional, or national activities or service related to the content area; (e) scholarship in the content area; and/or (f) teacher effectiveness. See the Georgia Content Area Rubric and Instructions for further information about the HOUSSE evaluation.
- 9.04 Teachers who are teaching on a Provisional or Intern certificate 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 a Provisional or Intern certificate may not be used in the HOUSSE evaluation. Likewise, experience in the classroom gained by paraprofessionals or others not fully certified to teach may not be used in the HOUSSE evaluation.
- 9.05 The HOUSSE evaluation can remain 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.

10.0 The Georgia Professional Standards Commission

- 10.01 The Georgia Professional Standards Commission (GAPSC) is the state agency/entity responsible for teacher professional standards, certification, and licensing for the State of Georgia under Georgia state law. The GAPSC collaborates with the Georgia Department of Education (GADOE) on the State activities under the *No Child Left Behind Act of 2001* related to “highly qualified teachers.”
- 10.02 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 web site [<http://www.gapsc.com/nclb/home.html>] provides information, resources, and links for Georgia's school administrators, teachers, paraprofessionals, teacher educators, and parents.