



Title II, Part A

Charter Systems and Schools



**Georgia Professional
Standards Commission**
Protecting Georgia's Higher Standard of Learning



Agenda



- About Title II, Part A
- HiQ
- FY11 Guidance
- Resources



Title II-A Focus: Quality

- Recruit, train, support, and retain highly qualified teachers, paraprofessionals, and principals
- Offer high quality professional learning opportunities



Teacher Quality Goals

- ESEA places a major emphasis on *teacher quality* as a factor in improving student achievement.
- All teachers, including special education teachers, teaching core academic subjects must be “highly qualified.” to serve as the Teacher of Record with the responsibility for instructing students in core academic subjects;
- Applies to all public K-12 teachers who teach **core subjects only**.
- For all teachers not currently considered highly qualified, the school district must have in place a remediation plan to be implemented during the school year.



Title II-A Focus: Equity

- Ensure that poor and minority children are not taught by inexperienced, unqualified, or mis-assigned teachers at higher rates than other children.
- Ensure that children in low performing schools in all geographic regions of the state have access to experienced, effective, qualified and appropriately assigned teachers on an equitable basis.



Core Academic Subjects

Core Academic Subject Areas:

Elementary (K-5) and Middle Grades (4-8):

Reading, Language Arts, Math, Broad-field Science, Broad-field Social Studies, Foreign Language, Visual Arts, Music, Band, Chorus

Secondary (6-12):

English, Reading, Math, Broad-field Science, History, Political Science, Geography, Economics, Foreign Language, Visual Arts, Music, Band, Chorus



“Highly Qualified” New Teachers from Traditional Programs:

- Bachelor’s Degree, AND
- Valid PSC Teaching Certificate, AND
- Core Academic Major OR 15 semester hours in the subject(s) for middle grades; 21 semester hours in the subject(s) for secondary; AND
- Appropriate core academic content assessment (GACE)

and

Teachers must be assigned to teach in appropriate subject/content area(s)



Highly Qualified Charter Teachers

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.

Title IIA Handbook – Section II, 4.04



HiQ Requirements for Charter Schools Requiring Certification

Teachers must:

1. Hold a bachelor's degree from a GaPSC approved, accepted 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: Option “a” is not applicable to elementary teachers;
 - b. **OR** a passing score on the State approved, required content assessment for the area/subjects they teach; (****must pass test 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.
4. Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Title IIA Guidance – Section II, 4.04.1



Bachelor or Higher Degree Earned

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

Title IIA Handbook – Section II, 4.04.1

<http://www.gapsc.com/Rules/Current/Certification/Index.asp>



Time Limits for Non-Renewable Certificates

**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 HOUSSSE 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 issuance 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.

Title IIA Handbook – Section II, 4.04.1



HiQ Requirements for Charter Schools Not Requiring Certification

Teachers must:

1. Hold a bachelor's degree from a GAPSC approved, accepted 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: Option “a” 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.

Title IIA Handbook – Section II, 4.04.2



Bachelor or Higher Degree Earned

*The bachelor degree or higher must be from a GaPSC approved, accepted institution of higher education. In systems that do not require certification, for charter school teachers who hold degrees from outside the United States and who are employed after November 1, 2010, the institution from which the charter school teacher holds the degree must be credentialed by a GaPSC accepted credential agency listed at www.gapsc.com.

Title IIA Handbook – Section II, 4.04.1

<http://www.gapsc.com/Rules/Current/Certification/Index.asp>



Appropriate Content Assessments

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

Title IIA Handbook – Section II, 4.04.2

<http://www.gace.nesinc.com>

Title IIA Handbook – Section II, 5.07

Title IIA Handbook – Section I, Page 6-7

“Highly Qualified” Teachers for Systems that Do Require Certification

Bachelor’s Degree

and

Valid PSC Certificate

and

Subject Matter Expertise

Major or Concentration

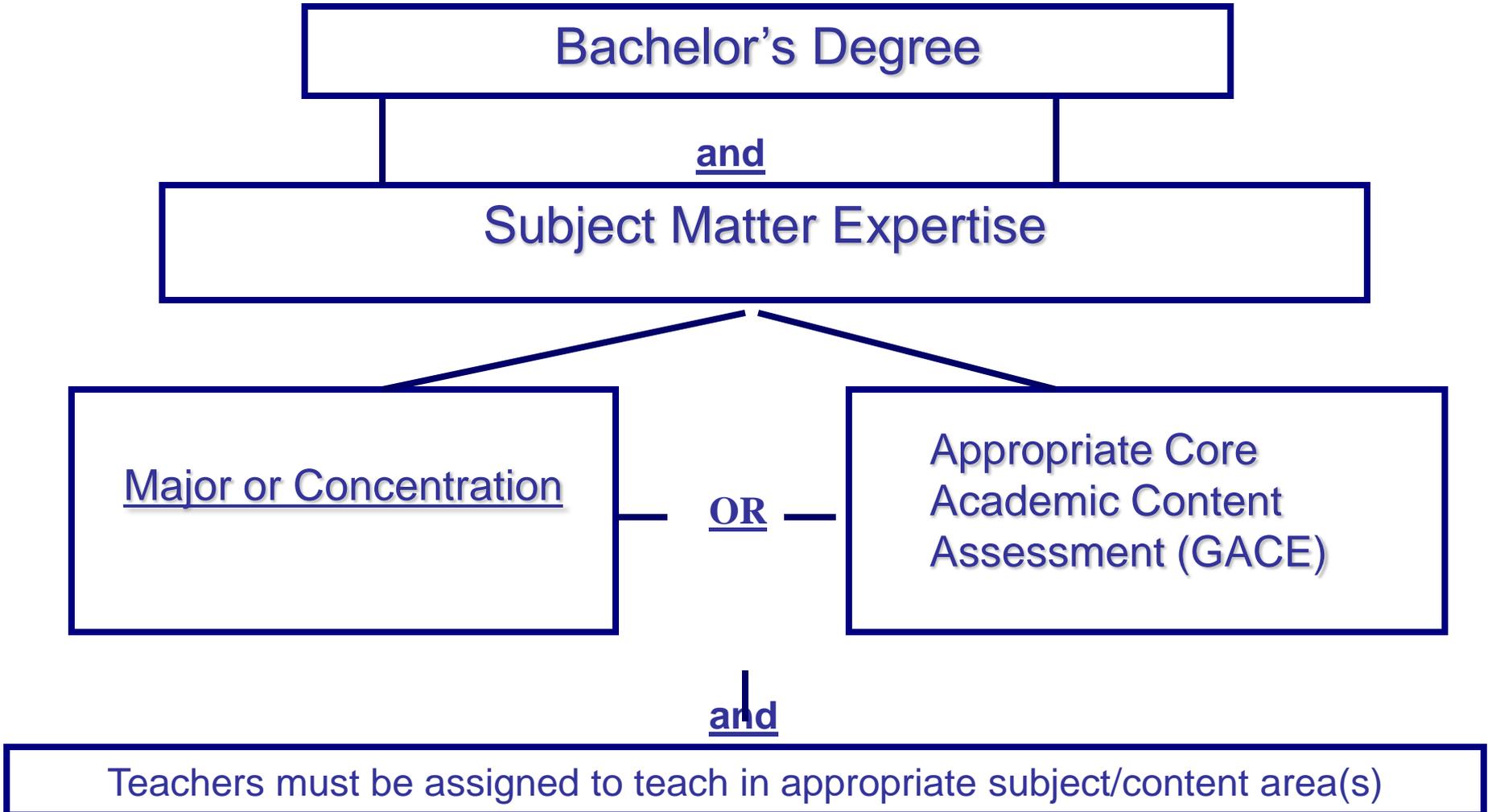
*or

Appropriate Core
Academic Content
Assessment (GACE)
**must pass within 3 years*

and

Teachers must be assigned to teach in appropriate subject/content area(s)

*“Highly Qualified” Teachers for Systems that
Do Not Require Certification*



Title II, Part A

No Child Left Behind

About Special Education

No Child Left Behind

Title II, Part A:

Recruitment, Induction, and Retention of High Quality Teachers and Principals

Consultative Special Education Teacher:

An educator who is providing consultative special education services along with a classroom teacher who is instructing students in core academic content. The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher.

No Child Left Behind

Title II, Part A:

Recruitment, Induction, and Retention of High Quality Teachers and Principals

Special Education Teacher of Record:

An educator in a special education setting who is assigned as the teacher of record with the responsibility for instructing students in core academic subjects.

What Your Candidates Need to Know

Passing one of the following Special Education GACE assessments does NOT make an educator HiQ to serve as the Teacher of Record in a core academic subject area(s) in the special education classroom:

- Special Education General Curriculum (081 & 082);
- Special Education Adapted Curriculum (083 & 084);
- Special Education Deaf Education (085 & 086)

Title II, Part A



Resources

No Child Left Behind

Title II, Part A:

Recruitment, Induction, and Retention of High Quality Teachers and Principals



Highly Qualified Teachers

For specific details on highly qualified teacher requirements
see the *Georgia Implementation Guidelines*

The most recent edition may be accessed at

<http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html>



Georgia Title II - Part A

Improving Teacher Quality

- Home
- Overview
- Administrators
- Teachers & ParaProfessionals
- Teacher Educators
- Parents
- Contact Us

Popular Links

- Professional Standards Commission
- GA Department of Education
- GA DOE - NCLB
- US Department of Education

Resources

- GA Implementation Guidelines
- Title II-A Handbook
- HOUSSE Rubric and Instructions
- A Resource Manual for Training Teacher Support Specialists

US DOE Links

- Title II-A Draft Guidance, August 3, 2005
- No Child Left Behind (NCLB)- National Site
- NCLB- Desk Reference
- NCLB - Entire

Welcome to *No Child Left Behind* (NCLB), Title II Part A in Georgia!

NCLB

Signed into law by President Bush in January 2002, the

No Child Left Behind legislation contains the most sweeping changes to the Elementary and Secondary Education Act since it was enacted in 1965. Title II-A, a part of NCLB, places major emphasis on teacher quality as a factor in improving student achievement and is based on principles of increased flexibility, local control, and stronger accountability at all levels, for results. Schools, districts, and states are held accountable for student achievement, and parents are given the choice of another public school if their child attends a failing or persistently dangerous school. Also, the state is required to issue report cards, local notices of failing schools, and notify parents if a teacher is deemed unqualified.

Title II-A

Under Title II-A, states are responsible for reforming teacher licensure and certification, alternative certification, teacher testing for subject matter knowledge, and assisting teachers in becoming "highly qualified." Georgia has received over \$75 million to implement Title II-A. Approximately \$2.175 billion has been allocated nationally. The goal of the program is to raise student achievement in the academic subjects.

We invite you to browse the web site and learn more about this exciting program.

Noteworthy...

[NEW - Title II-A Orientation for Newly Appointed LEA Personnel,](#)



Title II-A Resources

TABS

Scrolling Message Center

Helpful Links

No Child Left Behind

Title II, Part A:

Recruitment, Induction, and Retention of High Quality Teachers and Principals



Highly Qualified Teachers

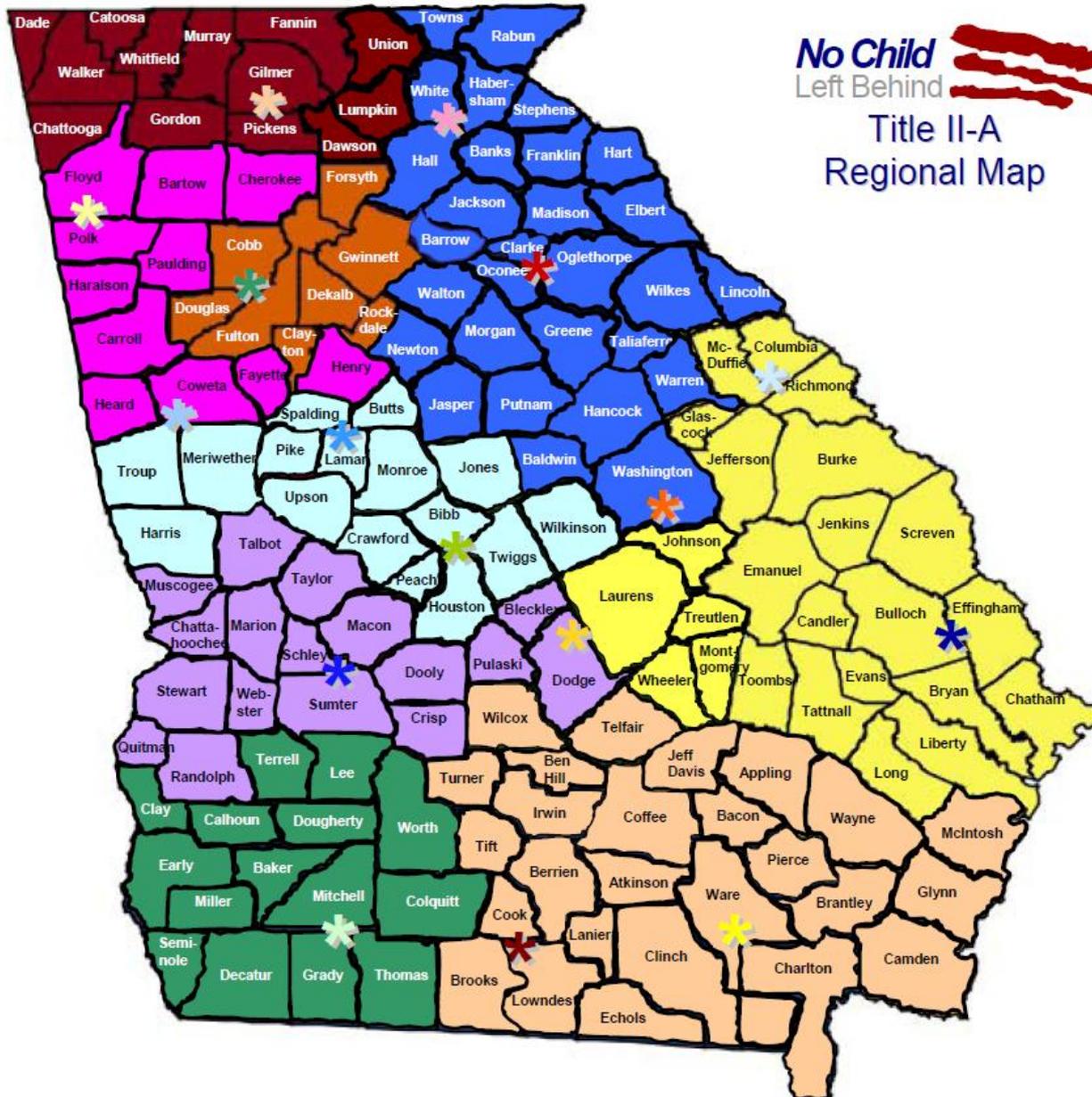
For specific details on highly qualified teacher requirements
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The most recent edition may be accessed at

<http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html>

No Child 
Left Behind

**Title II-A
Regional Map**



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ESEA Goals

- Raise the bar for all students. Close the gap
- Reward excellence and growth
- Increase local flexibility while maintaining the focus on equity and closing achievement gaps





ESEA Goals

- Standards and Assessments
- Rigorous and Fair Accountability
- Great Teachers and Great Leaders
- Meeting the Needs of Diverse Learners
- A Complete Education
- Student Supports
- State and Local Innovation - drive breakthrough inventions in education or for dramatic and innovative approaches to improving educational outcomes
- Early Learning

USDOE, 2010



Questions?

**THANK YOU FOR YOUR
PARTICIPATION!**

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of learning

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