

# Special Education Certification

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# HiQ to PQ: Highly Qualified to Professionally Qualified

- Highly Qualified no longer exists
- The term Professional Qualifications captures Federal, State and Local requirements
  - Federal: Paraprofessionals must meet NCLB requirements
  - **State: Special Education Teachers must be fully certified**
  - Local: Regular Education Teachers (including gifted and ESOL) must meet local requirements (PQ)

# ESSA Professional Qualifications (PQ) vs In-Field

## Professional Qualifications

### ESSA – Assurances

#### Sec. 1111(g)(2)(J), 1112(c)(6)

The state educational agency/ local education agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part **meet applicable State certification and licensure requirements**, including any requirements for certification obtained through alternative routes to certification.

*Checked during Monitoring*

## ESSA In-Field

### ESSA – Reporting

#### Sec. 1111(h)(1)(c)(ix)

**Teachers who are not teaching in the subject or field for which the teacher is certified or licensed**

In Georgia, “out-of-field” teachers are those who are not teaching in their field of certification. It **may** also apply to teachers who hold a GaPSC issued certificate “W”, “N”, or “SI”.

*Reported Annually*

# PQ and In-Field: Special Education

## Professional Qualifications & In-Field

### REQUIREMENTS ARE THE SAME

- Certification does not guarantee an educator is in-field for a teaching assignment. Because PQ and In-Field are determined at a point in time and are dependent on the current assignment and current students, status may change course to course and semester to semester.
- All special education teachers must hold special education certification
  - General Curriculum Certification
  - Adapted Curriculum Certification
  - Program Area Certification (VI, BD, Deaf, etc.)
- Important Note:
  - Teachers with General Curriculum Certification are in-field to teach students assessed with the Georgia Milestones
  - Teachers with Adapted Curriculum Certification are in-field to teach students assessed with the Georgia Alternative Assessment (must also have content certification)
  - *Special Note: If a teacher's class contains students who will take the Milestones and students who will take the Georgia Alternative Assessment, the teacher must hold special education certification in General AND Adapted Curriculum and content certification at the highest grade level of the highest course.*



### Federal Professional Qualification Requirements - ESSA

ESSA requires SEAs and LEAs to ensure that teachers meet state certification requirements. *ESSA Sections 1111(g)(2)(I), 1112(c)(6)*

#### Traditional Georgia LEAs

Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers **MUST** follow all GaPSC certification requirements and State Board of Education rules.  
*O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules*

#### Charter & Strategic Waiver LEAs Special Education Teacher Does Not Issue Grades

In compliance with Georgia State Board Rule, special education teachers who do **NOT** issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)  
AND  
**MUST** have a clearance certificate.  
*O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules*

#### Charter & Strategic Waiver LEAs Special Education Teacher Issues Grades

In compliance with Georgia State Board Rule, special education teachers who issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)  
AND  
**MUST** hold content certification OR the equivalent for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance with the students' IEPs  
AND  
**MUST** have a clearance certificate.  
*O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules*

Will PQ mandate specific service delivery models/personnel supports?

Co-Teaching  
Consultation  
Supportive Instruction  
Collaboration  
Alternative Placement  
General Education

No. LEAs should determine Special Education service delivery models based on student needs, LEA staff capacity and LEA resources.

SPECIAL EDUCATION TEACHERS WHO HOLD A GAPSC ISSUED 'W', 'N', OR 'SI' CERTIFICATE IN SPECIAL EDUCATION MAY NOT MEET GEORGIA ESSA PROFESSIONAL QUALIFICATION REQUIREMENTS.

#### WHO DO LEAS CALL WITH QUESTIONS ABOUT EDUCATOR QUALIFICATIONS?

OUT-OF-FIELD & PROFESSIONAL QUALIFICATIONS:

GaDOE Staff, [professionalqualifications@doe.k12.ga.us](mailto:professionalqualifications@doe.k12.ga.us)

CERTIFICATION:

GaPSC Portal, [mail@gapsc.com](mailto:mail@gapsc.com)

SPECIAL EDUCATION:

GaDOE Special Education Staff, Assigned District Liaisons

CHARTER & STRATEGIC WAIVER QUESTIONS:

#### ESSA In-Field Reporting:

GaDOE will use GaPSC in-field rules to determine ESSA In-Field qualifications. For LEAs that waive content area certification, teachers may demonstrate equivalent ESSA In-Field qualifications by degree, coursework or content area test. 'Out-of-Field' will be reported for the entirety of the school year using Certification Records and all three CPI and Student Class data collections cycles.

#### ESSA In-Field Equivalent:

- 1) Degree in the subject area assigned, OR
- 2) Coursework in subject area assigned (21 semester/35 quarter hours), OR
- 3) Passing Score on Content Area Test in subject area assigned

# Certification: Special Education Teachers

All LEAs (Traditional, Charter, Strategic Waiver) must meet the same requirements for Special Education Teachers

- **Special Education Teachers Who Do Not Issue Grades**
  - GAPSC **Special Education Certification** aligned with teaching assignment
  - **Clearance Certificate**
- **Special Education Teachers Who Issue Grades**
  - GAPSC **Special Education Certification** aligned with teaching assignment
  - **Content Certification** aligned with teaching assignment
  - **Clearance Certificate**



# Course Taught in General Education Setting by General Education Content Teacher (‘.0’ Course Code)

SWD with no services for this class in the IEP (No additional teacher)	SWD with IEP that states student receives “Direct Services”, Consultative ONLY (Report an Additional Teacher)	SWD with IEP that states student receives “Additional Supportive Services” (Additional Personnel)
In-Field is N/A for Special Education Teacher (there is no special education teacher)	Special Education teacher must hold Special Education Certification	In-Field is N/A for Inclusion Codes 4-7 In-Field is checked for Inclusion Code 8 (any certification) (there is no Special Education teacher)
General Education teacher must hold Content Certification (or GaDOE Content Equivalent)	General Education teacher must hold Content Certification (or GaDOE Content Equivalent)	General Education teacher must hold Content Certification (or GaDOE Content Equivalent)
Do Not report an Inclusion Code	Report Inclusion Code ‘9’ (Consultative ONLY), if the student receives services on count day	Report appropriate Inclusion Codes: ‘4’ (Paraprofessional), ‘5’ (Interpreter), ‘6’ (Job Coach), ‘7’ (Assistive Personnel) ‘8’ (Certified General Education Teacher)

# Course Taught in Special Education Setting by Special Education Teacher (‘.8’ Course Code)

## SWD with IEP that states Small Group Specialized Instruction

Special Education Teacher must hold:

- Special Education Certification **Adapted Curriculum** if students are assessed on GAA, **and/or General Curriculum** if students are assessed on Regular Assessments AND
- **Content Certification**

No general education teacher

Do Not report an Inclusion Code



# Course Taught in a General Education Setting by a General Education Teacher and Special Education Teacher Providing Services Through the Collaborative or Co-Teaching Model (‘.9’ Course Code)

**SWD with IEP that states Co-teaching or Collaborative model for this class**

Students are assessed with GA Milestones	Students are assessed with the Georgia Alternative Assessment	Some students are assessed with the Georgia Alternative Assessment and some students with GA Milestones
Special Education Teacher must hold Special Education Certification in General Curriculum, and if issuing grades must hold Content Certification	Special Education Teacher must hold Special Education Certification in Adapted Curriculum, and if issuing grades must hold Content Certification	Special Education Teacher must hold Special Education Certification in Adapted and General Curriculum, and if issuing grades must hold Content Certification
Regular Education Teacher must hold Content Certification or Equivalent	Regular Education Teacher must hold Content Certification or Equivalent	Regular Education Teacher must hold Content Certification or Equivalent
Report Inclusion Code '09'	Report Inclusion Code '09'	Report Inclusion Code '09' <sup>9</sup>

# Reporting PK Teachers

# Pre-K Course Codes

PK.00100xx	Regular Education Pre-K Literacy
PK.00200xx	Regular Education Pre-K Numeracy
PK.00300xx	Special Education Pre-K Literacy
PK.00400xx	Special Education Pre-K Numeracy

	PK Students Regular Education Instruction	PK Students Special Education Speech Only
<i>Application to Staff</i>	<i>Regular Education Teacher Subject to PQ and In-Field</i>	<i>Staff providing Speech Only not Subject to PQ and In-Field</i>
3YR/4YR Literacy	PK.00100xx	Do not report a course code
PQ Requirement	Bright from the Start Requirements	Do not report a course code
In-Field Requirement	Content Certification	Do not report a course code
3YR/4YR Numeracy	PK.00200xx	Do not report a course code
PQ Requirement	Bright from the Start Requirements	Do not report a course code
In-Field Requirement	Content Certification	Do not report a course code

	PK Students Regular Education Instruction and Special Education <u>Related Services, not</u> <u>Instruction</u>	PK Students Special Education <u>Instruction</u> and Special Education <u>Related Services</u>
<i>Application to Staff</i>	<ul style="list-style-type: none"> <li><i>Regular Education Teacher Subject to PQ and In-Field.</i></li> <li><i>Staff providing related services <u>not subject</u> to PQ and In-Field.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Special Education Teacher Subject to PQ and In-Field.</i></li> <li><i>Staff providing Related Services not subject to PQ and In-Field.</i></li> </ul>
3YR/4YR Literacy	PK.00100xx	PK.00300xx
PQ Requirement	Bright from the Start Requirements	Content Certification & Special Education Certification
In-Field Requirement	Content Certification	Content Certification & Special Education Certification
3YR/4YR Numeracy	PK.00200xx	PK.00400xx
PQ Requirement	Bright from the Start Requirements	Content Certification & Special Education Certification
In-Field Requirement	Content Certification	Content Certification & Special Education Certification

	PK Students Regular Education Instruction and Special Education <u>Instruction</u> ( <u>Special Education teacher provides direct instruction</u> )	
<i>Application to Staff</i>	<ul style="list-style-type: none"> <li><i>Regular Education Teacher Subject to PQ and In-Field</i></li> <li><i>Special Education Teacher Subject to PQ and In-Field</i></li> <li><i>One course must be regular education and one must be special education</i></li> </ul>	
3YR/4YR Literacy	PK.00100xx or PK.00300xx	
PQ Requirement	PK.00100xx	Bright from the Start Requirements
	PK.00300xx	Content Certification & Special Education Certification
In-Field Requirement	PK.00100xx	Content Certification
	PK.00300xx	Content Certification & Special Education Certification
3YR/4YR Numeracy	PK.00200xx or PK.00400xx	
PQ Requirement	PK.00200xx	Bright from the Start Requirements
	PK.00400xx	Content Certification & Special Education Certification
In-Field Requirement	PK.00200xx	Content Certification
	PK.00400xx	Content Certification & Special Education Certification



	<b>PK Students</b> <b>Regular Education Instruction and Special Education <u>Instruction</u></b> <b><u>(Special Education teacher doesn't provide direct instruction)</u></b>	
<i>Application to Staff</i>	<ul style="list-style-type: none"> <li><i>Regular Education Teacher Subject to PQ and In-Field</i></li> <li><i>Special Education Teacher Subject to PQ and In-Field (Co-Teacher Listed as additional teacher.)</i></li> </ul>	
3YR/4YR Literacy	PK.00100xx	
PQ Requirement	Regular Education	Bright from the Start Requirements
	Special Education	Special Education Certification
In-Field Requirement	Regular Education	Content Certification
	Special Education	Special Education Certification
3YR/4YR Numeracy	PK.00200xx	
PQ Requirement	Regular Education	Bright from the Start Requirements
	Special Education	Special Education Certification
In-Field Requirement	Regular Education	Content Certification
	Special Education	Special Education Certification

# Frequently Asked Questions

# What certification must a special education teacher hold who is **not issuing grades** in a co-teaching class?

- General Curriculum Certification
- Clearance Certificate
- NO Content Certification

# What certification must a special education teacher hold who is **issuing grades** in a co-teaching class?

- General Curriculum Certification
- Clearance Certificate
- Content Certification

What certification must a special education teacher hold who **is issuing grades** in a small group ID class where students are assessed on the GAA?

- Adapted Curriculum Certification
- Clearance Certificate
- Content Certification

# What certification and level content certification does a teacher need to hold if a teacher's class contains students assessed by the **Georgia Alternative Assessment**?

- **Adapted Curriculum Certification**
- **Clearance Certificate**
- Special Education teachers issuing grades in content must have **Content Certification**
  - Special Education teachers serving GAA students in middle and high schools may hold content certification at a lower grade level
  - Special education teachers must **hold content certification aligned to the highest level required by the students being served**



# What certification must a special education teacher in a specialized setting have if the teacher's class contains students participating in the **statewide assessment and the Georgia Alternative Assessment?**

- Adapted Curriculum Certification
- General Curriculum Certification
- Content Certification
- Clearance Certificate

# Why is my teacher with Adapted Curriculum Certification who is teaching students assessed on GAA not in-field?

- The GAA flag currently being used is based on 2017-2018 data
- LEAs report GAA in Student Record
- The 2018-2019 report is not yet available
- This issue will fix itself after SR sign-off in June 2019
- Make sure all students in the class who are assessed on GAA are flagged GAA in Student Record

# A Special Education teacher with Adapted Curriculum Certification and Content Certification aligned to the teaching assignment is being reported as Out-of-Field, but all the students are being assessed by the GAA, do I have to send a 20 Day Notification?

- The In-Field portal uses lagging data for GAA flags. If the LEA is confident that all students have the GAA flag in alignment with each student's IEP and the teacher's certification is aligned with the teaching assignment, a 20 Day Notification does not need to be issued. GaDOE recommends comparing In-Field with local records to be sure.

# What certification is required for teachers in this scenario? A student assessed by the GAA is taking an Auto Mechanics class; the IEP says Co-teaching.

- General Education Teacher must have Content or Equivalent Certification
- Special Education Teacher must have Adapted Curriculum Certification
  - If the special education teacher is issuing grades, also Content Certification

(If the special education teacher is also providing specialized instruction to students in the class who are on regular assessment, he/she must also have General Curriculum Certification)

**What certification is required for teachers in this scenario? A student assessed by the GAA is in a regular education PE class; the IEP says no special education services**

- General Education Teacher must have Content or Equivalent Certification
- No Special Education teacher

Why is my special education teacher who holds **Special Education General Curriculum/Early Childhood Education Certification** out-of-field for middle school co-taught classes where the educator does not issue grades?

- Special Education General Curriculum/Early Childhood Education Certification is in-field for Special Education General Curriculum P-5 and Early Childhood Education P-5.
- Do not confuse with **Special Education General Curriculum P-12**.



# A Special Education Teacher who is not employed by my LEA is on my In-Field report? How do I get them off my report?

- LEAs are responsible for all their students. All teachers of LEA students will be included on the In-Field report. This includes: GNETS, GAVS, Third Party Contractors, and Teachers engaged by MOUs, etc.
- We encourage LEAs to engage in critical conversations about expectations for the credentials of educators serving your students.

# Are teachers at residential treatment facilities required to meet special education certification requirements?

- If a student with disabilities is placed in a residential treatment facility (RTF) in GA then any staff member reported as a teacher is subject to PQ and In-Field and should be reported in CPI and Student Class.

# What happens if my special education teachers do not meet State PQ and are not In-Field?

- Make all decisions based on **Student Needs**
- Consider the following options:
  - Work with existing Special Education Teachers to add the requisite credentials
  - Consider using online options for some courses
  - Consider partnering with neighboring LEAs
  - Consider 'Grow Your Own' Special Education Teachers
  - Engage in Critical Conversation with Partners (GNETS, MOUs, Third Party Providers)

# Consequences of In-Field

	Regular Education	Special Education
<b>Requirement</b>	Regular Education Teachers do not have to be in-field	Special Education teachers must be PQ/In-field
<b>Reporting</b>	In-Field is publicly reported on the GOSA website	In-Field is publicly reported on the GOSA website
<b>Reclamation of Funds</b>	Title I funds are not reclaimed if teachers are not in-field	IDEA funds are not reclaimed for failure to meet In-Field
<b>Monitoring Findings</b>	Monitoring findings are not issued if teachers are not in-field	A finding will be issued during monitoring for failure to meet State PQ for special education teachers (same requirements as in-field); Corrective Action is procedural.
<b>Right to Know Notification</b>	Right to Know Notifications need to go to out to all parents – usually website, handbook, letter, email, calling tree	Right to Know Notifications need to go to out to all parents – usually website, handbook, letter, email, calling tree
<b>20 Day Notification</b>	20 Day letters do not need to go home for regular education teachers who are not in-field	20 Day Letters have to go home to for teachers who do not meet State PQ (same requirements as in-field)
<b>Office of Civil Rights</b>	It's possible that there could be consequences around OCR (see <i>ESSA PQ/In-Field Implementation Guide</i> )	In the event of a Special Education complaint, teacher qualifications may be a consideration. Some IDEA complaints/lawsuits have the potential to have monetary consequences.

# Questions

Contact

[professionalqualifications@doe.k12.ga.us](mailto:professionalqualifications@doe.k12.ga.us)

or

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# Target Setting APR Indicators 1 & 3



# Graduation Rate and Proficiency Rate Targets

- Public Reports of each LEA's Annual Performance Report will soon be posted
- Targets for Indicator 1 (Graduation Rate) and Indicator 3c (Academic Proficiency) will mirror ESSA targets
  - Each LEA will have it's own target based on FY17 data
  - LEAs will no longer be measured against a State Target for these 2 indicators

# Target Formula

$(100\% - \text{FY17 data}) \times 3\% = \% \text{ increase}$

$\text{FY17 data} + \% \text{ increase} = \text{TARGET}$

Each LEA's target will be determined based on the LEA's FY17 4 year Cohort Graduation Rate and FY17 Academic Proficiency percentage

# Calculating the LEA Graduation Rate Target, SWD

Example:

FY17 Graduation Rate: 57.6%

$$100\% - 57.6\% = 42.4\%$$

(42.4% is the gap between current data and 100%)

$$42.4\% \times 3\% = 1.27\%$$

$$57.6\% + 1.27\% = 58.87\%$$

**FY18 Graduation Rate Target for this  
LEA is 58.87%**

# Calculating the LEA Math Proficiency Rate Target, SWD

Example:

FY17 Math Proficiency Rate: 32.10%

$$100\% - 32.10\% = 67.9\%$$

(67.9% is the gap between current data and 100%)

$$67.9\% \times 3\% = 2.04\%$$

$$32.1\% + 2.04\% = 34.14\%$$

**FY18 Math Proficiency Rate Target for this  
LEA is 34.14%**

# Understanding Targets

- Lower FY17 percentages require higher percent increase

FY17 Data	Gap (100% - FY17 data)	GAP times 3%; Percent Increase Required	FY18 Target; FY17 data + Percent Increase Required
57.60%	42.40%	1.27%	58.87%
88.50%	11.50%	0.35%	88.85%
32.10%	67.90%	2.04%	34.14%

# Targets Beyond FY18 Data Reporting

Indicators 1 (4-year Cohort Graduation Rate) and 3 (Math and ELA Achievement) in FY19

- Targets will increase every year
- Example:

FY17 Data	FY18 Target	FY19 Target	FY20 Target
57.60%	58.87%	60.11%	61.30%
88.50%	88.85%	89.18%	89.50%
32.10%	34.14%	36.11%	38.03%

# Questions About Public Reports of the APR

Contact

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