

**Title II, Part A Updates
and
Achieving Equitable Distribution
of Highly Qualified,
Highly Effective Teachers**

Georgia Professional Standards Commission

Protecting Georgia's Higher Standards of Learning



AGENDA

- About Title II, Part A
- HiQ Requirements
 - Use of Funds
 - Equity
 - Calendar

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Purpose of Title II, Part A

The goal of the Title II-A program is for each school to have a teaching staff that is highly qualified and effective in helping all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards.

A secondary goal is for every student to have an equitable opportunity to receive quality instruction in terms of

- Teacher quality,
- Teacher experience, and
- Class size.

Title II-A Focus: Quality

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

Title II-A Focus: Quality

- 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

- 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” Teachers

Bachelor’s Degree

and

Valid PSC Certificate

and

Core Academic Major OR Concentration

and

New Teachers/Trad. Prog.

Appropriate Core
Academic Content
Assessment (GACE)

Or (must pass within 3 years)

New Teachers/GaTAPP.

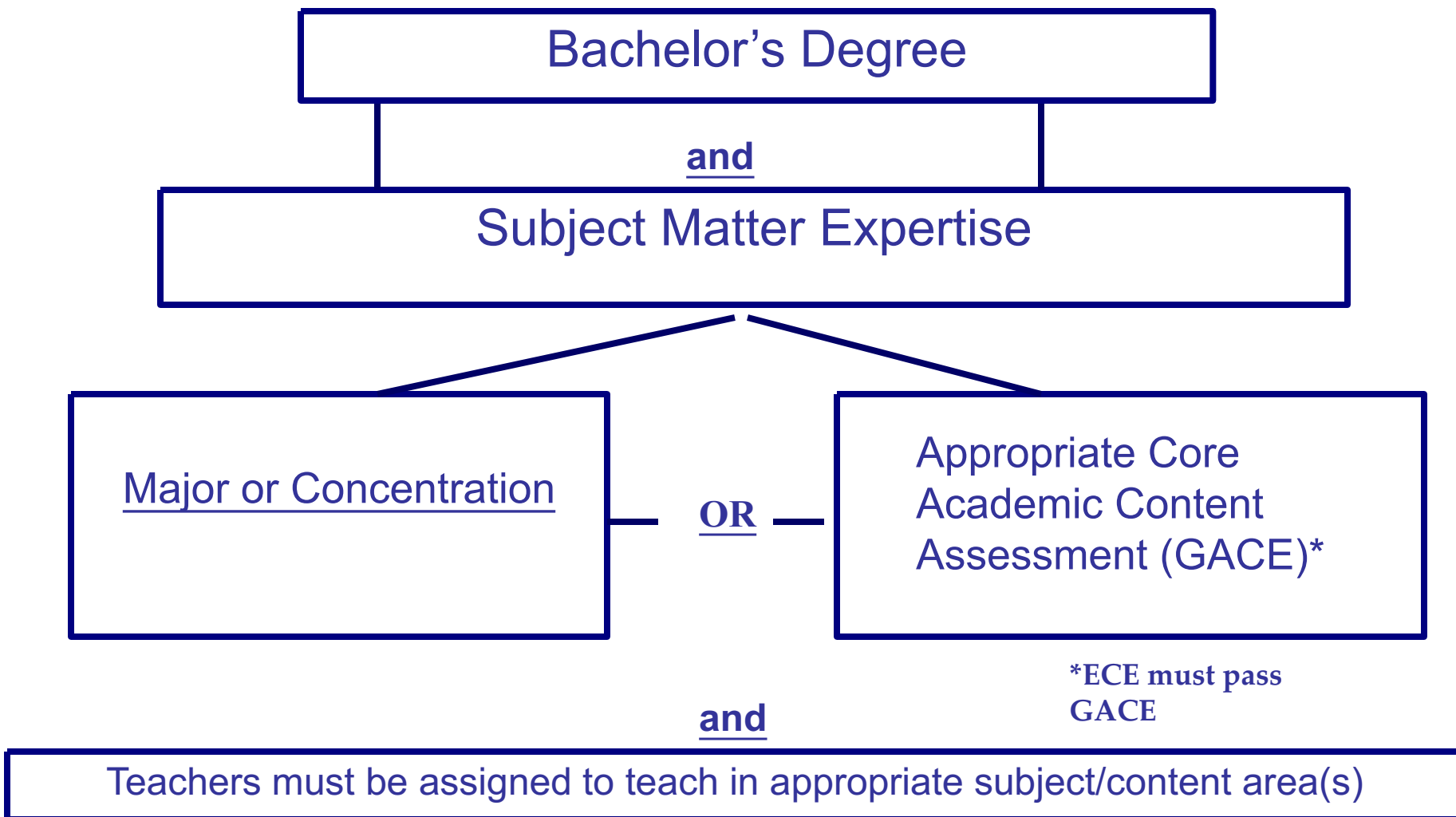
Appropriate Core
Academic Content
Assessment (GACE)

and

3 year limit

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

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



“Highly Qualified” Paraprofessionals

Completed at least 2 years of study (a minimum of 60 semester hours) at an institution of higher education (GaPSC approved, accepted)

or

Obtained an associate’s (or higher) degree

or

Met a rigorous standard of quality and can demonstrate, through the Georgia state approved paraprofessional assessment

and

Parapros (including charters) that require certification

Must hold a valid state paraprofessional certificate issued by the GaPSC
(An educator holding a valid, Clear Renewable Teaching, Service, or Leadership certificate does not need to also hold a paraprofessional certificate.)

and

Parapros (including charters) that do not require certification

A certificate is not required but the parapro must meet the requirements as stated

and

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles (assisting with mobility and bodily functions) are not required to meet these requirements. These requirements do not apply to individuals with a) primary duties are to act as a translator or b) duties consisting solely of conducting Parental Involvement activities.

HiQ Requirements for Special Ed Teachers

- **Special Ed General Curriculum Consultative** – in field to provide educational services for students whose IEP indicates instruction in general curriculum and participation in the general statewide assessment
- **Special Ed Adapted Curriculum Consultative** – in field to provide educational services for students whose IEP indicates instruction in an adapted curriculum leading to participation in the GA alternative assessment

HiQ Requirements for Special Ed Teachers

- **Special Ed Teacher of Record for Core Academic Content** must hold certification in
 - SpEd General Curriculum OR
 - SpEd Adapted Curriculum AND
 - Each of the core academic subjects in which s/he is responsible for instructing students
 - Level of content certification (P-5, 4-8, 6-12) must be at or above the level of instruction prescribed by the student's IEP

Important Reminder: All students must be scheduled and taught core academic content courses during the school day.

Special Education Certificates

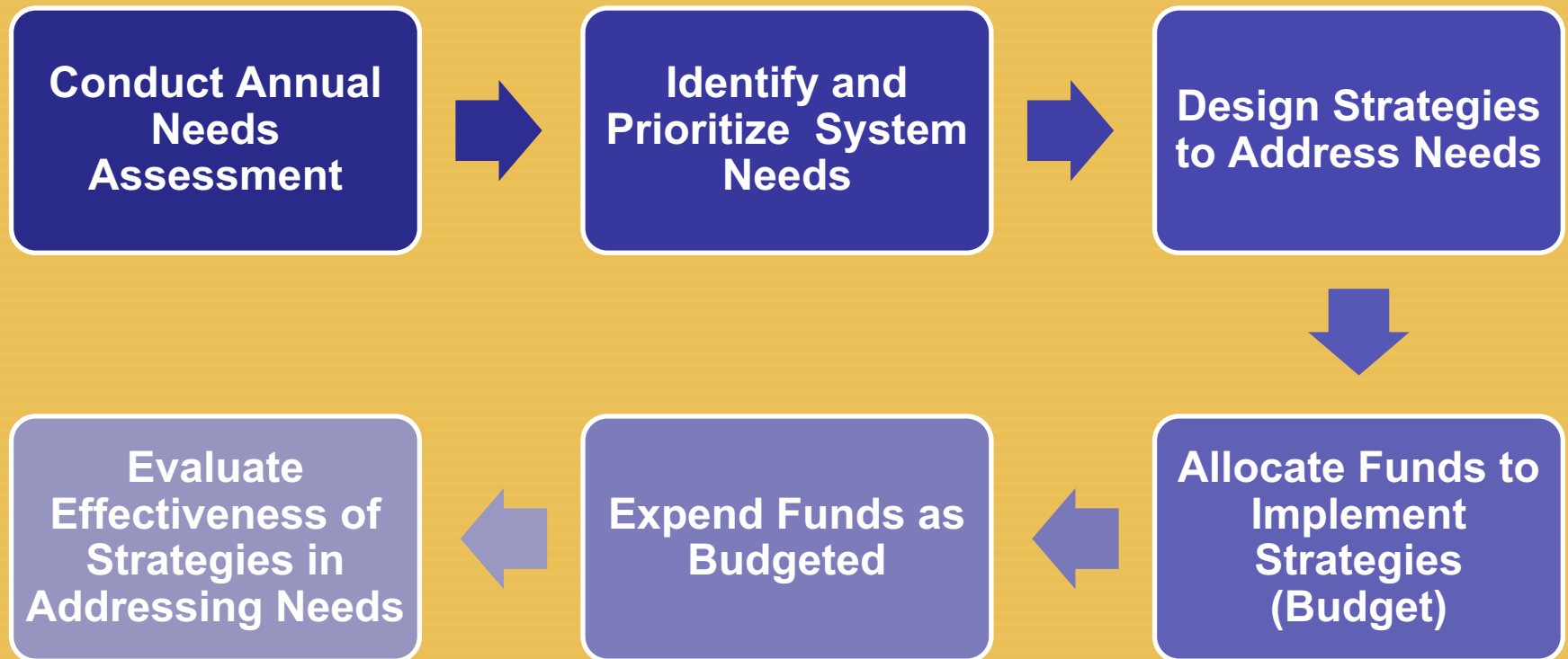
- The Learning Disabilities Special Education Certificate aligns with the present Special Education General Curriculum Certificate.
- The Interrelated Special Education Certificate aligns with the present Special Education General Curriculum Certificate.
- Mental Retardation Special Education Certificate aligns with the Special Education General Curriculum Certificate and Special Education Adaptive Curriculum Certificate.
- Behavior Disorders certification allows the educator to instruct at any level of exceptionality to those students on the GAA (special education adapted) or regular (special education general curriculum).

Title II, Part A Compliance Reminders

- Written remediation plans must be developed for
 - any teacher who is NOT HiQ for his/her teaching assignment
 - any teacher who holds a non-renewable, non-professional teaching certificate
- Parents must be notified in writing
 - of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals
 - when their child has been taught for 20 or more consecutive days by a non-HiQ teacher

USE OF TITLE II-A FUNDS

Steps to Ensure Effective Use of Funds



Steps to Ensure Effective Use of Funds

- 1. The effective implementation of the Title II-A program** in a Local Education Agency (LEA) **is a process** that begins with an annual needs assessment through which the LEA determines its status in achieving the Title II-A goals.
2. Prioritize the needs that have been identified through the needs assessment process.

Steps to Ensure Effective Use of Funds

3. To address their needs, **LEAs are allowed the flexibility** to design and develop a number of different activities or strategies that address one or more of their annual prioritized needs that will best assist them in achieving Title II-A goals.

Steps to Ensure Effective Use of Funds

4. LEAs must budget their allocated Title II-A funds to implement the strategies and/or activities that are designed to address one or more of their annual identified, prioritized needs.
5. LEAs must expend their Title II-A funds as budgeted.

Steps to Ensure Effective Use of Funds

6. LEAs must **evaluate the effectiveness** of the activities and/or strategies funded by Title II-A toward addressing their annual prioritized need(s) and making progress in reaching the goals of Title II-A.

Required Use of Funds

All
LEAs

- Assist non-HiQ teachers and paraprofessionals in meeting requirements to become HiQ
- Assist schools not meeting AYP or identified as NI in school improvement efforts allocable under Title II-A
- Address identified needs in providing EACH student an equitable opportunity to quality instruction
- Provide equitable professional learning services for private school teachers and principals

Required Use of Funds

LEAs
Identified
as a
2141ab or
c LEA

- Implement strategies that address the issues that are keeping the LEA from
- Being 100% HIQ
- Making AYP as a District

Required Use of Funds

LEAs
Identified
as a
2141c
LEA

- Implement
- professional learning strategies and activities designed to address the issues that are keeping the LEA from
- Being 100% HIQ
- Making AYP as a district

Authorized Use of Funds

Professional
Development

Recruitment

Retention

Class Size
Reduction

Resources at www.gapsc.com – NCLB link:

- *USDOE Non-Regulatory Guidance: Improving Teacher Quality State Grants*, October 2006
- *Georgia Title II-A Handbook, Section VIII*

Considerations in Use of Funds

- Title II-A funds must be used to **supplement, and not supplant**, non-Federal funds that would otherwise be used for activities authorized under Title II-A
 - It is presumed supplanting has occurred in the following circumstances:
 - LEA uses Title II-A funds to provide services that were required under other federal, state, or local laws
 - LEA uses Title II-A funds to provide services that were provided with non-Title II-A funds in the previous year

Considerations in Use of Funds

- Expenditures of Title II-A funds must be
 - **necessary** to implement a strategy/activity designed to meet one or more of the annual prioritized needs,
 - **reasonable** in cost, and
 - **allocable** to the Title II-A program.
- Consolidate with other fund sources to address prioritized needs

Use of Funds for Personnel

- Teachers
 - USDOE guidance authorizes the use of Title II-A funds for
 - Master teachers who provide and/or coordinate professional learning for other teachers
 - Substitute teachers for CSR teachers hired with Title II-A funds or teachers participating in Title II-A funded professional learning
 - Class size reduction(CSR) teachers

Allowable Title II-A Expenditure?

- An LEA would like to use Title II-A funds to supplement the salary of a ESOL teacher teaching ESOL classes to Spanish speaking students. Is this an allowable Title II-A expenditure?

Allowable Title II-A Expenditure?

A district has a speech pathologist who has worked at their only elementary school for the past seven years. She has been extremely successful with meeting the needs of her students. The district continues to identify this service as a high priority for student success.

The pathologist has received a lucrative offer elsewhere and has sadly informed the district of her need to accept.

Extensive efforts by the district to obtain the services of another speech pathologist have been unsuccessful.

Can the district use Title II-A funds to provide a retention bonus for this valued instructor? Why or why not?

Use of Funds for CSR Teachers

- Class size reduction must be documented as addressing an annual prioritized need
 - Pupil/teacher ratio need
 - Student academic achievement need
- The school and grade-level or content area at which CSR is applied must be in the greater need category for the school district

Use of Funds for CSR Teachers

- Class size reductions must result in a meaningful reduction for all students in a class on a regular basis
- LEA class size numbers must be within the state maximum class size requirements before class size reductions are made

Use of Funds for CSR Teachers

- LEAs must use caution in using Title II-A CSR teachers to retain classroom teacher positions previously funded by state or local funds

Allowable Title II-A Expenditure?

Spruce Hill High School would like to hire a special education teacher for CSR in mathematics. The teacher would be utilized to teach students who need extra assistance, taking them from the regular education setting to strengthen their skills in math. The teacher holds 6-12 math certification as well as general and adaptive SPED certification. Would this be an allowable expenditure for Title II-A funds and if not how could it become allowable?

Use of Funds for Professional Learning

- Must address one or more of the annual LEA prioritized needs
- Must focus on increasing the ability of
 - the teaching staff to help all students achieve high academic standards, or
 - the school administrative staff to lead their schools' efforts to increase student academic achievement
- Must be of high quality
- Must be scientific research based

Allowable Title II-A Expenditure?

A teacher requests to attend a national conference. The principal has agreed if Title II-A funds can be used to cover the costs.

The Title II-A Coordinator responds that they will need to discuss the request and determine if this meets the criteria necessary for funding.

What will the principal be asked to justify the use of Title II-A funds?

Allowable Title II-A Expenditure?

An LEA's Title II-A allocation is \$280,000. The Title II-A budget includes an item, 2210-610, for \$6000. The item description reads: Supplies such as paper, pens, pencils, card stock, markers, ink cartridges, notebooks, post it notes, staples, dividers, paper clips, note pads, for professional development activities. Are these allowable expenditures for Title II-A?

Can Title II-A Funds Be Used to Implement This Strategy?

(Most likely, if the following questions can be answered yes.)

- Will implementation of the strategy likely result in one or more of the following?
 - A highly qualified, more effective teaching staff that is able to help *all* students meet high academic standards
 - A school administrative staff that is more qualified to lead their school's efforts to increase student academic achievement
 - More equitable opportunities for *every* student to be taught by highly qualified, highly effective teachers

Can Title II-A Funds Be Used to Implement This Strategy?

- Is one or more prioritized need(s) directly being addressed by the strategy?
- Is the strategy supported by scientifically based research?
- Is the cost reasonable and defensible?
- Has a written process for determining the effectiveness of the strategy in meeting the prioritized need(s) and moving toward the Title II-A goals been developed?

EQUITABLE DISTRIBUTION

Equity Indicators

- Annual Needs Assessment
- Stakeholder Involvement
- Highly Qualified Teacher
- Teacher Experience and Effectiveness
- Class Size
- Teacher Preparation and Ability to Meet Diverse Needs of Students
- Retention of Highly Qualified, Effective Teachers
- Recruitment and Placement of Highly Qualified, Effective Teachers

HiQ2

HiQ is an online educator inventory system...

- ...to assist school systems
- ...to determine if an educator meets the Federal definition of “highly qualified” when placed in a particular teaching assignment
- ...and to gather data to report to USDOE, to use for AYP, etc.

Project EQ

- A collaborative library of equity plans and solutions with
- Open Access
- Local goals and objectives
- Summary of Impact
- Evidence of Success

Equity Technical Assistance

ETA: www.gapsc.org

- Compare Student Populations
- Compare Teacher Populations
- Contrast Schools by Grade Level
- Contrast School to District and State

Compares demographic data, teacher characteristics (education/experience), school wide achievements to other schools in the same district and across the state.

The Code of Ethics for Educators in Georgia and ESEA

- Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.”
- Unethical conduct as it relates to NCLB includes, but is not limited to, falsifying, misrepresenting, or omitting:
 - Professional qualifications of teachers reported as “highly qualified”;
 - Information notifying parents that they may request information regarding the teacher’s professional qualifications;
 - Information notifying parents if a teacher who is not “highly qualified” is teaching their child a core academic content course;
 - Information submitted to federal and state governmental agencies; and
 - Information submitted in the course of professional practice.

Upcoming Deadlines

- | | |
|---------|---|
| June 10 | Submission of Equity Plans to the GaPSC Title IIA Education Specialist. |
| June 23 | Teacher and Leader Quality Principal Training
*Title II-A Guidance
*Certification Upgrade
*Education Leadership Rule |
| June 30 | Last day to make edits in HiQ2; Remediation codes should be entered for all non-HiQ teachers and paras by this date. |
| July 30 | Submission of 2141(a)(b) written progress report to Title II-A Education Specialist. |

Upcoming Deadlines

- | | |
|-----------|--|
| July 31 | Submission of ConApp. |
| Sept. 14 | New Title II-A Coordinators' Orientation
(1 st and 2 nd year) |
| Sept. 15 | All Title II-A Coordinators' Fall Conference |
| October 1 | Submission of FY11 Title II-A budget. |

Resources

- <http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html>
 - ❖ USDOE Non-Regulatory Guidance, Oct. 2006, *Improving Teacher Quality State Grants*
- www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html
 - ❖ Georgia Title II, Part A Handbook
- www.gadoe.k12.ga.us
- Your GaPSC Title II-A Education Specialist



Your Questions

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