

DeSoto County Schools



Master Inservice Plan

2016-2017

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Table of Contents

	Page
Master Plan for Inservice Activities	3
Individual Professional Development Plans	6
Inservice Activities for School Administrative Personnel	7
Systematic Consultation	7
Funding	7

Appendices

Appendix A: Professional Development System Evaluation Protocol	8
Appendix B: Individual Professional Development Plan	17
Appendix C: Master Inservice Components (Descriptions are maintained in the Division of Instructional Services Office.)	19
Appendix D: Approved Add-On Certification and Endorsement Programs (Descriptions are maintained in the Division of Instructional Services Office.)	26

Master Plan for Inservice Activities

The purpose of the Master Inservice Plan is to align current district offerings with state course expectations.

The Master Inservice Plan will be updated annually by September 1 and approved by the School Board. Written verification that the Plan has been approved and meets all requirements of this section (SBR 6A-5.07 1) will be submitted annually to the Commissioner by October 1.

Components developed after the annual approval of the Plan shall be approved as an amendment of the Plan by the School Board and shall meet the criteria listed below.

A. Component Areas

The Master Inservice Plan includes all professional development educational components for all employees from all fund sources. These components include, but are not limited to, the following areas:

1. Staff development activities for the implementation of School Improvement Plans,
2. Professional Education Competence (PEC) Program staff development activities,
3. The Master Inservice Plan includes the approved add-on certification programs noted below. These approved programs are located in Appendix D.
 - a. English for Speakers of Other Languages (ESOL) endorsement
 - b. Athletic Coaches endorsement
 - c. Gifted Education endorsement
 - d. Specific Learning Disabilities
 - e. Educable Mentally Handicapped
 - f. Emotionally Handicapped
 - g. Varying Exceptionalities
 - h. Reading Endorsement

B. Delivery Methods:

A variety of options are available for delivery of professional development, including:

1. Workshops
2. Electronic, Interactive
3. Electronic, Non-Interactive
4. Study Group
5. Action Research
6. Independent Study

C. Component Requirements: Each component shall remain in the Plan for a period of at least five (5) years and shall include:

1. Title
2. An identifying number assigned in accordance with Department of Education (DOE) Information Data Base Requirements,
3. The maximum number of professional development points to be awarded for successful completion of the component,
4. A description of general and specific objectives and activities to be completed, and
5. Component evaluation criteria for determining:
 - a. Successful participant completion,
 - b. The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
 - c. The effect of the professional development education and training in the educational setting.

D. Professional Development Points: Professional development Points awarded for successful completion of a component shall be assigned as follows:

1. One (1) professional development point shall be equivalent to one (1) clock hour of participation;
2. Points awarded for completion of college credit shall equate to professional development participation as follows:
 - a. One (1) semester hour shall equal twenty (20) professional development points, and
 - b. One (1) quarter hour shall equal thirteen (13) and one-third professional development points.

- c. Professional development activities are both district-based and school-based. The person who arranges the activity is responsible for submitting records to the District Staff Development Office to document professional development points.

E. Annual Review

An annual review of the previous year's program operations shall be made. The quality and effectiveness of professional development programs are evaluated in order to eliminate ineffective programs and strategies and to expand effective ones. The impact of an activity on the performance of participating educators and their students' achievement and behavior is considered.

F. Master Inservice Plan Records

1. Master Inservice Plan records shall be maintained and data shall be reported as required by the DOE Information Data Base Requirements.

2. Information shall be maintained for each component/activity to include the following:

- a. Dates the component/activity was delivered,
- b. Names of component/activity leaders,
- c. Names of participants and performance records,
- d. Evaluation of the component/activity, and
- e. Criteria for successful completion.

3. Information shall be maintained as per the DOE Information Data Base

4. Requirements for each participant to include the following:

- a. Two-digit district number in which the staff member is currently employed,
- b. Four digit school number indicating primary administrative reporting unit,
- c. Social Security Number,
- d. Survey Period Code (Always 5),
- e. Fiscal year the activity was completed,
- f. Component number,
- g. Number of hours of participation,
- h. Transaction Code indicating the appropriate action with respect to the district's data base reporting records:
 - A = Add Record,
 - C = Update Record,
 - D = Delete Record

- i. Two digit district number in which the staff member completed the activity,

- j. Primary purpose of the professional development:

- A = Add-On Certification,
- B = Alternate Certification,
- C = Florida Educators Certificate Renewal,
- D = Other Professional Certificate/License Renewal,
- E = Professional Skill Building,
- F = W. Cecil Golden Professional Development for School Leaders
- G = Approved District Leadership Development Program
- H = No certification, job acquisition or retention purposes

- k. Primary means of delivery of the professional development,

- Knowledge Acquisition: Workshop – training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- Electronic, Interactive (includes facilitation supporting development/application on the job)
- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- Learning Community/Lesson Study Group (Use this code where job embedded

collegial support processes are core learning delivery method)

- Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

I. Implementation Method

- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/ feedback on the learning may include direct observation, conferencing oral reflection and/or lesson practice demonstration/modeling)
- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- Collaborative Planning -Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- Lesson Study group participation (monitoring and feedback focused on both the research-based. Lesson Study process and impact of the process on lessons implemented)
- Electronic – interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- Electronic – non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

m. Follow-up Methods for Staff

- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes or tracking student

progress)

- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
- Changes in student services/support practices
- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
- Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objective(s))
- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)

n. Follow-up Methods for Students

- Results of state or district-developed/standardized student growth measure(s)
- Results of school/teacher-constructed student growth measure(s) that track student progress
- Portfolios of student work
- Observation of student performance
- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

G. Components

a. A listing of the Master Inservice Plan Components appears in Appendix D. This list shows all components that may be offered in the District; components must be maintained in a district's Master Inservice Plan for five years. Not all components are used every year; some will be dropped once their five-year period has expired.

b. The five components for the District Add-On Reading Endorsement have been added to the list.

Individual Professional Development Plans

Principals are required to meet with all instructional personnel to develop and maintain Individual Professional Development Plans (Appendix C). Principals will verify to the Coordinator of Staff Development that plans have been established and are being maintained. Each Plan must:

- Be related to specific student performance data for those students to whom the teacher is assigned
- Define the professional development objectives
- Define specific measurable improvements expected in student performance as a result of the professional development activity
- Include an evaluation component that determines the effectiveness of the professional development plan

Professional development activities shall primarily focus on:

- Florida's New Standards; MAFS and LAFS
- Teaching methods
- Technology
- Assessment and data analysis
- Classroom/Learning Environment
- School safety

Inservice Activities for School Administrative Personnel

Professional development activities for school administrative personnel address the updated skills necessary for effective school management and instructional leadership. PD will be offered through several sources including outside agencies and district personnel.

Systematic Consultation

The district will consult with the Heartland Educational Consortium to provide technical assistance and evaluation of the district's professional development programs.

Funding

Funds to support professional development activities are provided as required by FS 236.081 and the annual General Appropriations Act. Other funding sources strengthen the System including:

- School Improvement allocations
- Title I/Basic grant
- Title II grant
- Heartland Educational Consortium grants and programs
- Other competitive private, state, and Federal grants (Title I Part C, Title I Part D, Title III, Title VI, and Title X)

The following training categories or focus areas receive priority when budgets are planned at the district level and schools:

- Florida's New standards; LAFS and MAFS
- Technology
- Classroom Management
- School Safety
- Teaching Methods
- Assessment and Data Analysis
- Leadership Development
- Support Staff Professional Development

The budget categories that most often contribute to the budget for professional development activities are identified as follows:

- Teacher Training Dollars are monies received directly from the state for professional development.
- Title I Basic are federal funds generated for elementary schools.
- Title II are federal funds designated for recruiting and retaining qualified teachers and staff.
- Rural Education Achievement Program provides federal dollars to assist small rural districts in raising the levels of student achievement.
- District Funds are contributions made at the district level to enhance professional development efforts.
- Reading FEFP funds are used to provide professional development in reading grades K-12 at all schools.
- AVID i3 Grant

Appendix A

New Professional Development System Evaluation Protocol

Florida Department of Education Professional Development System Evaluation Protocol

Protocol System

Introduction

Through a series of legislative acts in the late 1990s and early part of the 21st century, the Florida Legislature required the Department of Education to develop a system for evaluating the quality of district professional learning systems. Pursuant to those requirements stipulated in 1012.98 - School Community Professional Development Act (F.S.) and legislative proviso language, the Department generated the Professional Development System Evaluation Protocol. By June of 2009, the Department concluded two cycles of reviews of all 67 school districts and four university research schools. The 2009-10 school year was devoted to a complete review and revision of the system in preparation for Third Cycle implementation. This document contains a complete description of the overall system for the Third Cycle. A companion document entitled Professional Development System Evaluation Protocol: Reviewer's Guide contains guidelines for reviewers to use as they conduct site visits to school districts in implementing the system-.

Overview of the Evaluation Protocol

Professional development, the process of continuous development for educators and other education personnel has as its core purpose improving student achievement. A study of the state of professional learning in the U.S. notes that professional learning that is sustained over time, and focused on important content can have a powerful effect on teacher skills and knowledge and consequently on student learning. "When well designed, these opportunities help teachers master content, hone teaching skills, evaluate their own and their students' performance, and address changes needed in teaching and learning in their schools. Educators and policymakers increasingly recognize the importance of providing high-quality learning opportunities to help transform teaching.

As students are expected to learn more complex analytical skills in preparation for further education and work in the 21st century, teachers must learn to teach in ways that develop higher-order thinking and performance" (Darling-Halmonnd , Wei, Andree, Richardson, & Orphanos, 2009, p. 7).

At the earliest stages of the standards movement, Harvard scholar Richard Elmore noted that "In practice, professional development covers a vast array of specific activities, everything from highly targeted work with teachers around specific curricula and teaching practices through short, "hit-and-run" workshops designed to familiarize teachers and administrators with new ideas or new rules and requirements, to off-site courses and workshops designed to provide content and academic credit for teachers and administrators" (p. 6). He continues, "The point here is that professional development, if it is to be focused on student learning, at some point must be tailored to address the difficulties encountered by real students in real classrooms as well as broader systemic objectives. Similarly, effective professional development is connected to questions of content and pedagogy that educators are asking-or should be asking- about the consequences of their instructional practices on real students as well as in general questions about effective teaching practice" (p.7).

All Florida districts and schools should be learning organizations in which all employees engage in continuous improvement to reach their potential and improve student learning. The Florida Professional Development System Evaluation Protocol establishes standards for exemplary practice in professional learning for all employee groups and for all content areas and state, district, and school initiatives. The System emphasizes professional learning for educators and administrators who most directly influence student academic success, yet are applicable to all school and district employees, both certified and non-certified staff. In short, learning for any employee of the state's districts, schools, or other education agencies should meet the intent of these standards.

State law specifies that "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council" (s. 1012.98 (I) F.S.). The purposes of the Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida to support instructional programs throughout the state.
2. Provide the Commissioner of Education, State Board of Education, and Legislature with information each year on the quality of the district Professional Development Systems.
3. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of the quality of professional development in their schools.

Components of the Professional Development System Evaluation Protocol include:

- A set of 65 standards reflecting legal requirements and research-based professional development practices.
- Requirements directly linking professional development with achievement levels of the students of participating teachers.
- Site visits to school districts using teams of trained experts in professional development.
- Methods for the department to use to identify best practices occurring when the review of the data indicates progress.
- Methods for the department to use to investigate the causes of lack of progress when the review of the data indicates a lack of progress.
- Technical assistance for districts to use in improving their professional development systems.
- Formats and time frames for the department to report results to school districts from each review and annually to the State Board of Education and the

Legislature the progress across all school districts visited.

The Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. Most legal requirements for professional development in Florida's schools are specified in s. 1012.98

-School Community Professional Development Act, F.S. This law states in part:

1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.

- (2) The school community includes students and parents, administrative personnel, managers, instructional personnel,

support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3) The activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

(a) Increased opportunities to provide meaningful relationships between teachers and all students; and

2. Increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

(a) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(b) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

Additional sections of Florida Statutes (s. 1012.98 (4) (b) F.S.) state:

Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevance and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement and school safety.

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s.1001.42(18). District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than

October 1, annually

5. Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to 1001.42(18). The individual professional development plan must:

- a. Be related to specific performance data for the students to whom the teacher is assigned.
- b. Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.
- c. Include an evaluation component that determines the effectiveness of the professional development plan.

The Professional Development System Evaluation Protocol contains an overall philosophy and approach to professional learning that is based on and drawn from the National Staff Development Council's (NSDC) new definition of professional learning and supporting research and documents. Underlying tenets include the following concepts and approaches:

Professional development, the process of continuous development for educators and other education personnel, has as its core purpose improving student achievement. The entire Protocol System reflects this emphasis throughout the standards, rationales, and elaborations.

Pervasive throughout the document are references to learning communities. Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement. Learning communities can be effective methods for infusing scientific and evidence based research programs into classrooms. According to information from the National Staff Development Council (NSDC), "the most powerful forms of professional learning occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These learning communities operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning" (NSDC Standards - Learning Communities). This method for encouraging and developing expertise in our professional educators is encouraged throughout the state. Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities.

Language in the Third Cycle reflects an emphasis on the collective responsibility for professional learning among all members of the school community, and this emphasis is in line with language in 12.98 F.S. Examples are the use of the term professional learning instead of professional development, and the term "facilitator" instead of terms such as trainer, designer, provider, or program managers; and the term "educator" instead of teacher.

All professional learning in the state should be based on documented scientific research or on a firm evidence base. Many references are made in the document to scientific and/or evidence-based instruction. Professional learning for educators should have documented evidence of the ease of use of the intended skills in the classroom and of the positive impact on increasing student achievement. Documentation preferably is available in published, referred journals or publications or written evidence of the rigorous methods (randomized or comparison group designs) used to determine the effectiveness of the professional learning effort. Districts and schools may rely on national, state, university or consortia organizations to provide the research/evidence. Districts may also use their own systems of piloting promising efforts to document the evidence that the new strategies and techniques increase student achievement within their schools and with their populations.

The Professional Development System Evaluation Protocol is designed for use by:

- The Department through site visits to districts to form state-wide conclusions on the quality of professional development in the state.

- District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- School staff and School Advisory Councils as a self-check on the quality of professional development in the school.

The Florida Protocol Standards form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Sampling of districts and schools is employed to reduce the cost and time needed to form state-level and district-level conclusions. Descriptions of the sampling process are contained in later sections of this document. The Standards have been generated from the statements in Florida's Laws as well as the professional development standards generated by the National Staff Development Council (NSDC) entitled Standards for Staff Development. (See Appendix A and located on the web at <http://www.nsd.org/standards/index.cfm>.) An analysis depicting the relationship of the NSDC standards and the standards for Florida's Professional Development System Evaluation Protocol is displayed in Appendix B.

The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels	Strands
1.0 Educator Level	Planning
2.0 School Level	Learning
3.0 District Level	Implementing
	Evaluating

Figure 1 presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention provides support and assistance for professional development activities and services in Florida's public school districts and is displayed as a supporting service at the bottom of Figure 1.

Although districts are responsible for creating and implementing a district professional development system, educators in the public schools are the participants in the professional learning and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional learning occurs at the school level. A comprehensive review of the quality of district professional development systems must encompass the perspective of educators and school administrators as well as district coordinators and directors. The Protocol System incorporates input from all three levels in making judgments about the overall district professional development system: educator, school, and district.

Figure 1: Structure of Protocol Standards

1.0 Faculty Level			
1.1	1	1.2	1 1.3
Plann		Delivery	Follow-
			1 1.4
			Evaluation
2.0 School Level			
2.1	1	2.2	1 2.3
Plann		Delivery	Follow-
			1 2.4
			Evaluation
3.0 District Level			
3.1	1	3.	1 3.3
Plann		2	Follow-up
			1 3.4
			Evaluation

Supported by the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention

The model employs a basic systems approach to professional learning addressing these general questions:

- Planning: What planning occurs to organize and support the professional learning for teachers?
- Learning: What is the quality of the professional learning in which educators participate?
- Implementing: How do educators apply the skills and knowledge gained through the professional learning?
- Evaluating: What evaluation occurs to ensure that the professional learning resulted in educators applying what they learned in the classroom and improvements in student learning occurred as a direct outcome?

Protocol Standards -**Third** Cycle

The protocol standards were updated for the third cycle to reflect current law and changes in the field of professional learning. The third cycle standards are listed below.

1. EDUCATOR LEVEL

1.1 Planning

1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

1.1.2. Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

1.1.3. Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

1.2 Learning

1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

1.2.5. Use of Technology: Technology, including distance learning, support and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

1.3 Implementing

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

1.4 Evaluating

- 1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.
- 1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.
- 1.4.3. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
- 1.4.4. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

2. SCHOOL LEVEL

2.1. Planning

- 2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.
- 2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.
- 2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.
- 2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/ or evidence-based professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.
- 2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

2.2. Learning

- 2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.
- 2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.
- 2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.
- 2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.
- 2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.
- 2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.
- 2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.

2.3. Implementing

- 2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.
- 2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.
- 2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.
- 2.4. Evaluating
 - 2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.
 - 2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.
 - 2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.
 - 2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
 - 2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3. DISTRICT LEVEL

- 3.1. Planning
 - 3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.
 - 3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.
 - 3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.
 - 3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes.
 - 3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
 - 3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.
 - 3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.
 - 3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.
- 3.2. Learning
 - 3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.
 - 3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.
 - 3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives;

applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

3.2.5. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

3.2.6. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

3.2.7. Time Resources: Sufficient time within the work day is available and used for professional development.

3.2.8. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

3.2.9. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

3.2.10. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

3.3 Implementing

3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed, until educators implement the learning with comfort and accuracy.

3.3.3. Web-based Resources and Assistance: The district supports the implementation of professional learning through district and school web-based resources and facilitates educator awareness of and access to district web-based resources.

3.4. Evaluating

3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3.4.6. Fiscal Resources: The district documents those sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

**School District of DeSoto County
Individual Professional Development Plan**

INITIAL PLAN:

1. IPDP Focus Area:
 - a. Reading
 - b. Math
 - c. Writing
 - d. Science
 - e. Technology
 - f. Florida Standards
 - g. Other: Please explain

2. Which student subgroup do you hope to impact the most?
 - a. Students with disabilities
 - b. Lowest quartile
 - c. Hispanic
 - d. African American
 - e. No particular subgroup / all students

3. What data did you use to identify this need? Summarize your student data (from last year, pre-test, benchmark)?

4. What is the learning goal for your students this year? Please use a S.M.A.R.T goal (Student centered/specific, Measurable, Attainable, Realistic, Time Bound).

5. To which portion of your school's improvement plan does your goal apply?

6. For purposes of the STUDENT PERFORMANCE PORTION OF YOUR EVALUATION, what student data option (if an option is available) are you choosing? Please refer to the chart "Student Performance Linked to Teacher Evaluation" as needed.
 - FLKRS
 - I-Ready Reading/Math Combined
 - I-Ready Reading
 - I-Ready Math
 - FSA Reading VAM
 - FSA Math VAM
 - FSA Math/Reading Combined VAM
 - Teacher developed assessment
 - EOC VAM
 - CTE examination
 - School Score / Survey

ACTIVITIES / STRATEGIES TO ATTAIN THIS GOAL:

7. What will you do to help your students attain this goal?
8. What related professional development/resources will you need to assist you in helping you and your students attain this goal?
9. What documentation / evidence will you provide to demonstrate your progress/your students' progress towards this goal?

INITIAL PLANNING REVIEW DATE:

ADMINISTRATOR INITIALS:

TEACHER INITIALS:

MID-YEAR REVIEW:

10. What progress have your students made toward the goal? Include data/evidence of your students?
11. Do you need any additional, professional development, assistance to achieve your goal? (If **yes**, please identify what assistance is needed. If **no**, please explain how the professional development you have completed thus far assisted you and your students in making progress toward the goal you have established.)

MIDYEAR REVIEW DATE:

ADMINISTRATOR INITIALS:

TEACHER INITIALS:

FINAL REVIEW:

12. Did your students meet the goal? Summarize the data you have used to measure this goal. Use the appropriate data sheet (proficiency or growth) to summarize your data.
13. What professional development offerings would you like to attend or see offered by our district in the next school year?

FINAL REVIEW DATE:

ADMINISTRATOR INITIALS:

TEACHER INITIALS:

APPENDIX:
MASTERPROFESSIONAL DEVELOPMENT PLAN COMPONENTS

Master Inservice Plan Components

(Descriptions are maintained in the Division of Instructional Services Office.)

1 - 000 - 001	Art - Subject Matter - EAP 8
1 - 000 - 002	Elementary Art K-6 (7 TM's)
1 - 000 - 003	Art 1 (HS) - 2 TM's
1 - 000 - 004	Art 2 (HS)
1 - 000 - 005	Art 3 - Multimedia (HS)
1 - 001 - 001	ESOL Multi-Cultural Strategies
1 - 001 - 002	ESOL Strategies for Content Area Teachers
1 - 001 - 003	ESOL Methods of Teaching
1 - 001 - 004	ESOL Testing and Evaluation
1 - 001 - 005	ESOL Curriculum Materials and Development
1 - 001 - 006	ESOL Applied Linguistics
1 - 001 - 007	ESOL Cross Cultural Communication
1 - 002 - 001	Career Education
1 - 003 - 001	Computer Science/Technology Education
1 - 003 - 002	HTML (MS or HS) 2TM's
1 - 003 - 003	Keyboarding (MS or HS)
1 - 003 - 004	Office Procedures (HS)
1 - 004 - 001	Foreign Languages - Subject Matter - EAP 8
1 - 004 - 002	Spanish 1 (HS)
1 - 005 - 001	Health - Subject Matter - EAP 8
1 - 005 - 002	First Aid Training
1 - 005 - 003	CPR Training
1 - 006 - 001	Humanities
1 - 007 - 001	Integrated Curriculum
1 - 008 - 001	Language Arts- Subject Matter - EAP 8
1 - 008 - 002	Grades 2-5 Language Art (4TM's)
1 - 008 - 003	Creative Writing (HS)
1 - 008 - 004	Elementary Poetry
1 - 008 - 005	English 9 (HS)
1 - 008 - 006	English 10 (HS)
1 - 008 - 007	English 11 & 11 Honors (2 TM's)
1 - 008 - 008	ESOL/ESL, (English as 2nd Language)
1 - 008 - 009	Essay Writing (HS)
1 - 008 - 010	Great Books (HS)
1 - 008 - 011	Literature, American (HS)
1 - 008 - 012	Literature, British (HS) ☐
1 - 008 - 013	Literature, World (HS)
1 - 008 - 014	Poetry, High School
1 - 008 - 015	AP Language and Composition (AP®Aligned*)
1 - 008 - 016	AP Literature and Composition (AP®Aligned*)
1 - 009 - 001	Mathematics - Subject Matter - EAP 8
1 - 009 - 002	Elementary Math
1 - 009 - 003	Algebra

1 - 009 - 004	Geometry
1 - 009 - 005	Secondary Math
1 - 009 - 006	Pre-Algebra (MS or HS) 2TM's
1 - 009 - 007	Algebra 1 (MS or HS)
1 - 009 - 008	Algebra 2 (HS)
1 - 009 - 009	Geometry (HS)
1 - 009 - 010	Trigonometry (HS)
1 - 009 - 011	Pre-Calculus (HS)
1 - 009 - 012	AP Calculus (AP®Aligned*)
1 - 009 - 013	AP Statistics (AP®Aligned*)
1 - 010 - 001	Music
1 - 010 - 002	Elementary Music K-5 (6 TM's)
1 - 010 - 003	Jazz Theory (HS)
1 - 010 - 004	Music Appreciation (MS or HS)
1 - 010 - 005	Orchestra (HS)
1 - 011 - 001	Physical Education
1 - 011 - 002	Coaching Theory
1 - 011 - 003	Care, Prevention of Athletic Injuries
1 - 011 - 004	Theory/Practice of Coaching a Specific Sport
1 - 012 - 001	Prekindergarten
1 - 013 - 001	Reading
1 - 013 - 002	Reading Competency 1: Foundations in Language and Cognition
1 - 013 - 003	Reading Competency 2: Foundations of Research-Based Practices
1 - 013 - 004	Reading Competency 3: Foundations of Assessment
1 - 013 - 005	Reading Competency 4: Foundations of Differentiation
1 - 013 - 006	Reading Competency 5: Application of Differentiated Instruction
1 - 013 - 007	Reading Competency 6: Demonstration of Accomplishment
1 - 013 - 008	Voluntary Prekindergarten (VPK) Education Program
1 - 013 - 010	REESOL 100 Hour Bundle
1 - 013 - 011	Reading Competency 1: Instructional Foundations of Language and Reading
1 - 014 - 001	Driver Education - Subject Matter - EAP 8
1 - 015 - 001	Science - Subject Matter - EAP 8
1 - 015 - 002	7th Grade Science
1 - 015 - 003	8th Grade Science
1 - 015 - 004	Anatomy & Physiology (HS)
1 - 015 - 005	Astronomy, Middle School
1 - 015 - 006	Aquatic Science (HS)
1 - 015 - 007	Astronomy 1 and 2, Conceptual (HS)
1 - 015 - 008	Biology, Introductory (HS)
1 - 015 - 009	Biology, Honors (HS)
1 - 015 - 010	Biology, Adapted (HS)
1 - 015 - 011	Botany (HS)
1 - 015 - 012	Chemistry (HS)
1 - 015 - 013	Chemistry, Honors (HS)
1 - 015 - 014	Earth Science (MS/HS) 2TM's
1 - 015 - 015	Ecology (HS)
1 - 015 - 016	Environmental Science - Regular and Honors (HS)

1 - 015 - 017	Marine Biology & Oceanography (HS)
1 - 015 - 018	Physical Science (MS or HS)
1 - 015 - 019	Physics Through Inquiry - (HS)
1 - 015 - 020	Physics, Honors - 2TM's
1 - 015 - 021	Zoology (HS)
1 - 015 - 022	AP Biology (AP®Aligned*)
1 - 015 - 023	AP Chemistry (AP®Aligned*)
1 - 015 - 024	AP Environmental Science (AP®Aligned*)
1 - 015 - 025	AP Physics (AP®Aligned*)
1 - 016 - 001	Social Studies - Subject Matter - EAP 8
1 - 016 - 002	American Government (MS / HS)
1 - 016 - 003	Civics (inc. Character Ed. Application, MS/HS)
1 - 016 - 004	Geography, World (MS or HS)
1 - 016 - 005	History, U.S. (HS)
1 - 016 - 006	Sociology (HS)
1 - 016 - 007	Western Civilization (HS)
1 - 016 - 008	World History: Early Man to Present
1 - 016 - 009	World History, Modern: Age of Discovery to Present (MS or HS)
1 - 016 - 010	AP and Regular Psychology (AP®Aligned*) 2TM's
1 - 016 - 011	AP Art History (AP®Aligned*)
1 - 016 - 012	AP History of Europe (AP®Aligned)
1 - 016 - 013	AP U.S. History (AP®Aligned)
1 - 017 - 001	Writing
1 - 100 - 001	Teaching Students with Disabilities (PDA)
1 - 100 - 002	ESE Instructional Strategies
1 - 100 - 003	Exceptional Students
1 - 100 - 004	Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas
1 - 101 - 004	Theory/Practice of Coaching a Specific Sport
1 - 103 - 002	Transition (PDA-ESE Modules)
1 - 105 - 001	ESE/Pre-K Handicapped
1 - 105 - 002	Foundations of ESE PDA
1 - 105 - 003	EH Nature and Needs
1 - 105 - 004	Educational Management of ESE Students
1 - 105 - 005	Teaching Social/Personal Skills for ESE
1 - 105 - 006	Teaching Reading for ESE
1 - 105 - 007	Teaching Mathematics for ESE
1 - 105 - 008	Teaching Language Arts for ESE
1 - 105 - 009	VE Nature and Needs
1 - 105 - 010	VE Specialized Curriculum
1 - 105 - 011	MH Nature and Needs
1 - 105 - 012	MH Specialized Curriculum
1 - 105 - 014	EH Specialized Curriculum
1 - 105 - 015	ESE/Physically Impaired
1 - 105 - 016	ESE Physical Therapy/Occupational Therapy
1 - 105 - 017	ESE Visually Impaired
1 - 105 - 018	ESE /Hearing Impaired
1 - 105 - 019	ESE/ Speech/Language Impaired

1 - 105 - 020	SLD/Nature and Needs
1 - 105 - 021	SLD Specialized Curriculum
1 - 105 - 022	ESE/Profoundly Mentally Handicapped
1 - 105 - 023	ESE/Severely Emotionally Disturbed
1 - 105 - 024	ESE Autistic
1 - 105 - 025	Gifted Nature and needs
1 - 105 - 026	Gifted Curriculum Development
1 - 105 - 027	Gifted Guidance Counseling
1 - 105 - 028	Gifted Special Populations
1 - 105 - 029	Gifted/Creativity for Gifted Students
1 - 105 - 030	Differentiating Science Inst for all Students (PDA)
1 - 105 - 031	Differentiating Rdg Inst: Rdg Comp 4/5 (PDA)
1 - 105 - 032	Differentiating Math Inst all students (PDA)
1 - 200 - 001	Agribusiness and Natural Resources Education
1 - 201 - 001	Business Technology Education
1 - 202 - 001	Diversified Education
1 - 203 - 001	Family and Consumer Science
1 - 203 - 002	Career Planning (HS)
1 - 203 - 003	Confronting Drug Use
1 - 203 - 004	Interior Design (HS)
1 - 203 - 005	Life Management (HS)
1 - 204 - 001	Health Science Education
1 - 205 - 001	Industrial Education
1 - 206 - 001	Marketing Education
1 - 207 - 001	Middle School Exploratory Wheel
1 - 208 - 001	Public Service Occupations Education
1 - 209 - 001	Technology Education
1 - 209 - 002	Technology Education Intermediate
1 - 209 - 003	Technology Education Beginning
1 - 210 - 001	Vocational Education Instructional Support Services
1 - 211 - 011	Vocational / Technical Education, Unclassified
1 - 406 - 001	Middle School Journalism (MS) 2TM's
1 - 406 - 002	Journalism (HS)
1 - 406 - 003	Public Speaking (HS)
1 - 406 - 004	Scholastic Newspaper (MS or HS)
1 - 406 - 005	Scholastic Yearbook (MS or HS)
1 - 406 - 006	TV Production (MS or HS) Years 1 and 2
1 - 700 - 001	ESOL Multi-Cultural Strategies
1 - 700 - 002	ESOL Strategies for Content Area Teachers
1 - 700 - 003	ESOL Methods of Teaching
1 - 700 - 004	ESOL Testing and Evaluation
1 - 700 - 005	ESOL Curriculum Materials and Development
1 - 700 - 006	ESOL Applied Linguistics
1 - 700 - 007	ESOL Cross Cultural Communication
1 - 700 - 008	ESOL Survey
1 - 704 - 001	ESOL Strategies for Professionals (Category III)
1 - 705 - 001	ESOL For Guidance Counselors

1 - 705 - 002	ESOL for Administrators (Category IV)
2 - 008 - 004	Instructional Strategies
2 - 100 - 001	VE Instructional Strategies I
2 - 100 - 003	MH Instructional Strategies I
2 - 100 - 004	MH Instructional Strategies II
2 - 100 - 005	EH Instructional Strategies I
2 - 100 - 006	EH Instructional Strategies II
2 - 100 - 007	SLD Instructional Strategies
2 - 100 - 008	SLD Instructional Strategies II
2 - 100 - 009	Gifted Instructional Strategies
2 - 100 - 011	Language Development and Communication (PDA-ESE Module)
2 - 100 - 012	Interpersonal Interactions and Participation (PDA-ESE Modules)
2 - 100 - 013	Intro Differentiating Instr Response all Learners (PDA_ESE)
2 - 100 - 014	Instructional Practices PDA
2 - 100 - 015	Middle Grades English 5-9 Online Content Review Independent Study
2 - 100 - 016	Middle Grades General Science 5-9 Online Content Review Independent Study
2 - 100 - 017	Middle Grades Mathematics 5-9 Online Content Review Independent Study
2 - 100 - 018	Middle Grades Social Science 5-9 Online Content Review Independent Study
2 - 400 - 701	Academic Interventions for the Elementary School Student
2 - 406 - 001	Communication - EAP 2
2 - 407 - 001	Media Instruction and Management
2 - 408 - 001	Critical Thinking - EAP 4
2 - 408 - 002	Planning - EAP 10
2 - 408 - 003	CRISS Training
2 - 408 - 005	Alternative Certification Training (ACT) Program
2 - 408 - 006	Differentiated Instruction
2 - 411 - 001	Learning Styles, Student Differences
2 - 411 - 002	RtI-Response to Intervention
2 - 412 - 001	Diversity - EAP 5
2 - 415 - 001	Lesson Study
3 - 100 - 001	Technology for Student Success (PDA)
3 - 100 - 002	Technology for Student Success Assistive Technology
3 - 408 - 001	Technology - EAP 12
3 - 509 - 001	Technology - Skyward Training
4 - 102 - 001	Assessment of ESE Students
4 - 102 - 002	Assessment and Evaluation PDA-ESE Module
4 - 102 - 003	Formative Assessment Process for Diff Inst (PDA)
4 - 400 - 001	Compass Learning
4 - 401 - 001	Assessment - EAP 1
4 - 411 - 001	Performance Matters
5 - 101 - 001	Non-Violent Crisis Intervention
5 - 101 - 002	VE Behavior Management I
5 - 101 - 003	VE Behavior Management II
5 - 101 - 004	MH Behavior Management I
5 - 101 - 005	EH Behavior Management I
5 - 101 - 006	EH Behavior Management II
5 - 101 - 007	SLD Behavior Management I

5 - 101 - 008	Positive Behavior Supports (PDA-ESE Module)
5 - 104 - 001	Working with Aides, Volunteers, Mentors
5 - 404 - 001	Learning Environments- EAP 9
6 - 403 - 001	Behavioral Interventions
6 - 405 - 001	Dropout Retrieval
6 - 511 - 001	School Safety Training
6 - 511 - 002	Child Abuse and Neglect
7 - 416 - 001	RTTT-Teacher Evaluation
7 - 502 - 001	Targeted Selection
7 - 507 - 002	Communication Skills for Administrators
7 - 512 - 001	School Improvement
7 - 512 - 002	Faculty Curriculum Study
7 - 513 - 001	Laws, Rules, Policies, and Procedures for Administrators
7 - 513 - 002	Organizational Planning Skills for Administrators
7 - 513 - 003	Potential Administrators Training
7 - 513 - 004	Preparing New Principals Training
7 - 517 - 001	Instructional Leadership School Level
8 - 103 - 001	LEA Training
8 - 103 - 002	ESE Legal Issues
8 - 103 - 003	ESE Procedures/Policies/Issues
8 - 302 - 001	Adult ESOL
8 - 404 - 002	Human Development and Learning - EAP 7
8 - 406 - 001	Clinical Educator Training
8 - 409 - 001	Professional Education Competence Program
8 - 409 - 002	Enhancing Professional Practice Skills Through National Board Certification
8 - 413 - 001	Role for the Teacher - EAP 11
8 - 416 - 001	Code of Ethics - EAP 6
8 - 419 - 001	Section 504/American with Disabilities Act
8 - 420 - 001	Student Services
8 - 424 - 001	Training Volunteers
8 - 500 - 001	Transferred points
8 - 501 - 001	Central Services - Planning/Program Evaluation/Continuous Improvement
8 - 505 - 001	Food Service Training
8 - 506 - 001	Paraprofessional Training
8 - 506 - 002	Substitute Teacher Training
8 - 509 - 001	Office/Clerical Support
8 - 510 - 001	Maintenance and Custodial
8 - 512 - 001	Continuous Improvement
8 - 513 - 001	Guidance
8 - 514 - 001	Service on Advisory or Instructional Materials Councils
8 - 515 - 001	Transportation Training
8 - 515 - 002	Transportation/Mechanics

APPENDIX D :
ADD ON CERTIFICATIONS AND ENDORSEMENTS

MASTER INSERVICE PLAN COMPONENT ADD-ON TRAINING COMPONENT

READING ENDORSEMENT

The School District of DeSoto County Reading Endorsement Plan requires that all competencies and indicators required for district in-service add-on programs for certification in the Reading Endorsement be aligned to 1012.575 F.S. by August 1, 2012. Courses will be offered to teachers through online providers such as North East Florida Educational Consortium (NEFEC), Beacon and Literacy Solutions.

READING ENDORSEMENT COMPETENCIES

Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Competency 1: Foundations of Reading Instruction – 60 In-service Hours

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

The total inventory of Performance Indicators (A-G) satisfies Competency 1.

Performance Indicator A: Comprehension

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language

- 1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners' home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the reading components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

The total inventory of Performance Indicators (A-G) satisfies Competency 2.

Performance Indicator A: Comprehension

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: Phonological Awareness

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
- 2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator: D: Phonics

- 2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
- 2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
- 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
- 2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency

- 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
- 2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
- 2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary

- 2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
- 2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
- 2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
- 2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

- 2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
- 2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
- 2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the reading components

- 2.G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.
- 2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
- 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Competency 3: Foundations of Assessment -- 60 In-service hours

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 3.1 Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
- 3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In- service hours

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 Scaffold instruction for students having difficulty in each of the components of reading.
- 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 Monitor student progress and use data to differentiate instruction for all students.
- 4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 4.15 Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

Competency 5: Demonstration of Accomplishment -- 60 In-service Hours

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.
- 5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.

- 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
- 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.
- 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Specialization Requirements for the Endorsement in English for Speakers of Other Languages--Academic Class.

- (1) A bachelor's or higher degree with certification in another subject, and
- (2) Fifteen (15) semester hours in English for speakers of other languages (ESOL) to include credit in each of the areas specified below:
 - (a) Methods of teaching English to speakers of other languages (ESOL),
 - (b) ESOL curriculum and materials development,
 - (c) Cross-cultural communication and understanding,
 - (d) Applied linguistics, and
 - (e) Testing and evaluation of ESOL.

Specialization Requirements for the Endorsement in Athletic Coaching --- Academic Class.

- 1. Certification in another subject, and
- 2. Nine (9) semester hours in athletic coaching to include the areas specified below:
 - o (a) Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drugs,
 - o (b) Three (3) semester hours in coaching theory,
 - o (c) A course in theory and practice of coaching a specific sport, and
- 3. A valid cardiopulmonary resuscitation course completion card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

Specialization Requirements for the Gifted Endorsement

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;

- (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.
- (3) This rule shall take effect July 1, 1992.

Specialization Requirements for Endorsement in Autism Spectrum Disorders - Academic Class.

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and
 - (2) Twelve semester hours to include:
 - (a) Nature of Autism Spectrum Disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
 - (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;
 - (c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;
 - (d) Assessment and diagnosis of Autism Spectrum Disorders, and
 - (e) Field-based experience with students with Autism Spectrum Disorders
- (3) This rule is to become effective July 1, 2002.

Specialization Requirements for Endorsement in Severe or Profound Disabilities --Academic Class.

- (1) A bachelor's or higher degree with certification in any area of special education; and
- (2) Twelve (12) semester hours in the education of students with profound disabilities to include the areas specified below:
 - (a) Coursework in atypical child development and assessment of students with profound disabilities to include use of student assessment for individual educational planning and program planning;
 - (b) Coursework in interdisciplinary teaming to include available resources; the recognition of the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning; and
 - (c) Completion of one of the areas as follows:
 - 1. Six (6) semester hours to include:
 - a. Coursework in nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements; and
 - b. Three (3) semester hours of supervised field-based experience with students who are autistic; or
 - 2. Six (6) semester hours to include:
 - a. Coursework in nature of profound mental disabilities and intervention strategies for educating students with profound mental disabilities to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements, and
 - b. Three (3) semester hours of supervised field-based experience with students with profound mental disabilities; or
 - 3. Six (6) semester hours to include:
 - a. Coursework in nature of deaf-blindness and intervention strategies for educating students who are deaf-blind to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements, and
 - b. Three (3) semester hours of supervised field-based experience with students who are deaf-blind.