



Summer 2011 Cohort

Practitioner Handbook



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Certification Solutions Staff

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Our Mission

The mission of Certification Solutions is to partner with Louisiana school districts to identify, train and support practitioner teachers who exhibit character traits of academic excellence, integrity, enthusiasm, and maturity so that the school children of Louisiana receive an exemplary education.

Communication and Dissemination of Information

This handbook is provided for the purpose of disseminating pertinent information about Certification Solutions (CS). Practitioners are responsible for reading the handbook, and are to refer to it as a primary source of information concerning CS policies and procedures.

In addition to this handbook, information about CS will be disseminated in the following ways:

- Bulletins emailed periodically
- CS website announcements
- Oral instructions at meetings
- Written communication to individual practitioners
- Phone calls

The CS staff uses email as its primary form of communication with practitioners.

Please be responsible to check your email accounts to learn about requirements, dates, places, and deadlines.

- Practitioners must check email accounts at least every 24 hours.
- Practitioners must maintain available space in email accounts.
- CS will not be responsible for emails returned to CS due to full mailboxes, inactive email accounts, cancelled email accounts, or any other reason.

Practitioners must notify CS of any change in contact information (i.e. email address, phone numbers, mailing address, etc.). It is also the responsibility of the practitioner to notify the CS office of a change in teaching status (i.e. transfer, resignation, leave of absence, etc.). Please see the Appendix or visit www.LRCE.org for appropriate forms. Failure to comply makes adequate communication difficult and failure to notify CS of a change of teaching status may result in disciplinary action.

If a practitioner is not sure about dates or activities, it is his or her responsibility to get in touch with a CS staff member for clarification.

Certification Solutions Practitioner Teacher Program Expectations

Professionalism

All CS practitioners are expected to conduct themselves in a professional manner at all times. Remember, you are representing yourself, fellow practitioners, Louisiana educators and LRCE/CS. Professional behavior includes, but is not limited to, the following:

- Punctuality for the beginning of all training sessions and after each break
- Attendance at and participation for the entire session
- Respect for others' property, opinions, and beliefs
- Avoidance of gossip, foul language, and disrespect to all CS practitioners, partnering school district personnel, LRCE/CS staff and guests
- Promotion of positive working relationships with all CS practitioners, partnering school district personnel, LRCE/CS staff and guests
- Respect for LRCE/CS staffs' offices, computers, work areas, and materials

Dress Code

Practitioners may dress in a business casual manner for training sessions. LRCE maintains a professional environment, and all people associated with the center are to abide by the dress code policies established. Remember, you are setting a professional example for Louisiana students. The LRCE/CS staff reserves the right to address, and respond to, individuals out of compliance with the LRCE/CS dress code. Failure to comply with the dress code may result in disciplinary action. Listed below is the dress code:

Men and Women:

- No denim of any kind!
- All practitioners are to be mindful of cleanliness and personal hygiene
- Garments displaying illustrations, words, or messages that may prove to be offensive are not allowed
- Disruptive and/or unprofessional dress will not be tolerated

Men:

- Men are to wear shirts with sleeves and collars (polo shirts are acceptable)
- Men are to wear closed toe shoes
- Shirts are not to be see-through (i.e. mesh jerseys)

Women:

- Women are to dress modestly
- Mini-skirts or skirts with dramatic slits are not acceptable
- Pants must be street-length; no crop or capri pants
- Women's blouses or shirts are not to be revealing or see through
- Women are to wear closed toe shoes or peep-toe shoes. NO flip-flops or sandals.

LRCE Site:

If the temperature is cold in the training area, please dress appropriately or bring a jacket.

Field Experience Sites:

Each school site and district has an established dress code. Please adhere to any additional dress code requirement not listed in the LRCE/CS dress code listed above. The LRCE/CS dress code is to be the minimum standard.

An individual conference can be scheduled if there is a need to discuss program expectations.

Summer Institute

General Information

The Summer Institute will be held at Louisiana Resource Center for Educators and at local school locations for 7 weeks. Please see the Summer Institute Schedule in the Appendix for dates and topics.

At each location, practitioners will be required to personally sign in each morning and out each afternoon. Please do not sign in or out for someone else. Signing someone else's name will result in disciplinary action.

Attendance, participation, and cooperation in all summer training sessions is required for successful completion of the program. Documentation of attendance, mastery, and participation at each session will be on file in the CS office. Training has been designed to provide practitioners with experiences and information needed for the first year of teaching. Teaching strategies presented are appropriate for teachers of all grade levels or instructional arrangements.

It is important that practitioners give full attention to the training at LRCE and during field experiences, so we ask that you make child care arrangements in advance. Additionally, we ask that cell phones and pagers be turned off during all training and field experiences. Messages can be retrieved at break or left at the front desk.

At LRCE

Name badges will be provided each day and we ask that all practitioners wear them at all times so that the CS staff, presenters, and other practitioners can become familiar with you. All name badges will be returned to the CS staff at the end of each training day.

Training begins promptly at **8:30 a.m.**, and practitioners are expected to be in their seats and ready for training at that time. Upon entering the building for the first time, take time to get oriented, find rest rooms, etc., and look for signs giving directions.

Training is scheduled to end at **4:30 p.m.**, and practitioners are expected to have made all arrangements to stay for the entire session. If a presenter ends early on one day, it does not mean that this will be a pattern. Consultants take their jobs seriously and have worked hard to bring the best training in the limited time given. Please show them the respect you would appreciate and do not ask if you can cut lunch short so that you can leave early. Thank you in advance for this courtesy.

LRCE hosts a number of workshops and offers meeting space to many local organizations. Please help LRCE keep its meeting space in good shape by cleaning up your area before you leave each day. This includes returning your chairs to their correct places, picking up trash, keeping restrooms tidy, etc.

At Field Experience Sites

The CS staff will assign practitioners to area schools to complete the required field experiences. **You will be given your field experience school assignment, time to report, and a packet for your supervising teacher on Friday, May 27th.** You will also be provided with a list of expectations and school guidelines prior to your first visit to the school.

Traveling distance will be taken into consideration when making the assignments, but it is not guaranteed that the school will be located close to a practitioner's home. A practitioner's school assignment will also be made on the basis of capacity at each site and the practitioner's intended subject and grade level for certification.

Practitioners will be required to be at their assigned school site and prepared to observe/assist/teach at the same time as the summer school teaching staff. They will remain on that site through the duration of the teaching day. School times are specific to locations.

On-site observations at the school locations will be conducted throughout the field experiences by several CS staff members. Should the CS staff determine that further training is required of a practitioner prior to entering the classroom full-time, he/she may be required to attend additional training sessions at a later date.

Remember, you will be a guest in the school. It is important to demonstrate courtesy and professional behavior at all times. Your best recommendation may come from that school!

Please check on distance and voice any concerns **before** the first day of your field experiences.

Teaching on a Practitioner License

Practitioners must teach at least one full year (180 days) on a Practitioner License before they are eligible for Level 1 certification. The license will be applied for in July 2011, provided that a candidate has obtained a full-time teaching position and has met all CS requirements thus far. Practitioners must be listed as a full-time teacher of record at the school in the content area of the passed Praxis II content area exam. Substitute positions, teaching assistant positions, or paraprofessional positions do not qualify a candidate for a Practitioner License.

Candidates who have obtained a full-time teaching position and have been issued a Practitioner License will be required to attend the Learning Team meetings and will be assigned a Practitioner Advisor. They will also be responsible for tuition payments as outlined on the payment schedule (see page 10).

Learning Teams

Practitioners are required to attend Learning Team meetings throughout the year. Learning Teams are 3 hour, bi-weekly content specific training sessions conducted by outstanding educators. The meetings provide practitioners with additional lesson plans and ideas, best practices, guidance and leadership. They also offer them the chance to share ideas and suggestions with fellow practitioners who teach in their content area.

Learning Teams meet **twice a month on Monday nights from 5:30 – 8:30 p.m.** at LRCE. (See Appendix or visit www.LRCE.org for the meeting schedule.) It is strongly recommended that you keep this schedule readily at hand throughout the year as the CS staff does not send reminders about the dates. Practitioners will be notified **only if** there is a change to the calendar.

Please do not call LRCE to see if you have class. Keep the calendar with you.

All Learning Team meetings take place at LRCE's office in Baton Rouge, and practitioners are required to drive to LRCE for the meetings. If a practitioner lives **more than 90 miles** from LRCE, videoconferencing for the Learning Team meetings may be a possibility, provided that there is a location with a videoconferencing unit available near the practitioner and that the unit has the appropriate settings to videoconference with LRCE. Again, this is a possibility, not a guarantee. Please be prepared to drive to LRCE for the Learning Team meetings incase videoconferencing is not available.

CS Practitioner Advisors

CS provides each practitioner with a Practitioner Advisor. Practitioner Advisors are educators who have extensive years of experience in the classroom, and in most cases, in administrative roles. They are one of the strongest advocates for practitioners. Please consider your Practitioner Advisor as your mentor and teacher coach during the year, and feel free to go to him or her with your concerns, questions, and/or celebrations.

A Practitioner Advisor will be assigned to a practitioner once he or she has obtained a teaching position. The advisor will meet with and observe the practitioner a minimum of five times throughout the year. A Practitioner Advisor may visit the practitioner more frequently on an as needed basis.

Please notify the CS staff if you are not contacted by your Practitioner Advisor within two weeks of starting your teaching position.

Practitioners must keep their Practitioner Advisor updated on current contact information so that the advisor can easily reach them when attempting to schedule meeting appointments.

When an appointment is made, the practitioner must be prepared and must be on time. Should the practitioner be unavailable for any reason, he or she must contact the Practitioner Advisor as soon as possible.

Non-Employment

If a candidate has not obtained full-time employment by **August 11, 2011** he or she will automatically be placed on deferred status:

Deferred Status

- ~ full-time teaching position has not been secured;
- ~ no practitioner license is applied for;
- ~ no learning team attendance is required;
- ~ no practitioner advisor is assigned;
- ~ no tuition payments are due;
- ~ status will remain as deferred until the candidate contacts Certification Solutions staff to notify them of a full-time teaching position.

Upon obtaining full-time employment, a candidate's program status is changed to full participant, and he or she becomes responsible for fulfilling all program requirements at that time (learning team attendance, practitioner advisor observations, tuition payments, etc.)

Candidates have three years from the start of the program to fulfill the program requirements.

Absences

Summer Institute

It is expected that all Summer Institute training sessions be attended. 'Skippers' will be dismissed immediately. In the case of an emergency, a practitioner must submit an explanation in writing via email or using the CS Absentee Form to the CS staff. See the Appendix or visit www.LRCE.org for the CS Absentee Form. The form must be accompanied by documentation (e.g., doctor's excuse).

Summer Institute training lays the foundation for the teaching year. Because of the limited time frame for training, if a practitioner misses **more than 3 days for ANY reason**, he or she will be dismissed from the program. There will be no refunds.

The CS staff does understand that practitioners will be interviewing for job positions during this time and does not penalize a practitioner for an absence resulting from a job interview. However, the candidate must still submit a written explanation via email or using the CS Absentee Form along with supporting documentation. The CS staff may contact the interviewer to verify documents.

Learning Teams

Because of the limited time frame for training, if a candidate misses **more than 4 Learning Team meetings for ANY reason**, he or she will be dismissed from the program and will not be eligible for certification. There will be no refunds.

If a practitioner is absent from a Learning Team meeting, he or she will be required to submit a written explanation via email or using the CS Absentee Form along with supporting documentation. He or she is also responsible for notifying the Learning Team Leader and for obtaining the material covered during the meeting.

Feedback

The CS staff strives to provide the best training environment possible for practitioners as they work towards their certification and therefore welcomes and appreciates feedback and constructive criticism. If a practitioner has a concern about the CS staff, LRCE staff, fellow practitioners, Learning Team Leaders, or Practitioner Advisors, we want him or her to feel free to come to us with the concern.

Tuition

The total tuition for Certification Solutions participants is \$3,600.

Tuition payments are made in four installments, listed as follows:

<u>Payment Dates</u>	<u>Practitioner's Payment</u>
May 10, 2011	\$ 1,200.00
November 30, 2011	\$ 800.00
February 28, 2012	\$ 800.00
<u>May 31, 2012</u>	<u>\$ 800.00</u>
TOTAL	\$ 3,600.00

Payments can be made by personal or cashiers check, money order, cash, or credit card. A \$25 charge will be added to NSF checks.

A late fee of \$25 per month will be added to the practitioner's portion for each month he or she is late in paying the fee.

Failure to meet financial obligations may result in dismissal from the CS program.

Recommendation for Certification

In order for Certification Solutions to recommend a practitioner for Level 1 teacher certification, the practitioner must:

- Submit original transcripts demonstrating a Bachelor's degree and 2.5 cumulative GPA or better no later than May 23, 2011

- Pay the CS tuition in full (see above payment schedule)
- Submit original passing scores on Praxis I (or proof of exemption) no later than April 15, 2011
- Submit original passing scores on Praxis II content area exam(s) no later than April 15, 2011
- Satisfactorily attend the Summer Institute
- Teach full-time for at least one year (180 days) on a Practitioner License in specified content area
- Satisfactorily attend and participate in all Learning Team meetings
- Pass Praxis II Principles of Learning and Teaching (PLT), Special Education, or Early Childhood tests by June 1, 2012. See the Appendix for test codes and scores.
- Pass the Teaching Reading (0204) test (or have nine semester hours of coursework in reading education) by June 1, 2012. This applies to practitioners seeking Early Childhood, Elementary, or Special Education certification only.
- Be recommended for certification by the principal, CS Practitioner Advisor, Learning Team Leader, and CS Program Director.
- If necessary, successfully complete all components of an Accentuated Growth Plan (see explanation below)

NOTE: A practitioner has a maximum of 3 years from the start of the program to complete his or her certification, but the above requirements can be met in as little as 1 year.

In the event a practitioner is unable to complete any of the requirements listed, he or she is expected to notify the CS staff immediately. It is advised that the principal be included in any communication concerning the practitioner's requirements.

Accentuated Growth Plan (AGP)

If a practitioner is experiencing difficulty in a specific area during the year, a conference will be scheduled, an Accentuated Growth Plan (AGP) will be developed, and the time lines for remediation and completion established. The AGP will be developed by the CS Practitioner Advisor, school principal, the Program Director, and the practitioner. The AGP may include, but is not limited to: attending additional workshops, meeting with a Practitioner Advisor, completing additional hours of field experiences during summer 2012, observing highly effective teachers in a specific content and level area. The AGP may include the practitioner successfully completing a Praxis PLT training at his or her own expense.

While working on the AGP, the practitioner will be assigned a Practitioner Advisor on a semester basis. (The term semester for this section will be defined as Summer, Fall, or Spring).

For each AGP semester the practitioner will be financially responsible to pay for any incurred cost associated with the AGP. Costs may include, but are not limited to: Practitioner Advisor fees, study materials, Learning Team meetings, and/or professional development opportunities.

Dismissal

Summer Institute:

The Certification Solutions staff maintains rigid standards of conduct during the Summer Institute. A practitioner may be asked to resign from CS if he or she cannot meet the expectations of the program. Situations that may lead to dismissal include, but are not limited to: repeated tardiness or absences, falsifying any documents or statements, signing in or out for another person, insubordination, lack of participation, lack of professionalism. The Program Director and her designee will meet with the practitioner to determine a course of action.

On-going:

A practitioner may be asked to resign from CS if he or she cannot meet the expectations of the program. Situations that may lead to dismissal include, but are not limited to: repeated tardiness or absences, falsifying any documents or statements, signing in or out for another person, insubordination, lack of participation, lack of professionalism. The Program Director and her designee will meet with the practitioner to determine a course of action.

The school district has the option to dismiss a practitioner at any time during the year. Every effort will be made to resolve problems, but the district, being the employing agency, will make the final decision. In the event a principal or school district administrator recommends that a practitioner discontinue the program during the school year and/or releases the practitioner from his or her teaching position as a direct result of the practitioner's performance, the practitioner will be dismissed from CS.

The CS staff may dismiss a practitioner if there is reason to believe he or she does not provide a safe environment for children (i.e. classroom management is such that a student may be in danger, academically, emotionally, or physically), his or her performance outside the classroom is a detriment to the total campus atmosphere, and/or he or she does not adhere to the CS guidelines.

If the practitioner misses in excess of 4 Learning Team meetings, he or she will be dismissed from Certification Solutions.

Upon dismissal or resignation from Certification Solutions, the Practitioner License will be revoked and NO refunds will be given for any reason.

Requirements of Certification Solutions

- A. Program Operations
 - 1. Implement the Certification Solutions Practitioner Teacher Program in accordance with the guidelines established by the Louisiana Department of Education, the Blue Ribbon Commission, and the Louisiana Board of Elementary and Secondary Education, and LRCE
 - 2. Plan/facilitate training of CS practitioners
 - 3. Facilitate certification upon completion of all practitioner requirements
 - 4. Provide each CS practitioner a list of CS Personnel Directors' names and contact information
 - 5. Provide each CS Personnel Director with a list of CS practitioner names, subject and grade area, and contact information
- B. Program Evaluation/Modification
 - 1. Modify CS based on feedback from:
 - a. CS practitioners
 - b. School district administrators
 - c. CS Staff
 - d. CS Advisory Council
 - e. CS Practitioner Advisors
 - f. CS Learning Team Leaders

Requirements of School Districts/Schools

- A. Employment
 - a. Interview and employ CS practitioners per district needs
 - b. Provide salary and benefits to employed CS practitioners

Requirements of CS Practitioner Teachers

- A. Sign and return all CS Forms and Payment Authorization Forms by established deadline
- B. Pay the CS tuition by established deadlines
- C. Attend and participate in all trainings
- D. Actively pursue employment
- E. Be a role model of a professional teacher
- F. Be a contributing member of the campus and district
- G. Actively teach in the classroom
- H. Successfully pass a law enforcement background check. Each school district will have specific requirements.

Appendix

Included in the Appendix:

- Summer Institute Calendar
- Learning Team Seminar Schedule
- PRAXIS II Principles of Learning and Teaching (PLT) Information
- District Personnel Directors and Contact Information
- Change of Information Forms
- Acceptance Meeting Agreement/Tuition Payment Schedule Agreement/Photo Release Form
- Information Teachers Need to Know about a New School
- Louisiana Components of Effective Teaching
- Certification Add-on Policies

Many of these forms can also be found on www.LRCE.org. Click on “Current Practitioners” under the “Certification Solutions” link.

2011 Summer Institute Calendar

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 Field Experience @ school site	2 Field Experience @ school site	3 Classroom Management and Early Childhood @ LRCE	4
5	6 Field Experience @ school site	7 Field Experience @ school site	8 Field Experience @ school site	9 Field Experience @ school site	10 School Law @ LRCE	11
12	13 Field Experience @ school site	14 Field Experience @ school site	15 Field Experience @ school site	16 Field Experience @ school site	17 Classroom Management, Struggling Students, and Early Childhood @ LRCE	18
19	20 Field Experience @ school site	21 Field Experience @ school site	22 Field Experience @ school site	23 Field Experience @ school site	24 Technology, Assessment, and Early Childhood @ LRCE	25
26	27 Foundations of Literacy @ LRCE	28 Foundations of Literacy @ LRCE *Job Fair @ LRCE 5:00 p.m.*	29 Foundations of Literacy @ LRCE	30 Foundations of Literacy @ LRCE		

June

2011

► *Topics subject to change. Hours for sessions at LRCE are held from 8:30 a.m. until 4:30 p.m. Field experience hours vary by site.*

2011 Summer Institute Calendar

July	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Impact Teaching @ LRCE	2
	3	4 OFF Happy Independence Day!	5 Special Education, Discipline/Juvenile Court, and Early Childhood @ LRCE	6 Special Education, Discipline, Technology, and Early Childhood @ LRCE	7 1 st Days of School and Apply for PLs @LRCE *End of summer celebration*	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
2011	31						

► Topics subject to change. Hours for sessions at LRCE are held from 8:30 a.m. until 4:30 p.m. Field experience hours vary by site.

Learning Team Seminar Schedule, 2011 – 2012

Monday nights, 5:30 – 8:30 p.m.

A Day (Primary Grades): Early childhood (PK-K), lower elementary (1-2), upper elementary (3-5) & special education

B Day (Secondary Grades): English, math, science, social studies & foreign language

A&B Days – Everyone meets on these nights for combined, special sessions (no videoconferencing allowed)

☉ Days – No learning team meets on these nights

August 2011						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8-A	9	10	11	12	13
14	15-B	16	17	18	19	20
21	22-A	23	24	25	26	27
28	29-B	30	31			

January 2012						
S	M	T	W	Th	F	S
1	2-☉	3	4	5	6	7
8	9-A	10	11	12	13	14
15	16-B	17	18	19	20	21
22	23-A	24	25	26	27	28
29	30-B	31				

September 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5-☉	6	7	8	9	10
11	12-A&B	13	14	15	16	17
18	19-A	20	21	22	23	24
25	26-B	27	28	29	30	

February 2012						
S	M	T	W	Th	F	S
			1	2	3	4
5	6-A	7	8	9	10	11
12	13-B	14	15	16	17	18
19	20-☉	21	22	23	24	25
26	27-A&B	28	29			

October 2011						
S	M	T	W	Th	F	S
						1
2	3-A	4	5	6	7	8
9	10-B	11	12	13	14	15
16	17-A	18	19	20	21	22
23	24-B	25	26	27	28	29
30	31-☉					

March 2012						
S	M	T	W	Th	F	S
				1	2	3
4	5-A	6	7	8	9	10
11	12-B	13	14	15	16	17
18	19-A	20	21	22	23	24
25	26-B	27	28	29	30	31

November 2011						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7-A	8	9	10	11	12
13	14 - B	15	16	17	18	19
20	21-☉	22	23	24	25	26
27	28-A&B	29	30			

April 2012						
S	M	T	W	Th	F	S
1	2-A	3	4	5	6	7
8	9-☉	10	11	12	13	14
15	16-B	17	18	19	20	21
22	23-A	24	25	26	27	28
29	30-B					

December 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5-A	6	7	8	9	10
11	12-B	13	14	15	16	17
18	19-☉	20	21	22	23	24
25	26-☉	27	28	29	30	31

May 2012						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7-A	8	9	10	11	12
13	14-B	15	16	17	18	19
20	21-☉	22	23	24	25	26
27	28-☉	29	30	31		

PRAXIS II – Principles of Learning and Teaching (PLT)

All practitioners are required to pass the Principles of Learning and Teaching, Special Education, or Early Childhood exams before they are eligible for Level 1 certification. The exams must be taken by June 2012 if a practitioner plans to receive his or her certification within one year.

The following chart lists the PLT tests and minimum scores required for the **areas of certification** offered by CS:

Certification Area	PLT Early Childhood (0521)	PLT K-6 (0522)	PLT 5-9 (0523)	PLT 7-12 (0524)
Early Childhood Grades Pre-K - 3	172			
Elementary Education Grades 1 - 5		161		
Mathematics Grades 4 – 8			154	
Science Grades 4 – 8			154	
English Grades 4-8			154	
Biology Grades 6 – 12				161
Chemistry Grades 6 – 12				161
English Grades 6 – 12				161
French Grades 6 – 12				161
General Science Grades 6 – 12				161
Mathematics Grades 6 – 12				161
Social Studies Grades 6-12				161
Physics Grades 6 – 12				161
Spanish Grades 6 – 12				161
Special Education: Mild to Moderate Disabilities Grades 1-5, 4-8, or 6-12	Take the PLT that corresponds with your certification grade level and Special Education: Core Knowledge and Mild to Moderate Applications (0543)			

In addition to the above tests, all Early Childhood, Elementary, and Special Education practitioners are required to pass the Teaching Reading (0204) test **or** have nine semester hours of coursework in reading education to be eligible for Level 1 certification.

District Personnel Directors and Contact Information

Updated 5/4/11

DISTRICT	NAME	PHONE	FAX	ADDRESS	EMAIL
Ascension	Randy Watts	(225) 473-7981	(225) 474-8616	1100 Webster Street Donaldsonville, LA 70346	randy.watts@apsb.org
Assumption	Tootie Hock	(985) 369-7251 ext. 33	(985) 369-2530	4901 Highway 308 Napoleonville, LA 70390	thock@assumptionschools.com
Baker	David Timoll	(225) 778-2379	(225) 778-2374	3033 Ray Weiland Drive Baker, LA 70714	dtimoll@bakerschools.org
Bogalusa	Joanna Dillman	(985) 281-2130	(985) 281-5182	1705 Sullivan Drive Bogalusa, LA 70427	jdillman@bogschools.org
Calcasieu	Linda LeBlanc	(337) 317-4040 ext. 2006	(337) 217-4041	1724 Kirkman Street Lake Charles, LA 70601	linda.leblanc@cpsb.org
Central	Gavin Vitter	(225) 262-1919	(225) 262-1989	P.O. Box 78094 Baton Rouge, LA 70837	gvitter@centralcss.org
East Baton Rouge	Millie Williams	(225) 922-5485	(225) 922-5688	1050 S. Foster Drive Baton Rouge, LA 70806	mwilliams2@ebrschools.org
East Feliciana	Ronald Matherne	(225) 683-8277 ext. 229	(225) 683-3320	12732 Silliman Street P.O. Box 397 Clinton, LA 70722	rmatherne@efpsb.k12.la.us
Iberia	Jacklene Jones	(337) 365-2341 ext. 4104	(337) 365-6996	1500 Jane Street New Iberia, LA 70560	personnel@iberia.k12.la.us
Iberville	Brandie Blanchard	(225) 687-4341	(225) 687-5408	58030 Plaquemine Street Plaquemine, LA 70764	
Jefferson Davis	David Clayton	(337) 824-1834	(337) 824-9737	203 E. Plaquemine Street Jennings, LA 70546	dclayton@jeffersondavis.k12.la.us
Livingston	Rick Wentzel	(225) 686-7044 ext. 274	(225) 686-3052 or 686-4334	13909 Florida Boulevard P.O. Box 1130 Livingston, LA 70754	Rick.Wentzel@lpsb.org
Pointe Coupee	Lisa Huffaker	(225) 638-8674 ext. 4813	(225) 638-3237	337 Napoleon St. P.O. Drawer 579 New Roads, LA 70760	lisah@pcpsb.net
St. Charles	Gwen Hitt	(985) 785-7232	(985) 785-1025	13855 River Road Luling, LA 70070	ghitt@stcharles.k12.la.us
St. Helena	Patricia Morgan	(225) 222-4349	(225) 222-4937	P.O. Box 540 Greensburg, LA 70441	pmorgan@sthp-12.net
St. James	Carol Webre	(225) 258-4504	(225) 869-8845	1876 West Main Street P.O. Box 338 Lutcher, LA 70071	cwebre@stjames.k12.la.us
St. John the Baptist	Dr. Leigh Ann Beard	(985) 536-1106	(985) 536-4564	118 West 10 th Street P.O. Drawer AL Reserve, LA 70084	lbeard@stjohn.k12.la.us
Tangipahoa	Ron Genco or Reginald Elzy	(985) 748-7153 or 748-2503	(985) 748-2504	59656 Puleston Road Amite, LA 70422	ronald.genco@tangischools.org reginald.elzy@tangischools.org
Vermilion	Charlotte Waguespack	(337) 898-5753	(337) 898-0939	220 S. Jefferson Street Abbeville, LA 70510	cwagspak@vrml.k12.la.us
Washington	Richard Kennedy	(985) 839-7761	(985) 839-5464	800 Main Street Franklinton, LA 70438	rkennedy@wpsb.org
West Baton Rouge	Annette Mire	(225) 343-8309	(225) 387-2101	3761 Rosedale Road Port Allen, LA 70767	amire@wbrschools.k12.la.us
West Feliciana	Beverly Grant	(225) 635-3891 ext. 120	(225) 635-0108	P.O. Box 1910 4727 Fidelity Street St. Francisville, LA 70775	grantb@wfpsb.org
Zachary	Yolanda Williams	(225) 658-4969	(225) 658-5261	3755 Church Street Zachary, LA 70791	yolanda.williams@zacharyschools.org

**Certification Solutions
Change of Name Form**

Practitioner's Former Name:

Practitioner's New Name:

Has your address changed? _____ No _____ Yes
If 'Yes', please enter new information below.

New Address:

City, State, Zip:

New Phone Number:

Date of name/address change:

Additional Comments:

Please fax this form to Certification Solutions at the Louisiana Resource Center for Educators at 225-924-3098.

**Certification Solutions
Change of Address Form**

Practitioner:

Former Address:

Former City, State, Zip:

New Address:

New City, State, Zip:

Has your phone number changed? _____ No _____ Yes

If 'Yes', please enter new information below.

Former phone number:

New phone number:

Date new address/phone number will take effect:

Please fax this form to Certification Solutions at the Louisiana Resource Center for Educators at 225-924-3098.

Certification Solutions
Change of Phone/ Emergency Phone Number Form

Practitioner:

Former Phone Number: () - _____ - _____

New Phone Number: () - _____ - _____

Former Emergency Phone Number – () - _____ - _____

New Emergency Phone Number - () - _____ - _____

Date new numbers will take effect:

Please fax this form to Certification Solutions at the Louisiana Resource Center for Educators at 225-924-3098.

**Certification Solutions
Change of Email Address Form**

Practitioner:

Former Email Address:

New Email Address:

Date new email address will take effect:

Please fax this form to Certification Solutions at the Louisiana Resource Center for Educators at 225-924-3098.

**Certification Solutions
Change of Job Placement Form**

Practitioner:

Former Teaching Position:

School Name:

Subject Area:

Grade:

Former School Address:

Former City, State, Zip:

New Teaching Position:

School Name:

Subject Area:

Grade:

New School Address:

New City, State, Zip:

Has your work email account changed? _____ No _____ Yes

If 'Yes', please enter new information below.

Former email address:

New email address:

Date new position/email address will take effect:

Please fax this form to Certification Solutions at the Louisiana Resource Center for Educators at 225-924-3098.

**Certification Solutions
Absentee Form**

Practitioner:

Address:

City, State, Zip:

Home phone:

Email address:

Date and/or Time of Absence(s):

Reason for Absence:

Please attach original forms of documentation for absence.

Certification Solutions

Acceptance Meeting Agreement

Please read each statement and provide your name, signature and date at the bottom of the page.

1. I have read the Certification Solutions Practitioner Procedural Handbook.
2. I understand fully my responsibilities and duties as a CS practitioner.
3. I agree to represent CS and myself in a professional manner.
4. I understand that I am responsible for prompt attendance and full participation in all CS activities.
5. I understand that if I discontinue my participation in CS or am dismissed from the program there will be no refunds.
6. I understand that I am to have the Practitioner Procedural Handbook at all CS activities.
7. I understand that falsifying any document will result in immediate dismissal from CS.
8. I understand that deliberately providing false information in ANY manner will result in immediate dismissal.
9. I understand that a fee (minimum \$10) will be assessed for replacement of any handbook and/or publication.

Printed Name

Signature

Date

Tuition Payment Schedule Agreement

The total cost for Certification Solutions participants is \$3,600. The schedule of payments is as follows:

Payment Dates	Payment
May 10, 2011	\$1,200
November 30, 2011	\$800
February 28, 2012	\$800
May 31, 2012	\$800
Total:	\$3,600

Payments can be made by personal or cashiers check, money order, cash, or credit card. A \$25 charge will be added to NSF checks.

A late fee of \$25 per month will be added for each month that the practitioner is late in paying the fee.

Failure to meet financial obligations will result in dismissal from CS.

NOTE: Practitioner is responsible for the \$50 Practitioner License application fee and \$50 Level 1 application fee.

I have read the fee schedule and fully understand that:

- I am responsible for prompt payment of the CS tuition.
- No refunds or reimbursements will be given.

Printed Name

Signature

Date

Certification Solutions

Photo Release Form

I hereby grant permission to the Louisiana Resource Center for Educators and Certification Solutions to interview me and/or to use my likeness in photograph(s)/video in any and all of its publications and in any and all other media, whether now known or hereafter existing, controlled by the Louisiana Resource Center for Educators and Certification Solutions, in perpetuity, and for other use by the Louisiana Resource Center for Educators and Certification Solutions. I will make no monetary or other claim against the Louisiana Resource Center for Educators and Certification Solutions for the use of the interview and/or the photograph(s)/video.

Printed Name

Signature

Date

Information Teachers Need to Know About a New School

- Who are members of the administrative team?
- What are their responsibilities?
- School Calendar
 - -Teachers
 - -Students
- Duty schedule
 - -Weekly
 - -Special events
- Campus discipline plan
- Daily schedules
- Lesson plans
 - -Schedule
 - -Procedure
- Grading policy
- Documentation of LCET
- Cumulative folders
- School health services
 - -Nurse
 - -Medication policy
 - -First Aid
- Dress Code
 - -Teacher
 - -Student
- Substitute teacher policies and preparation
- Field trips
 - -Procedure for approval
 - -Required permissions
 - -Liability questions
- Schedules of special personnel – art, music, physical education, etc. (for elementary teachers)
- Aide policy
- Schedule of support personnel – occupational therapy, speech, etc.
- Emergency procedures: medical, fire, and disaster
- Library or instructional materials center use and personnel
- Floor plan of the school
- Playground policies
- Parking
- Telephone use (policy, etc.)
- Coffee (policy)
- Parent contacts/conferences
 - -How often
 - -Home visit policy
- Bus schedules and routes
- Professional organizations

Louisiana Components of Effective Teaching

Domain I: Planning

Component A . The teacher plans effectively for instruction

- IA1. Specifies learner outcomes in clear, concise objectives
- IA2. Includes activity/activities that develop objectives
- IA3. Identifies and plans for individual differences
- IA4. Identifies materials, other than standard classroom materials, as needed for the lesson
- IA5. States method(s) of evaluation to measure learner outcomes
- IA6. Develops an IEP and/or IFSP as needed for the lesson

Domain II: Management

Component A. The teacher maintains an environment conducive to learning.

- IIA1. Organizes available space, materials, and/or equipment to facilitate learning
- IIA2. Promotes a positive learning climate

Component B. The teacher maximizes the amount of time available for instruction.

- IIB1. Manages routines and transitions in a timely manner
- IIB2. Manages and/or adjusts allotted time for activities planned

Component C. The teacher manages learner behavior to provide productive learning opportunities.

- IIC1. Establishes expectations for learning behavior
- IIC2. Uses monitoring techniques to facilitate learning

Domain III: Instruction

Component A. The teacher delivers instruction effectively.

- IIIA1. Uses technique(s) which develop(s) lesson objective(s)
- IIIA2. Sequences lesson to promote learning
- IIIA3. Uses available teaching material(s) to achieve lesson objective(s)
- IIIA4. Adjusts lesson when appropriate
- IIIA5. Integrates technology into instruction

Component B. The teacher presents appropriate content.

- IIIB1. Presents content at a developmentally appropriate level
- IIIB2. Presents accurate subject matter
- IIIB3. Relates relevant examples, unexpected situations, or current events to the content

Component C. The teacher provides opportunities for student involvement in the learning process

- IIIC1. Accommodates individual differences
- IIIC2. Demonstrates ability to communicate effectively with students
- IIIC3. Stimulates and encourages higher-order thinking at the appropriate development levels
- IIIC4. Encourages student participation

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

- IIID1. Consistently monitors ongoing performance of students
- IIID2. Uses appropriate and effective assessment techniques
- IIID3. Provides timely feedback to students
- IIID4. Produces evidence of student academic growth under his or her instruction

Domain IV: Professional Development

Component A. The experienced teacher plans for professional self-development

Component B. The new teacher plans for professional self-development

- IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
- IVB2. Seeks ideas and strategies from resources (i.e. books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Domain V: School Improvement

Component A. The teacher takes an active role in building-level decision making.

VA1. Participates in grade level and subject area curriculum planning and evaluation

VA2. Serves on task forces and/or committees

VA3. Implements school improvement plan at the classroom level

Component B: The teacher creates partnerships with parents/caregivers and colleagues.

VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

VB2. Encourages parents/caregivers to become active partners in their children's educations and to become involved in school and classroom

VB3. Seeks community involvement in instructional program

Teacher Certification Add-On (Endorsement) Policy*

* Please check www.TeachLouisiana.net to verify any add-on policies as they may change.

Regular Education Areas: The chart below identifies requirements to be completed in order to add-on a regular education certification level and/or a certification area within levels to an existing valid teaching certificate.

PK-3 Add-On (Endorsement)	Requirements
For individual holding a valid elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8)	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS PLT Early Childhood Exam (#0521) or Accumulate twelve (12) credit hours of combined Nursery School and Kindergarten coursework.
For individual holding a valid upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary school certificate (e.g., 6-12, 7-12, 9-12), special education certificate (other than Early Interventionist), or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014) 2. Achieve passing score for PRAXIS PLT Early Childhood Exam (#0521) or Accumulate twelve (12) credit hours of combined Nursery School and Kindergarten coursework. 3. Accumulate nine (9) semester hours of reading coursework or pass the Teaching Reading (0204) Exam.
For individual holding a valid Early Interventionist certificate	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge Exam (#0014) 2. Twelve (12) credit hours of combined Nursery School and Kindergarten coursework (art, math, science, social studies) 3. Nine (9) semester hours of reading coursework or pass the Teaching Reading (0204) Exam..
Elementary 1-5 Add-On (Endorsement)	Requirements
For individual holding a valid early childhood certificate (e.g., PK-K, PK-3)	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014) 2. Achieve passing score for PRAXIS Principles of Learning and Teaching K-6 3. Accumulate nine (9) semester hours of reading (or pass the Teaching Reading (0204) Exam), twelve (12) semester hours of mathematics, twelve (12) semester hours of science, and twelve (12) semester hours of social studies coursework.
For individual holding an upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014) or Accumulate twelve (12) semester hours of mathematics, twelve (12) semester hours of science, twelve (12) semester hours of English language arts, and twelve (12) semester hours of social studies coursework. 2. Achieve passing score for PRAXIS Principles of Learning and Teaching K-6 3. Accumulate nine (9) semester hours of reading coursework or pass the Teaching Reading (0204) Exam..

Middle School 4-8 Specialty Area Add-On (Endorsement)—English, Mathematics, Science, or Social Studies	Requirements
<p>For individual holding a valid early childhood certificate (e.g. PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)</p>	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Middle School: Specialty Area Exam in the content area or Accumulate thirty (30) credit hours in the specialty content area 2. Achieve passing score for PRAXIS Principles of Learning and Teaching 5-9 3. Accumulate six (6) semester hours of reading
Secondary 6-12 Specialty Area Add-On (Endorsement) in Core Content Area as defined in NCLB [English, Foreign Language, Math, Science, Social Studies, Speech]	Requirements
<p>For individual holding a valid early childhood certificate (e.g. PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate</p>	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Secondary Specialty Area Exam(s) in the content area or Accumulate thirty (30) credit hours in the specialty content area 2. Achieve passing score for PRAXIS Principles of Learning and Teaching 7-12
<p>For individual holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12), or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)</p>	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Secondary Specialty Area Exam(s) in the content area or Accumulate thirty (30) credit hours in the specialty content area
Secondary Specialty Area Add-On (Endorsement) <u>Non-NCLB</u> [Agriculture, Business, Computer Science, Family & Consumer Sciences, Journalism, Marketing, Technology Education]	Requirements
<p>For individual holding a valid early childhood certificate (e.g. PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate</p>	<ol style="list-style-type: none"> 1. Achieve passing PRAXIS score for Secondary Specialty Area Exam(s) in the content area or Accumulate twenty-one (21) credit hours in the specialty content area 2. Achieve passing score for PRAXIS Principles of Learning and Teaching 7-12
<p>For individual holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12), or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)</p>	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Secondary Specialty Area Exam(s) in the content area or Accumulate twenty-one (21) credit hours in the specialty content area

All-Level (K-12) Area Add-On (Endorsement) in Art, Dance, Foreign Language, Health/Physical Education, Music	Requirements
<p>For individual holding a valid early childhood certificate (e.g. PK-K,PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music)</p>	<p>1. Achieve passing score for PRAXIS specialty area exam in area of endorsement or Accumulate thirty (30) semester hours in the specialty area</p> <p>NOTE: An individual already certified in one Music Education area (Instrumental Music OR Vocal Music) may add the second music area with coursework, as follows:</p> <ul style="list-style-type: none"> To add Instrumental Music, twelve (12) semester hours to include brass, percussion, string, and woodwind instruments; To add Vocal Music, twelve (12) semester hours to include piano and voice.

Special Education Areas Effective November 2004: The chart below identifies requirements to be completed in order to add-on a special education certification area within levels to an existing valid teaching certificate.

Academically Gifted Add-On (Endorsement) Effective 11/2004	Requirements
<p>For individual holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate</p>	<p>1. Master's degree from a regionally accredited institution of higher education</p> <p>2. Fifteen (15) graduate hours of prescribed coursework from the following list either within a Master's degree program or as an add-on to an existing Master's:</p> <ul style="list-style-type: none"> Characteristics/Study of Gifted Individuals Methods of Teaching the Gifted Social and Emotional Needs of the Gifted Creative Thinking and Problem Solving OR Curriculum Development for the Gifted Educational Technology <p>3. Three (3) hours in a practicum for academically gifted; or an internship for college credit in academically gifted; or three (3) years of successful teaching in academically gifted.</p> <p>NOTE: Academically gifted certification will be valid only in the teaching area(s) in which one is certified.</p> <p>The secondary teacher of academically gifted students who is to award Carnegie Units in the secondary subject area(s) must be certified in the subject area(s) in which Carnegie Units are awarded.</p> <p>Elementary and secondary teachers who are also certified in academically gifted may offer approved special education elective (enrichment) courses at either the elementary or secondary level.</p>

Early Interventionist Birth to Five Add-on (Endorsement) Effective 11/2004	Requirements
<p>For individual holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate</p>	<p>1. Achieve passing score for PRAXIS Early Childhood Education (0020) and Education of Exceptional Children: Core Content Knowledge (0353).</p>

<p>(e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music), or special education certificate</p>	<ol style="list-style-type: none"> 2. Eighteen (18) credit hours that pertain to <u>infants, toddlers, and preschoolers</u>: <ol style="list-style-type: none"> 1. Foundations in Early Childhood Education and Early Intervention 2. Understanding and Working with Families of Young Children 3. Assessment in Early Intervention 4. Early Intervention Methods 5. Teaming, Physical and Medical Management in Early Intervention 6. Communication and Literacy in Early Intervention. 3. Nine (9) semester hours of reading coursework or pass the Teaching Reading (0204) Exam.
<p>Hearing Impaired K-12 Add-On (Endorsement) Effective 11/2004</p>	<p style="text-align: center;">Requirements</p>
<p>For individual holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music), or special education certificate</p>	<ol style="list-style-type: none"> 1. Twenty-one (21) credit hours that pertain to children with hearing impairments: <ul style="list-style-type: none"> • Introduction to Special Education • Physiological, Psychosocial, Historical, Sociological, and Cultural Aspects of Deafness • Language Development that Includes Linguistic Principles and Assessment Strategies in Language Acquisitions for Deaf and Hard-of-Hearing • Speech and Speech Reading • Educational Audiology, Auditory Assistive Devices and Technology • Instructional Strategies and Curriculum Development for Deaf and Hard-of-Hearing Students • Communication Methodology 2. Three (3) credit hours of internship with students with hearing impairments or three (3) years of successful teaching experience of students with hearing impairments 3. Signed, Cued, or Oral communication proficiency, as evidenced by one or more of the following means: <p><u>Signed:</u></p> <ol style="list-style-type: none"> a) Intermediate on the Educational Sign Skills Evaluation: Teacher (ESSE:T) [See www.seecenter.org]; b) Advanced on the Sign Communication Proficiency Interview (SCPI); <u>or</u> c) Level III of the Educational Interpreter Performance Assessment. <p><u>Cued:</u></p> <ol style="list-style-type: none"> a) Mini-Proficient as measured on the Basic Cued Speech Proficiency Rating Test (BCSPR c1983, Beaupre); <p><u>Oral:</u></p> <ol style="list-style-type: none"> a) Successfully passing an additional course in Methods in Oral/Auditory Education. 4. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Hearing Impairment (0271)Students: Hearing Impairment (0271)

Mild/Moderate Special Education Add-On (Endorsement)	Requirements
<p>For individual holding a valid early childhood certificate (e.g. PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8) upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), an all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music), or special education certificate</p>	<ol style="list-style-type: none"> 1. Fifteen (15) semester hours of special education course-work— five 3-hour courses, as follows: <ul style="list-style-type: none"> • Methods/Materials for Mild/Moderate Exceptional Children • Assessment and Evaluation of Exceptional Learners • Behavioral Management of Mild/Moderate Exceptional Children • Vocational and Transition Services for Students with Disabilities • Practicum in Assessment and Evaluation of M/M Exceptional Learners 2. Achieve passing score for PRAXIS Special Education: Core Knowledge and Mild to Moderate Applications (0543). 3. Pass the Teaching Reading (0204) Exam.
Significant Disabilities 1-12 Add-On (Endorsement) Effective 11/2004	Requirements
<p>For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music) or special education certificate</p>	<ol style="list-style-type: none"> 1. Twenty-one (21) credit hours that pertain to children with significant disabilities: <ul style="list-style-type: none"> • Assessment and Evaluation • Curriculum Development, Modifications, and Transition Planning • Behavior Support • Instructional Strategies • Communication • Collaborative Techniques and Family Partnerships • Characteristics of Students with Significant Disabilities, Physical Support, Health and Safety 2. Three (3) credit hours of internship of students with significant disabilities or three (3) years of successful teaching experience of students with significant disabilities 3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Severe to Profound Disabilities (0544)
Visual Impairments/Blind K-12 Add-On (Endorsement) Effective 11/2004	Requirements
<p>For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate (art, dance, foreign language, health, PE, H&PE, music), or special education certificate</p>	<ol style="list-style-type: none"> 1. Twenty-one (21) credit hours that pertain to children with visual impairments: <ul style="list-style-type: none"> • Educational Implications of Low Vision and Blindness • Orientation and Mobility for the Classroom Teacher • Assessment and Evaluation Techniques, Including Functional Vision Evaluation and Reading Media Assessment • Assistive Technology for Students with Visual Impairments • Instructional Strategies and Materials for Students with Visual Impairments • Introduction to Braille, Including Literary and Nemeth Codes • Braille II 2. Three (3) credit hours of internship with students who are visually impaired or blind or three (3) years of successful teaching experience of students who are visually impaired or blind 3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353)