

# Certification Solutions

(Formerly known as Teach Louisiana Consortium)

## 2009 Summer Institute

A Project of  
**Louisiana Resource Center for Educators**

**5550 Florida Boulevard  
Baton Rouge, Louisiana 70806  
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[www.LRCE.org](http://www.LRCE.org)**

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## Contact Us

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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.

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## 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](http://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.

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# 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

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- 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 summer school locations for 7-8 weeks. Please see the **Summer Institute Schedule** 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 summer 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. All name badges will be returned to the CS staff at the end of the 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. Pertinent information will be posted in strategic locations for your convenience.

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

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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 during the summer 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 Summer School Sites**

The CS staff will assign practitioners to area summer schools to complete the required field experiences. A list of expectations and school guidelines will be given to you 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 summer school will be located close to a practitioner's home. A practitioner's summer 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. Times are specific to locations, and will be given during the first week of the Summer Institute.

On-site observations at the summer school locations will be conducted throughout the summer 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 in the fall, 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 address BEFORE the 1<sup>st</sup> day of your field experiences.

### **Teaching on a Practitioner License**

Practitioners must teach at least one full school year on a Practitioner License before they are eligible for Level I certification. The license will be applied for on August 1<sup>st</sup> 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 passes Praxis exam. Substitute positions, teaching assistant positions, or paraprofessional positions do not qualify a candidate for a Practitioner License.

### **Learning Teams**

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Practitioners are required to attend Learning Team meetings throughout the school 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 usually meet **every other Monday night from 5:30 – 8:30 p.m.** at LRCE. (See Appendix for meeting schedule.) You will receive a meeting schedule at a later date. It is strongly recommended that you keep this schedule readily at hand throughout the school 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.

### 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 school 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 6 times throughout the school year – four times in the fall semester and two times in the spring semester. A Practitioner Advisor may visit the practitioner more frequently on an as needed basis.

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.

## Absences

### Summer Institute

It is expected that **ALL** Summer Institute training sessions be attended. ‘Skippers’ will be dismissed immediately. In case of emergencies, a practitioner must submit an explanation in writing using the CS Absentee Form to the CS Program Director. See the **Appendix** or visit [www.LRCE.org](http://www.LRCE.org) for the CS Absentee Form. The form must be accompanied by documentation (i.e. doctor’s excuse, etc.)

Summer Institute training lays the foundation for the school 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

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from the current training program and may be allowed to begin again during the next summer. **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 CS Absentee Form and supporting documentation. The CS staff may call the interviewer to verify documents.

### **Learning Teams**

Because of the limited time frame for training, if a candidate misses more than **4 days for ANY reason** he or she will be dismissed from the current training program and may be allowed to begin again during the next fall session. **There will be NO refunds.**

If a practitioner is absent from a Learning Team meeting, he or she will be required to submit a CS Absentee form and provide the appropriate documentation for the absence. 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.

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## Fee Schedule

The total cost for Certification Solutions participants is \$3000. \$1000 of the fee may be paid by the hiring school or district. That is a district/school decision. Please ask your school district or school about the policy for this subsidy.

If a practitioner is employed in a district or school not able to subsidize the fees, he or she is responsible for the total payments listed as follows:

Payment Dates	Practitioner's Portion
May 29, 2009	\$ 500.00
November 30, 2009	834.00
February 28, 2010	833.00
May 31, 2010	<u>833.00</u>
<b>TOTAL</b>	<b>\$3000.00</b>

Should the district/school contribute to your tuition, the district/school reserves the right to deduct the practitioner's portion of the fee from the practitioner's paycheck. Should the district not automatically deduct payment, the practitioner is responsible for making the full payments promptly.

Payments can be made by personal or cashiers check, money order, cash, or credit card. A \$25.00 charge will be added to NSF checks.

\*\*A late fee of **\$25.00 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 will result in dismissal from the CS program.**

## Recommendation for Certification

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

- Submit original transcripts demonstrating a 2.5 GPA or better by May 29, 2009
- Pay all required fees (see Fee Schedule)
- Submit original passing scores on Praxis I (or proof of exemption) by May 29, 2009
- Submit original passing scores on Praxis II content area exam(s) by May 29, 2009
- Satisfactorily attend Summer Institute
- Teach full-time for at least one school year on a Practitioner License
- Satisfactorily attend all Learning Team meetings

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- Pass Praxis II Principles of Learning and Teaching (PLT), Special Education, or Early Childhood tests by May, 2010. See the **Appendix** for test codes and scores.
- 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 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.

At the end of the school year, the principal will be asked to recommend certification, non-certification, or extension. In the event a principal recommends extension, a practitioner will teach a second year with the support of a CS Practitioner Advisor and the CS staff. The practitioner will be expected to improve in the specific areas noted on the recommendation for extension. Neither the district nor CS is responsible for providing the employment for a practitioner who is extended.

### **Accentuated Growth Plan (AGP)**

If a practitioner is experiencing difficulty in a specific area during the school 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 2009 or 2010, observing highly effective teachers in a specific content and level area, or scheduling regular observations during the fall semester. 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

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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, etc. 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, etc. 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, either 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.**

## Continuing Practitioner Status

If a candidate is not employed by October 1, he or she has the option to postpone participation in CS. The candidate will not be responsible for CS fees until he or she is employed full-time. Upon employment with a district, the candidate's status will be reinstated and, **if it is not too late in the school year**, the Practitioner License will be applied for. A Practitioner License will not be applied for until a candidate has obtained a **full-time** teaching position with a school district.

## Requirements of Certification Solutions

### A. Program Operations

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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 CS School Districts**

- A. Employment
  - a. Interview and employ CS practitioners per district needs
  - b. Provide salary and benefits to employed CS practitioners
- B. Program Cost and payment
  - a. CS district may deduct program costs from CS practitioner's salary and remit according to guidelines agreed to by the school district business office and CS
  - b. The school district may pay \$1000 of the CS practitioner's cost IF the school district is a member of CS

### **Requirements of CS Practitioner Teachers**

- A. Sign and return all CS Forms and Payment Authorization Forms by established deadline
- B. Pay Summer Institute tuition and all fees by established deadline
- 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.

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# Appendix

## Included in the Appendix:

- Summer Institute Schedule
- Learning Team Meeting Schedule
- PRAXIS II Principles of Learning and Teaching, Special Education, and Early Childhood exam information
- CS member school district Personnel Directors and Contact Information
- Change of Information Forms
- Acceptance Meeting Agreement/Fee Schedule Agreement/Photo Release Form
- Information Teachers Need to Know about a New School
- Louisiana Components of Effective Teaching
- Add-on Policies

**\*\*Many of these forms can also be found on [www.LRCE.org](http://www.LRCE.org). Click on "Current Practitioners" under the "Become a Teacher" link.\*\***

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## Learning Team Meeting Schedule

2009 - 2010

5:30 – 8:30 p.m. Monday night

**A Day**      **1<sup>st</sup> & 3<sup>rd</sup> Monday** - English/language arts, special education, foreign language, early childhood, social studies

**B Day**      **2<sup>nd</sup> & 4<sup>th</sup> Monday** - Science, math, upper elementary, lower elementary

<b>August</b>				
	<b>Day</b>	<b>Group</b>	<b>Topic/Schedule</b>	<b>Guests</b>
	3	A		
	10	B		
	17	A		
24	B			

<b>September</b>				
	<b>Day</b>	<b>Group</b>	<b>Topic/Schedule</b>	<b>Guests</b>
	7		NO LEARNING TEAMS – Labor Day Holiday	
	14	A & B		
	21	A		
28	B			

<b>October</b>				
	<b>Day</b>	<b>Group</b>	<b>Topic/Schedule</b>	<b>Guests</b>
	5	A		
	12	B		
	19	A		
26	B			

<b>November</b>				
	<b>Day</b>	<b>Group</b>	<b>Topic/Schedule</b>	<b>Guests</b>
	2	A		
	9	B		
	16	A & B		
23	NO LEARNING TEAMS			

<b>December</b>				

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	Day	Group	Topic/Schedule	Guests
	7	A		
	14	B		
	21	NO LEARNING TEAMS		
	28	NO LEARNING TEAMS		

<b>January</b>	Day	Group	Topic/Schedule	Guests
	4	A		
	11	B		
	18	A		
	25	B		

<b>February</b>	Day	Group	Topic/Schedule	Guests
	1	A		
	8	B		
	15	NO LEARNING TEAMS Mardi Gras Holiday		
	22	A & B		

<b>March</b>	Day	Group	Topic/Schedule	Guests
	1	A		
	8	B		
	15	A		
	22	B		

<b>April</b>	Day	Group	Topic/Schedule	Guests
	5		NO LEARNING TEAMS Easter Holiday	
	12	A & B		
	19	A		
	26	B		

<b>May</b>	Day	Group	Topic/Schedule	Guests
	3	A		
	10	B		

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## 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 I certification. The exams must be taken in the spring of 2007 if a practitioner plans to receive his or her certification within 1 year.

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

<b>Certification Area</b>	<b>PLT Early Childhood (0521)</b>	<b>PLT K-6 (0522)</b>	<b>PLT 5- 9 (0523)</b>	<b>PLT 7- 12 (0524)</b>
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 ( <u>two</u> tests are required)	<b>Education of Exceptional Students: Core Content Knowledge (0353) –</b> Passing score is 143 <u>and</u> <b>Education of Exceptional Students: Mild to Moderate Disabilities (0542) –</b> Passing score is 141			

\*\*CS will offer PLT review courses in the spring of 2010. Specific times, dates and course fees will be announced at a later date. Practitioners are encouraged to attend.\*\*

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PERSONNEL DIRECTORS AND CONTACT INFORMATION					
DISTRICT	NAME	PHONE	FAX	ADDRESS	EMAIL
Ascension	Denise Graves	(225) 473-7981 x240	(225) 473-8058	1100 Webster Street Donaldsonville, LA 70346	gravesd@apsb.org
Assumption	Tootie Hock	(985) 369-7251 x33	(985) 369-2530	4901 Highway 308 Napoleonville, LA 70390	thock@assumption.k12.la.us
Baker	Rodney Coates	(225) 774-5795	(225) 774-5797	3033 Ray Weiland Drive Baker, LA 70714	rcoates@bakerschools.org
Bogalusa	Gavin Vitter	(985) 281-2130	(985) 732-3906	1705 Sullivan Drive Bogalusa, LA 70427	gvitter@bogalusaschools.org
Calcasieu	Linda LeBlanc	(337) 317-4040 x 2006	(337) 217-4041	1724 Kirkman Street Lake Charles, LA 70601	linda.leblanc@cpsb.org
East Baton Rouge	Elizabeth Swinford	(225) 922-5468	(225) 922-5688	1050 S. Foster Drive Baton Rouge, LA 70806	lduran@ebrschools.org or
East Feliciana	Ronald Matherne	(225) 683-8277	(225) 683-3320	12732 Silliman Street P.O. Box 397 Clinton, LA 70722	rmatherne@efpsb.k12.la.us
Iberia	Jacklene Jones	(337) 365-2341 x 4104	(337) 365-6996	1500 Jane Street New Iberia, LA 70560	personnel@iberia.k12.la.us
Iberville	Bobby Daigle	(225) 687-5400	(225) 687-5408	58030 Plaquemine Street Plaquemine, LA 70764	Robert.daigle@ipsb.net
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 x274	(225) 686-3052 or 686-4334	13909 Florida Boulevard P.O. Box 1130 Livingston, LA 70754	Rick.Wentzel@lpsb.org
Pointe Coupee	Cindy O'Meara	(225) 638-8674	(225) 638-3237	1662 LA Hwy 1 P.O. Drawer 579 New Roads, LA 70760	cindyo@pcpsb.k12.la.us
St. Charles	Gwen Hitt	(985) 785-7232	(985) 785-1025	13855 River Road Luling, LA 70070	ghitt@stcharles.k12.la.us
St. Helena		(225) 222-4349	(225) 222-4937	P.O. Box 540 Greensburg, LA 70441	
St. James	Carol Webre	(225) 869-5375 x256	(225) 869-8845	1876 West Main Street Lutcher, LA 70071	cwebre@stjames.k12.la.us
St. John the Baptist		(985) 536-1106	(985) 536-4564	118 West 10 <sup>th</sup> Street Reserve, LA 70084	
Tangipahoa	Ron Genco or Reginald Elzy	(985) 748-7153; (985) 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) 839-3436	(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	Nancy Dreher	(225) 635-3891	(225) 635-0108	P.O. Box 1910 4727 Fidelity Street St. Francisville, LA 70775	drehern@wfpsb.org
Zachary	Yolanda Williams	(225) 658-4969	(225) 658-5261	4656 Main Street Zachary, LA 70791	yolanda.williams@zacharyschools.org

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**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.

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**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.

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**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.

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**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.

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Printed Name

---

Signature

Date

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## Fee Payment Schedule Agreement

The total cost for Certification Solutions participants is \$3000.00. The schedule of payment is as follows:

Some school districts or schools may choose to supplement \$1000.00 of the \$3000.00 fee for each practitioner hired in that district or school. The \$1000.00 will be paid directly to CS and will be divided into 3 payments.

CS school districts reserve the right to deduct the practitioner's payment from the practitioner's paycheck. Should the district NOT automatically deduct payment, the practitioner is responsible for making the full payments promptly.

If a practitioner is employed in a district or school not currently a member of CS, he or she is responsible for the total payments listed as follows:

Payment Dates	Practitioner's Portion
May 29, 2009	\$ 500.00
November 30, 2009	\$ 834.00
February 28, 2010	\$ 833.00
May 31, 2010	\$ 833.00
<b>TOTAL:</b>	<b>\$3000.00</b>

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

**\*\*A late fee of \$25.00 per month will be added to the practitioner's portion for each month he or she is late in paying the fee.\*\***

NOTE: Practitioners will be responsible for the \$50.00 Practitioner License fee.

I have read the fee schedule and fully understand that:

- I am responsible for prompt payment of ALL fees.
- No refunds or reimbursements will be given.
- There is a \$25.00 charge on all NSF checks.

---

Printed Name

---

Signature

---

Date

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## 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.

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Printed Name

---

Signature

Date

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## 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

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## 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

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## 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](http://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"> <li>1. Achieve passing score for PRAXIS PLT Early Childhood Exam (#0521)</li> </ol> <p style="text-align: center;">or</p> <p>Accumulate twelve (12) credit hours of combined Nursery School and Kindergarten coursework.</p>
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"> <li>1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014)</li> <li>2. Achieve passing score for PRAXIS Early Childhood Education Exam (#0020)</li> </ol> <p style="text-align: center;">or</p> <p>Accumulate twelve (12) credit hours of combined Nursery School and Kindergarten coursework.</p> <ol style="list-style-type: none"> <li>3. Accumulate nine (9) semester hours of reading coursework.</li> </ol>
For individual holding a valid Early Interventionist certificate	<ol style="list-style-type: none"> <li>1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge Exam (#0014)</li> <li>2. Twelve (12) credit hours of combined Nursery School and Kindergarten coursework (art, math, science, social studies)</li> <li>3. Nine (9) semester hours of reading coursework.</li> </ol>
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"> <li>1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014)</li> <li>2. Achieve passing score for PRAXIS Principles of Learning and Teaching K-6</li> <li>3. Accumulate nine (9) semester hours of reading, twelve (12) semester hours of mathematics, twelve (12) semester hours of science, and twelve (12) semester hours of social studies coursework.</li> </ol>
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"> <li>1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014)</li> </ol> <p style="text-align: center;">or</p> <p>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.</p> <ol style="list-style-type: none"> <li>2. Achieve passing score for PRAXIS Principles of Learning and Teaching K-6</li> <li>3. Accumulate nine (9) semester hours of reading coursework.</li> </ol>

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<b>Middle School 4-8 Specialty Area Add-On (Endorsement)—English, Mathematics, Science, or Social Studies</b>	<b>Requirements</b>
<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&amp;PE, music)</p>	<ol style="list-style-type: none"> <li>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</li> <li>2. Achieve passing score for PRAXIS Principles of Learning and Teaching 5-9</li> <li>3. Accumulate six (6) semester hours of reading</li> </ol>
<b>Secondary 6-12 Specialty Area Add-On (Endorsement) in Core Content Area as defined in NCLB [English, Foreign Language, Math, Science, Social Studies, Speech]</b>	<b>Requirements</b>
<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"> <li>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</li> <li>2. Achieve passing score for PRAXIS Principles of Learning and Teaching 7-12</li> </ol>
<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&amp;PE, music)</p>	<ol style="list-style-type: none"> <li>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</li> </ol>
<b>Secondary Specialty Area Add-On (Endorsement) <u>Non-NCLB</u> [Agriculture, Business, Computer Science, Family &amp; Consumer Sciences, Journalism, Marketing, Technology Education]</b>	<b>Requirements</b>
<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"> <li>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</li> <li>2. Achieve passing score for PRAXIS Principles of Learning and Teaching 7-12</li> </ol>
<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&amp;PE, music)</p>	<ol style="list-style-type: none"> <li>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</li> </ol>

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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&amp;PE, music)</p>	<p>1. Achieve passing score for PRAXIS specialty area exam in area of endorsement</p> <p style="text-align: center;">or</p> <p>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"> <li>• To add Instrumental Music, twelve (12) semester hours to include brass, percussion, string, and woodwind instruments;</li> <li>• To add Vocal Music, twelve (12) semester hours to include piano and voice.</li> </ul>

**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"> <li>• Characteristics/Study of Gifted Individuals</li> <li>• Methods of Teaching the Gifted</li> <li>• Social and Emotional Needs of the Gifted</li> <li>• Creative Thinking and Problem Solving OR Curriculum Development for the Gifted</li> <li>• Educational Technology</li> </ul> <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><b>NOTE: Academically gifted certification will be valid only in the teaching area(s) in which one is certified.</b></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>

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<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&amp;PE, music), or special education certificate</p>	<ol style="list-style-type: none"> <li>2. Eighteen (18) credit hours that pertain to <u>infants, toddlers, and preschoolers</u>: <ol style="list-style-type: none"> <li>1. Foundations in Early Childhood Education and Early Intervention</li> <li>2. Understanding and Working with Families of Young Children</li> <li>3. Assessment in Early Intervention</li> <li>4. Early Intervention Methods</li> <li>5. Teaming, Physical and Medical Management in Early Intervention</li> <li>6. Communication and Literacy in Early Intervention.</li> </ol> </li> <li>3. Nine (9) semester hours of reading coursework.</li> </ol>
<p><b>Hearing Impaired K-12 Add-On (Endorsement) Effective 11/2004</b></p>	<p style="text-align: center;"><b>Requirements</b></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&amp;PE, music), or special education certificate</p>	<ol style="list-style-type: none"> <li>1. Twenty-one (21) credit hours that pertain to children with hearing impairments: <ul style="list-style-type: none"> <li>• Introduction to Special Education</li> <li>• Physiological, Psychosocial, Historical, Sociological, and Cultural Aspects of Deafness</li> <li>• Language Development that Includes Linguistic Principles and Assessment Strategies in Language Acquisitions for Deaf and Hard-of-Hearing</li> <li>• Speech and Speech Reading</li> <li>• Educational Audiology, Auditory Assistive Devices and Technology</li> <li>• Instructional Strategies and Curriculum Development for Deaf and Hard-of-Hearing Students</li> <li>• Communication Methodology</li> </ul> </li> <li>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</li> <li>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"> <li>a) Intermediate on the Educational Sign Skills Evaluation: Teacher (ESSE:T) [See <a href="http://www.seecenter.org">www.seecenter.org</a>];</li> <li>b) Advanced on the Sign Communication Proficiency Interview (SCPI); <u>or</u></li> <li>c) Level III of the Educational Interpreter Performance Assessment.</li> </ol> <p><u>Cued:</u></p> <ol style="list-style-type: none"> <li>a) Mini-Proficient as measured on the Basic Cued Speech Proficiency Rating Test (BCSPR c1983, Beaupre);</li> </ol> <p><u>Oral:</u></p> <ol style="list-style-type: none"> <li>a) Successfully passing an additional course in Methods in Oral/Auditory Education.</li> </ol> </li> <li>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)</li> </ol>

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<b>Mild/Moderate Special Education Add-On (Endorsement)</b>	<b>Requirements</b>
<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&amp;PE, music), or special education certificate</p>	<ol style="list-style-type: none"> <li>1. Fifteen (15) semester hours of special education course-work— five 3-hour courses, as follows: <ul style="list-style-type: none"> <li>• Methods/Materials for Mild/Moderate Exceptional Children</li> <li>• Assessment and Evaluation of Exceptional Learners</li> <li>• Behavioral Management of Mild/Moderate Exceptional Children</li> <li>• Vocational and Transition Services for Students with Disabilities</li> <li>• Practicum in Assessment and Evaluation of M/M Exceptional Learners</li> </ul> </li> <li>2. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Mild to Moderate Disabilities (0542)</li> </ol>
<b>Significant Disabilities 1-12 Add-On (Endorsement) Effective 11/2004</b>	<b>Requirements</b>
<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&amp;PE, music) or special education certificate</p>	<ol style="list-style-type: none"> <li>1. Twenty-one (21) credit hours that pertain to children with significant disabilities: <ul style="list-style-type: none"> <li>• Assessment and Evaluation</li> <li>• Curriculum Development, Modifications, and Transition Planning</li> <li>• Behavior Support</li> <li>• Instructional Strategies</li> <li>• Communication</li> <li>• Collaborative Techniques and Family Partnerships</li> <li>• Characteristics of Students with Significant Disabilities, Physical Support, Health and Safety</li> </ul> </li> <li>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</li> <li>3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Severe to Profound Disabilities (0544)</li> </ol>
<b>Visual Impairments/Blind K-12 Add-On (Endorsement) Effective 11/2004</b>	<b>Requirements</b>
<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&amp;PE, music), or special education certificate</p>	<ol style="list-style-type: none"> <li>1. Twenty-one (21) credit hours that pertain to children with visual impairments: <ul style="list-style-type: none"> <li>• Educational Implications of Low Vision and Blindness</li> <li>• Orientation and Mobility for the Classroom Teacher</li> <li>• Assessment and Evaluation Techniques, Including Functional Vision Evaluation and Reading Media Assessment</li> <li>• Assistive Technology for Students with Visual Impairments</li> <li>• Instructional Strategies and Materials for Students with Visual Impairments</li> <li>• Introduction to Braille, Including Literary and Nemeth Codes</li> <li>• Braille II</li> </ul> </li> <li>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</li> <li>3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353)</li> </ol>

*Have this Handbook available at all Training Sessions*