

Professional Development Requirements

- A minimum of *seventy-five (75)* continuing education units of professional development is required during the **three years preceding the date of application for recertification**. Professional development will not be accepted if it is more than three years old at the date of application for recertification. The breakdown of CEU's is 30 hours in each area of endorsement and 45 hours in activities that align with the Professional Education Requirements (Ed 505.07).
- ***Renewal hour requirements are:***
 - 30 hours in each endorsement area held***
 - 45 hours that aligns with the Professional Education Requirements (Ed 505.07)***

One continuing education unit (CEU) equates to one clock hour. Semester hours (college credits) equate to 15 CEU's. Details of how these units break out are listed below. **If an individual has two or more endorsements it will result in a minimum total requirement which exceeds seventy-five (75) continuing education units of professional development.**

Ed 505.07 Professional Education Requirements.

- (a) In the area of the learner and learning:
 - (1) Learner development, as demonstrated by:
 - a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
 - b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
 - (2) Learning differences, as demonstrated by:
 - a. An understanding of individual differences and diverse cultures and communities;
 - b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
 - c. The ability to employ universal design principles and assistive technology; and
 - (3) Learning environment, as demonstrated by:
 - a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
 - b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;
- (b) In the area of content:
 - (1) Content knowledge, as demonstrated by:
 - a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
 - b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
 - (2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;
- (c) In the area of learning facilitation practice:
 - (1) Use of assessment, as demonstrated by:

- a. An understanding and ability to use multiple methods of assessment to:
- b. Engage learners in their own growth;
- c. Document learner progress;
- d. Provide learner feedback; and
- e. Inform the educator's ongoing planning and instructional practices;
- (2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
- (3) Learning facilitation strategies, as demonstrated by:
 - a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
 - b. An ability to build skills in accessing, applying, and communicating information; and
- (d) In the area of professional responsibility:
 - (1) Reflection and continuous growth, as demonstrated by:
 - a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other Professionals in the learning community; and
 - b. Ability to adapt practice to meet the needs of each learner; and
 - (2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being. eff 12-17-11

Examples of acceptable professional development activities can include but are not limited to the activities listed below: Evidence of completion will be required if the educator's submission is audited.

Action Research: Action research is a form of disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action. (e.g.: Demonstrate new skills in a classroom working directly with students. Identify a topic, establish research procedures, collect research and analyze it. This involves reflecting on the results of the research and taking action or making conclusions. Submit verification from Principal.)

College Course(s): Submit transcript or grade report and a course description. If a course, or online course, is taken for credit, each awarded semester hour of credit equals 15 continuing education units. If you are auditing a course, you will need written verification from the instructor on college letterhead as to topic(s) and continuing education units spent in class.

Committee: Include short-term and long-term commitments to education-related committee work. Submit verification of membership, purpose and outcomes of committee, dates and times involved.

Curriculum/Assessment/Program Development: Submit a copy of the curriculum, or unit of instruction, and an estimate of continuing education units spent in its preparation. You may include your curriculum modifications to address the varied educational needs of students. Include goals, objectives, sample activities, and evaluation strategies.

Observation: Submit a log of actual hours spent observing activities germane to your certification. Observation time must be verified by staff member(s) observed. The log should be accompanied by an explanation of what was learned and how it will be used.

Peer Coaching/Mentoring: Cooperative activities between educators that result in increased learning for both parties (e.g.: Implementation of instructional practices learned during a professional development activity). Activities in which an experienced educator works with a beginning educator to enhance the beginner's job-related skill, knowledge, and discuss classroom practice. (e.g.: analyze classroom instruction, skills, identify strengths and weaknesses, share resources, and discuss and reflect on instructional practices.). Submit verification from Principal or Teacher Leader regarding dates and times involved and purpose.

Professional Reading: Submit a bibliography with a description of the knowledge gained through this reading and how this knowledge will be useful to you in an educational area. An estimate of continuing education units spent must also be provided. Video courses or self-teaching activities will be considered under this area.

Research/Independent Study: Submit topic(s) outline, a written plan of focus and objectives, bibliography, an explanation of how the information will be used in a classroom or curriculum, and evidence of learning. Estimate the continuing education units spent in research.

Study Groups: Collaborative work or discussion among a small group of educators for the purpose of professional learning. (e.g.: Teachers learn new strategies or program content through professional development activities and from study groups to support implementation of the instructional strategy or technique. To explore knowledge or an educational topic related to readings, research, and shared reflection). Submit verification from Principal or Group Leader regarding dates and times involved along with objectives, purpose and outcomes of study group.

Travel: Submit a description of the trip and several classroom activities resulting from your travel experience demonstrating how the activity would be used in the classroom.

Workshops, Conferences, Seminars, Symposia, In-Service Training, etc.: Please submit dates, explanation of topic, and verification of participation on a certificate or letterhead from the sponsoring organization.

Writing Professional Articles: Submit a copy of the published article or draft submitted for publication and an estimate of clock hours spent.