

Your Guide to Special Education Certification

In Southeast Florida

2006-2007

**SPECIAL EDUCATION
CERTIFICATION**

Southeastern Regional
Professional Development Partnership

WWW.COE.FAU.EDU/PDP

**This document was developed by Lori Bonino, M.Ed. And Jim Forgan, Ph.D.
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Introduction

The purpose of this guide is to help direct you through the Special Education Teaching Certification process in Southeast Florida. Inside you will find valuable information related to gaining initial certification in the field of Exceptional Student Education as well as school district profiles, Southeastern Florida Universities, contact names and phone numbers, as well internet addresses related to Exceptional Student Education.

There have been many changes in regard to Exceptional Student Education (ESE) Certification and endorsements since 2002. It is our hope that this guide will clarify the certification process and procedures to be followed.

If the information in this guide does not answer all of your questions, you can contact the Florida Department of Education, Bureau of Teacher Certification at:

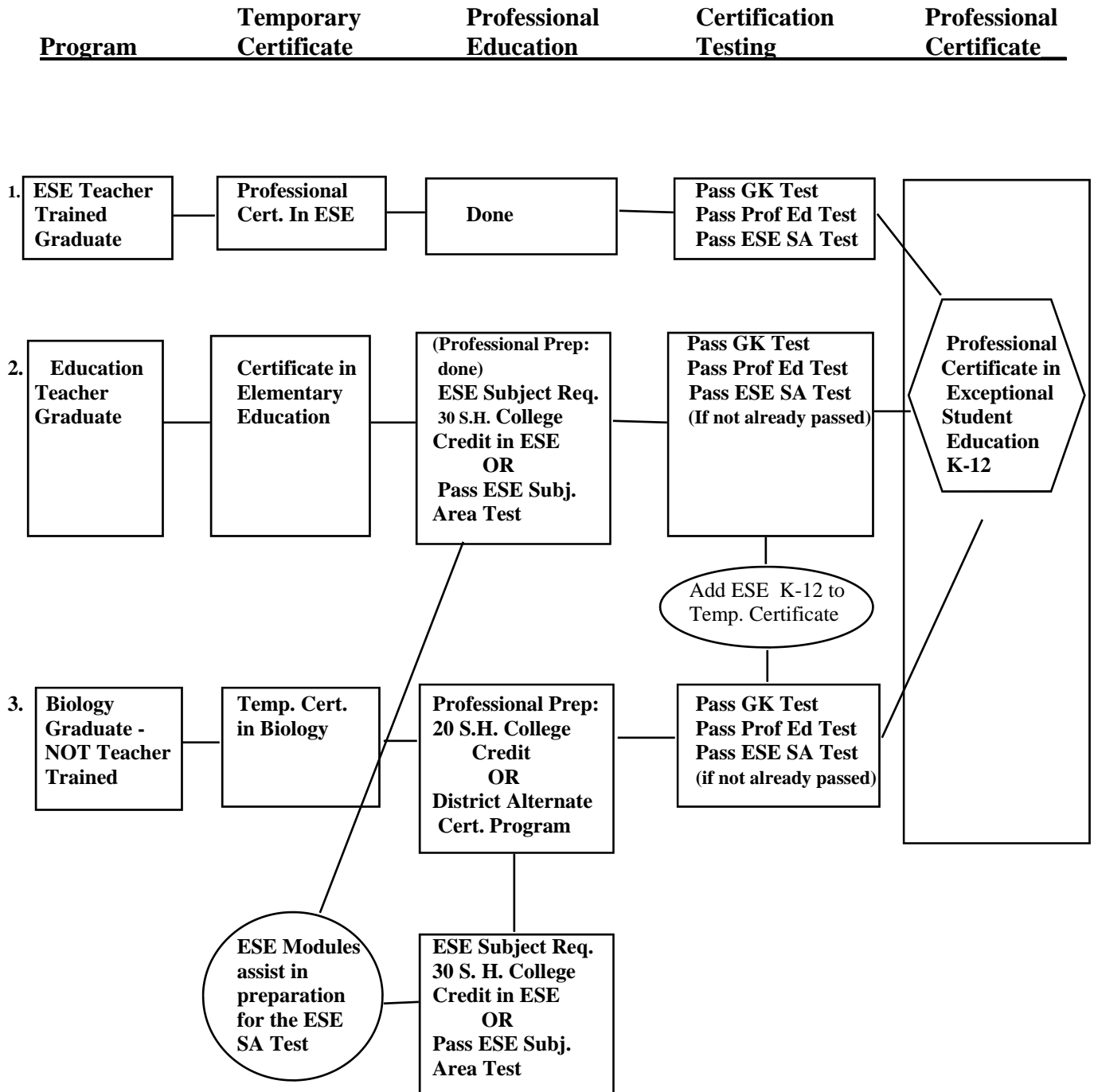
1-(800) 445-6739 or www.fldoe.org/edcert/

We wish you a successful and rewarding teaching career!

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Pathways to ESE K-12 Certification



Steps to Special Education Certification in Florida

Note: For the most updated certification information, contact the district in which you will teach or the Florida Department of Education, Bureau of Teacher Certification at (850) 488-2317 or (800) 445-6739.

The most common question asked of the Florida Department of Education by people pursuing certification and re-certification in Exceptional Student Education is “Which path do I take to obtain my certification in Florida?” The following explanation as well as the chart from the previous page can help guide applicants through the requirements for certification and select the path that will best suit their needs.

(If you have a High School Diploma or an AA Degree, one way to obtain Florida certification in special education is to successfully complete an approved special education bachelor’s degree program.)

Path #1:

An applicant graduated from an Exceptional Student Education (ESE) teacher preparation program that is NCATE approved.

- * This applicant qualifies for a Professional Certificate in ESE. All other professional preparation as a educator was included in the ESE degree major. This applicant must take and pass tests of: General Knowledge, Professional Knowledge and Subject Area Knowledge in the area of ESE.

Path #2:

An applicant who graduated from an Elementary Education teacher preparation program that is NCATE approved is eligible for a Professional Certificate in Elementary Education.

- * Professional preparation as an educator was included in the Elementary Education degree major. To add ESE coverage to the certificate, this applicant has two options:
 1. Complete 30 semester hours of appropriate college coursework in ESE (see page 9 for course areas), **or**
 2. Take and pass the Subject Area Exam in ESE.

Path #3:

An applicant graduated from an Arts and Sciences major in an area for which Florida offers certification, such as biology.

- * This applicant qualifies for a Temporary Certificate in the area indicated by the Arts and Sciences major, such as biology. Because the applicant did not participate in a teacher preparation program in college, he or she must acquire professional preparation as an educator by one of two methods:
 1. Complete 20 credit hours of education courses, **or**
 2. Complete a district implemented alternative certification program.

- * To add ESE coverage to the Temporary Certificate in biology, this applicant must also qualify for the ESE subject area coverage by one of two options:
 1. Complete 30 semester hours of appropriate college coursework in ESE, **or**
 2. Take and pass the Subject Area exam in ESE.

- * To complete the remaining requirements for a Professional Certificate in ESE, this applicant must also take and pass the tests of General Knowledge, Professional Knowledge, and if not already completed, the Subject Area exam in the area of ESE.
 1. All participants must also successfully complete the Educator Support Program (ESP), and must satisfy practical teaching requirements by teaching two full years under their Temporary Certificate.

Getting a Job:

- * Job opportunities can be identified through various means, such as district hotlines, district web sites and job fairs.

- * Once you have completed all of the district requirements including fingerprints, drug testing, transcripts, letters of recommendations, copies of your social security and driver's license, felony clearance (clerk of the court), and other requirements depending on the district, you are eligible for a two-year non-renewable Temporary Certificate.

- * To apply for your five-year Professional Certificate, the Teacher Certification Examinations must be passed. However, it is recommended that you complete the Teacher Certification exams during your senior year of study. You must present a passing score on the General Knowledge test, Professional Education test and the Subject Area test. If you have already taken and passed the CLAST prior to July 1, 2002, you do not need to take the general knowledge exam. If you attended a private or out-of-state university, you are required to pass the General Knowledge test during your first year of employment.

** The colleges and universities in the Southeastern region of Florida that offer programs that lead to certification in special education are *Broward Community College, Florida Atlantic University, Indian River Community College, Lynn University, Nova Southeastern University, Palm Beach Atlantic College, and Palm Beach Community College.*

Specialization and Endorsement Requirements:

Specialization Requirements for Certification in:

Exceptional Student Education (Grades K-12) -Academic Class (#6A-4.01795)

1. **Plan One.** A bachelor's or higher degree with a major in exceptional student education, special education, mental disabilities, specific learning disabilities, emotional disabilities, physical impairments or varying exceptionalities: **or**
2. **Plan Two.** A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include the areas specified below:
 - a) Foundations of special education to include educational practices and development and characteristics of children with disabilities;
 - b) Assessment and evaluation to include interpretation, analysis, and application of assessment results and alternate assessment strategies;
 - c) Evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings;
 - d) Instructional practices in special education to include selection and implementation of instructional practices and strategies and identification of accommodations and modifications;
 - e) Relevant general education and special skills curricula selection;

- f) Assessing, designing and implementing positive behavioral supports;
 - g) Language development and communication skills to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions;
 - h) Skills to teach interpersonal interactions to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills and adaptive life skills;
 - i) Transition process to include development of desired post-school outcomes; and
 - j) Effective methods of communication, consultation, and collaboration with students, families, administrators, and other education professionals.
3. This rule is to become effective July 1, 2002, and supercedes the provisions of Rules 6A-4.0171, 6A-4.0173, 6A-4.0174, 6A-4.0175, and 6A-4.0177, FAC, as of that date.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6), FS. History - New 7-1-2002.

Specialization Requirements for Certification in:

Deaf/Hard of Hearing (Grades K-12) - Academic Class (#6A-4.0172)

- 1. Plan One. A bachelor's or higher degree with an undergraduate or graduate major in deaf/hard of hearing, or
- 2. Plan Two. A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include credit in the areas specified below:
 - a) Foundations of exceptional student education to include historical perspectives, student characteristics, and trends and issues;
 - b) Educational management of exceptional students to include classroom organization, behavior management, and consultation skills;
 - c) Audiology, anatomy and physiology of human speech and auditory mechanism, including assessment, amplification, and assistive listening devices;

- d) Introduction to education of students who are hearing impaired to include the nature and needs of deaf/hard of hearing and multi-handicapped students, trends and issues, family support and intervention, and community resources;
- e) Language development to include the application of English linguistics, psycholinguistics, and socio-linguistics to the education of deaf/hard of hearing students, including ages birth to five (5) years;
- f) Auditory development and learning to include methods of auditory learning, assessment and techniques for evaluating the acoustic environment;
- g) Manual communication to include manually coded English and American Sign Language;
- h) Instructional strategies for teaching students who are deaf/hard of hearing to include credit in the following:
 - 1. Teaching language to include instructional procedures to effect language learning to students who are deaf/hard of hearing, including ages birth to age five (5) years.
 - 2. Speech development to include production and transmission of speech and instructional and assessment strategies to facilitate the development of speech skills for students who are deaf/hard of hearing, including ages birth to age five (5) years;
 - 3. Teaching reading to students who are deaf/hard of hearing to include theories, curricular adaptations and assessment;
 - 4. Teaching mathematics, science and social studies to students who are Deaf/hard of hearing to include employability skills, career awareness, and transition planning for adult living.

Specific Authority 229.053(1), 231.15(1), 231.17(3) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 7-1-92, Amended 7-17-2000.

Specialization Requirements for Certification in:

Speech-Language Impaired (Grades K-12) -Academic Class (#6A-4.0176)

1. Completion of the following education courses to satisfy the courses required in paragraph (2)(a) of Rule 6A-4.006, FAC.
 - a) Three (3) semester hours in survey of exceptional student education, and
 - b) Three (3) semester hours in school organization or general curriculum which includes the elementary and secondary instructional levels.
2. Completion of specialization requirements by one of the following plans:
 - a) Plan One. A master's or higher degree with a graduate major in Speech-Language Pathology,
 - b) Plan Two. A valid license in Speech-Language Pathology issued pursuant to Chapter 468 Part I, Florida Statutes. Appropriate documentation to the Department shall be a letter of verification of licensure from the issuing agency, or
 - c) Plan Three. A valid certificate of clinical competence issued by the American Speech-Language Hearing Association. Appropriate documentation to the Department shall be a letter of verification from the issuing agency, or
 - d) Part Four. A master's or higher degree with a minimum of sixty (60) semester hours of college credit in Speech-Language Pathology, and three hundred (300) clock hours of supervised clinical practice to include one hundred fifty (150) clock hours at the graduate level. The supervised clinical practice shall include each of the following areas: evaluation of speech and language problems, management of disorders of articulation, fluency, and voice; and assessment and management of auditory disorders. Appropriate documentation to the Department shall be a letter of verification from a designated official of the training institution. Thirty (30) semester hours of the minimum required college credit in Speech-Language Pathology shall be graduate credit and shall include the following:
 1. Three (3) semester hours of graduate credit in each of the following:
 - a. Evaluation of speech, language, and hearing disorders;
 - b. Management of articulation disorders;
 - c. Management of fluency disorders;

- d. Management of voice disorders; and
 - e. Management of auditory disorders; and
2. Six (6) semester hours of graduate credit in management of language disorders of children.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 10-3-91.

Specialization Requirements for Certification in:

Visually Impaired (Grades K-12) -Academic Class (#6A-4.0178)

1. Plan One. A bachelor's or high degree with an undergraduate or graduate major in visually impaired, or
2. Plan Two. A bachelor's or higher degree with thirty (30) semester hours in student education to include credit in the areas specified below:
 - a) Foundations of exceptional student education to include historical perspectives, student characteristics, and trends and issues;
 - b) Educational management of exceptional students to include classroom organization, behavior management, and consultation skills;
 - c) Methods and materials for teaching reading to include:
 1. Sequential developmental skills and concepts of reading,
 2. Recognition and diagnosis of reading problems, and
 3. Prescription and utilization of appropriate methods and materials to increase reading performance; and
 - d) Specialized courses for the education of students who are visually impaired to include each of the following:
 1. Introduction to visual impairments including psychological, social, and emotional implications; history of educational services; and current delivery models;
 2. Introduction to orientation and mobility to include theories, concepts, and the impact of mobility on the individual, the family, and the community;

3. The teaching of reading and writing of English Braille;
4. Functions of the eye and educational implications to include interpretation of medical eye reports, structure of the eye, disease and impairments, low vision training, and the use and care of optical aids; and
 - e. Instructional strategies for teaching students who are visually impaired to include each of the following:
 1. Teaching and assessing personal and social skills to include personal hygiene, self care, interpersonal relationships, career awareness, and social interaction with peers;
 2. Teaching and assessing communication skills and reading including the use of specialized equipment; and
 3. Teaching and assessing mathematics, science, and technology to include Nemeth code, abacus, specialized science materials, adapted technology and computer access devices.

Specific Authority 229.053(1), 231.15(1), 231.17(3) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 7-1-92, Amended 7-17-2000.

Specialization Requirements for Endorsement in:

Endorsement in Autism - Academic Class (#6A-4.01796)

1. A bachelor's or higher degree with certification in any exceptional student education area; and
2. Twelve (12) semester hours of coursework in the area of autism to include:
 - a. Nature of autism (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
 - b. Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism;
 - c. Behavior management and positive behavior supports for students with autism;

- d. Assessment and diagnosis of autism, and
 - e. Field-based experience with students with autism.
3. This rule is to become effective July 1, 2002.

In an effort to increase the number of highly effective teachers and improve student rates of learning, the Florida Department of Education is requiring that selected teachers of students with autism have specialized training. These teachers will be required to obtain an endorsement corresponding with the population they teach. The endorsement for each area will be required for specified teachers beginning July 1, 2011. Specific information regarding each of the additional endorsement areas can be found in Appendix 1.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6) FS. History - New 7-1-2002.

Specialization Requirements for Endorsement in:

Severe or Profound Disabilities - Academic Class (#6A-4.01793)

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

- a. Coursework in nature of profound mental disabilities and intervention strategies for educating students with profound mental disabilities to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements, and
 - b. Three (3) semester hours of supervised field-based experience with students with profound mental disabilities; or
3. Six (6) semester hours to include:
- a. Coursework in nature of deaf-blindness and intervention strategies for educating students who are deaf-blind to include student characteristics, appropriate learning goals, teaching deaf-blind.

In an effort to increase the number of highly effective teachers and improve student rates of learning, the Florida Department of Education is requiring that selected teachers of students with severe or profound disabilities have specialized training. These teachers will be required to obtain an endorsement corresponding with the population they teach. The endorsement for each area will be required for specified teachers beginning July 1, 2011. Specific information regarding each of the additional endorsement areas can be found in the appendix 1.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 10-3-91, Amended 4-17-2002.

Specialization Requirements for Endorsement in::

Pre-Kindergarten Disabilities - Academic Class (#6A-4.01792)

- 1. A bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, pre-kindergarten/primary education, childhood education, and
- 2. Twelve (12) semester hours in pre-kindergarten disabilities education to include the areas specified below:
 - a. Six (6) semester hours in the development and implementation of individualized educational programs for the pre-kindergarten child with disabilities to include formal and informal evaluation techniques; developmentally appropriate curriculum, methods and intervention strategies; teaming approaches to facilities inclusion in appropriate learning environments; and multidisciplinary approaches and techniques for serving the child and the family;
 - b. Three (3) semester hours in child development to include theories of the atypical child, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning; and

- c. Three (3) semester hours in family collaboration and support to include family systems theory and interaction; community resources; service coordination; and transition.

In an effort to increase the number of highly effective teachers and improve student rates of learning, the Florida Department of Education is requiring that selected teachers of prekindergarten children with disabilities have specialized training. These teachers will be required to obtain an endorsement corresponding with the population they teach. The endorsement for each area will be required for specified teachers beginning July 1, 2011. Specific information regarding each of the additional endorsement areas can be found in Appendix 1.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS.History - New 10-30-91, Amended 5-7-2002.

Specialization Requirements for Endorsement in:

Orientation and Mobility - Academic Class (#6A-4.01794)

1. Plan One. A bachelor's or higher degree with certification in visually impaired and nine (9) semester hours to include three (3) semester hours in each of the following:
 - a) Beginning orientation and mobility skills to include experience and observation of behaviors under conditions simulating visual impairments;
 - b) Advanced orientation and mobility skills focusing on increasingly complex environment and applications to multi-handicapped preschool, school-age, and adult populations; and
 - c) Applied skills in orientation and mobility to include observation and assessment, and planning and delivery of orientation and mobility services to students with visual impairments; or
2. Plan Two. A bachelor's or higher degree with certification in an academic class subject and twenty-four (24) semester hours to include the areas specified below:
 - a) Three (3) semester hours in each of the following:
 1. Foundations of exceptional student education to include historical perspectives, student characteristics, and trends and issues;
 2. Introduction to visual impairments including psychological, social, and emotional implications; history of educational services; and current delivery models;
 3. Functions of the eye and educational implications to include interpretation of medical eye reports, structure of the eye, disease and impairments, low vision training, and the use and care of optical aids;

4. Introduction to orientation and mobility to include theories, concepts, and the impact of mobility on the individual, the family, and the community;
 5. Beginning orientation and mobility skills to include experience and observation of behaviors under conditions simulating visual impairments;
 6. Advanced orientation and mobility skills focusing on increasingly complex environment and applications to multi-handicapped preschool, school-age, and adult populations, and
- b) Six (6) semester hours in applied skills in orientation and mobility to include observation and assessment, and planning and delivery of orientation and mobility services to students with visual impairments.

Specific Authority 229.053(1), 213.15(1), 231.17(1) FS. Lau Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 10-3-91.

Specialization Requirements for Endorsement in:

Gifted - Academic Class (#6A-4.01791)

1. A bachelor's or higher degree with certification in an academic class coverage, and
2. Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - e) Theory and development of creativity to include elements of creativity such as flexibility, originality, and elaboration.
3. This rule shall take effect July 1, 1992.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 7-1-92.

Specialization Requirements for Endorsement in:

Reading - Academic Class (#6A-4.0292)

1. A bachelor's or high degree with certification in an academic, degreed vocational, administrative, or specialty class coverage, and
2. Fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties to include the areas specified below:
 - a) Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
 - b) Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
 - c) Three (3) semester hours in understanding how to prescribe, differentiate instructions, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
 - d) Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student (s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6) FS. History - New 7-30-2002.

Alternative Teacher Certificate Program

Questions & Answers for the Alternative Teacher Certification Program

1. What is the Alternative Teacher Certification Program (ATCP)?

Designed to develop quality teachers for Florida's classrooms, the Alternative Teacher Certification Program offers non-education majors, who hold at least a bachelor's degree in the area for which a professional certificate may be issued, the opportunity to be trained as educators. Upon completion of the program, the participant may seek professional state certification if they have satisfied Florida's testing requirements.

2. What are the qualifications to participate in the ATCP?

- * Be a paid instructional employee of the School District of Palm Beach County in a teaching assignment that does not vary from day to day.
- * Hold or be eligible for a temporary teaching certificate from the Florida Department of Education.
- * Hold at least a bachelor's degree in the area for which a professional certificate may be issued.
- * Obtain hiring principal's signature on the ATCP application.

3. How does the ATCP work?

Participants in the ATCP are provided with a support team composed of a building administrator, a mentor teacher from the school, a buddy teacher, and an online mentor.

An Individual Action Plan (IAP) is developed for each participant based on a baseline assessment of skills. The IAP outlines a course of study through a combination of eight Formative Domains, independent reading assignments, and selected content of the Department of Education online program Ed-ventures. Participants will be required to demonstrate consistent patterns of acceptable behavior in all twelve areas of the Florida Department of Education Accomplished Practices for Educators of the Twenty-First Century through a series of assessment tasks. Participants will also be required to earn a passing score on the Professional Education Test.

4. How long does the ATCP take?

The ATCP can be completed in one academic year including pre-planning and post-planning. If candidates are not able to complete all of the assessment tasks in that time frame, they may continue in the program for an additional year with the permission of their principal.

5. What supplies are needed to complete the ATCP?

Participants will be required to obtain copies of the three textbooks necessary to complete the readings associated with the ATCP.

6. Where can I obtain an application to participate in the ATCP?

Applications are available through the office of Organizational Effectiveness. For more information, please contact Nancy Bourgeois at 561-434-8661.

Professional Development Alternatives for ESE Educators

PDA-ESE: A program for all educators serving children with special needs.

In response to federal and state imperatives for highest quality teachers and continuing demands for appropriately certified personnel in Florida's exceptional student education programs, the Florida Department of Education has developed a comprehensive statewide initiative to provide specialized training for teachers of students with disabilities. This is a collaborative effort between the Bureau of Educator Training and the Bureau of Instructional Support and Community Services.

This program has been modeled after online training initiatives, and will utilize online training modules as well as mentoring and other local training oriented delivery options to ensure that quality training is available and accessible.

The program is designed for individuals working with students with disabilities who wish to increase their knowledge in targeted ESE competency areas including:

- * Teachers assigned out-of-field in Exceptional Student Education
- * Teachers seeking certification in exceptional student education and planning to take the ESE K-12 Certification Exam
- * Teachers seeking renewal of certification in any area
- * Teachers seeking targeted instruction to address areas of need indicated on annual performance evaluations

Competency Areas

The modules comprising the PDA for ESE Educators designed to appeal to diverse learners will be self-paced, competency based and will be correlated to the competencies used to develop the new ESE K-12 certification coverage. They will include:

- * Foundations of Exceptional Student Education
- * Assessment and Evaluation
- * Instructional Practices in Exceptional Student Education
- * Positive Behavioral Supports
- * Language Development and Communication Skills

For more information on PDA-ESE alternative, please visit the website at www.pda-ese.org or call Kathleen Leith @ (561) 434-8971.

Virtual Exceptional Student Education Distance Learning Program - Spring 2006 Course Offerings

The spring schedule of the online courses offered via the statewide Virtual ESE Distance Learning Program has been released:

- * Transitions for Secondary Students
- * Advanced Theory & Practice Behavioral Disorders
- * Introduction to Autism
- * Instructional Strategies ESE

These courses are sponsored by the Bureau of Exceptional Education and Student Services to assist teachers seeking initial SE K-12 certification or renewal of a professional certificate. Visit the Virtual ESE Distance Learning Program Website at:

http://www1.stpt.usf.edu/cspd/virtual_ve_program.htm

Florida Atlantic University contact person: Dr. Cynthia Wilson @ 954-236-1006

Florida Teacher Certification Examination Requirements

Note: Certification is continuously changing. For the most updated information, a registration application, future testing dates, study guides and more, obtain a Registration Bulletin by contacting your district, post secondary institution or Florida Department of Education, Bureau of Teacher Certification at (800) 445-6739.

Florida Teacher Certificate Examinations (FTCE) for certification of teachers:

- * The General Knowledge Test (GK)
- * The Professional Education Test (Ped)
- * Subject Area Examinations (SAEs)

Transition from CLAST to General Knowledge:

- A candidate does not need to take the General Knowledge Test for Certification if he or she took and passed all sub-tests of the CLAST before July 1, 2002.
- If a candidate has failed one or more CLAST sub-tests and did not retake and pass the sub-test (s) by June 30, 2002, that candidate must register for and take the appropriate corresponding sub-test (s) of the General Knowledge Test.

General Knowledge Test (GK)

Prior to July 1, 2002, the required basic skills test for teacher certification was the College-Level Academics Skills Test (CLAST). For certification purposes, the Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002. The General Knowledge Test is a basic skills test containing four subtests: Mathematics (45 multiple-choice items), Reading (40 multiple-choice, passage-based items), English Language Skills (40 multiple-choice items), and Essay.

Transition from CLAST to the General Knowledge Test:

- A student who has questions about the General Knowledge Test should consult his or her college advisor before registering for the test. An applicant for a Florida Educator's Certificate should consult his or her Official Statement of Status of Eligibility from the Bureau of Educator Certification, Florida Department of Education, to ensure registration for the appropriate test.
- If a candidate failed one or more CLAST subtests and did not retake and pass the subtest (s) before July 1, 2002, the candidate must register for and pass the appropriate corresponding subtest (s) of the General Knowledge Test. The Bureau of Educator Certification has no authority to accept a CLAST subtest taken after June 30, 2002, for certification credit.

The General Knowledge Test is an all-day test.

Note: Candidates may take the Essay subtest of the General Knowledge Test and the Professional Education Test on the same test date.

Other General Knowledge subtests (English Language Skills, Reading, and Mathematics) cannot be taken or retaken on the same test date as the Professional Education Test.

Professional Education Test (Ped)

Candidates applying for a Professional Certificate may need to take the Professional Education Test. See your Official Statement of Status of Eligibility. This multiple-choice test assesses general knowledge of pedagogy and professional practices and consists of approximately 120 items.

The Professional Education Test is usually administered in the afternoon.

Note: Candidates may take the Professional Education Test and one (1) subject area exam, except 060 Elementary Education K-6, on the same test date.

Candidates may take the Professional Education Test and the Essay subtest of the General Knowledge Test on the same test date.

Subject Area Examinations (SAEs)

- Candidates applying for a Professional Certificate and those adding a subject area to a Professional Certificate may need to pass a subject area exam in the field in which they are seeking certification. See your Official Statement of Status of Eligibility.

- The subject area exams are for degreed academic and some vocational subject areas. These exams measure content area knowledge, usually in a multiple-choice format. The number of items varies from approximately 80-225, depending on the subject area.

Subject area exams are usually administered in the morning.

Note: Consult your College of Education advisor or Official Statement of Status of Eligibility from the Bureau of Educator Certification before registering for any of these tests.

Financial Aid

Note: Financial aid is continuously changing; for the most updated information, contact the district in which you plan to work or check related web sites.

Comprehensive System of Personnel Development Tuition Reimbursement

The Southeastern Regional Professional Development Partnership has determined that in keeping with the Council’s goal to recruit and retain Exceptional Student Educators it is essential to offer Tuition Reimbursement. The objective and award conditions of this Tuition Reimbursement may change over time. For the most updated information, visit the website <http://www.coe.fau.edu/pdp>

Conditions:

- Registered and paid for an approved Exceptional Student Education course at an accredited College/University within the Southeastern Region (Broward, Palm Beach, Martin, St. Lucie, Okeechobee, and Indian River Counties).
- Has not received any Florida State Funding (e.g., grant assistance, school district/FDLRS, etc.) toward this course.

Awards

- Priority will be given to current teachers certified in areas other than Special Education who are interested in making the switch to Special Education or who are already teaching Special Education with an Out-of-Field Certification.
- Others who may be eligible include: Students obtaining a Bachelors in Special Education, Teachers with Special Education Certification seeking Add-On Certification, and Teachers with General Education Certification who are teaching in an Inclusion setting. These applicants will be handled on a first come, first served basis upon submission and timely receipt of all required forms and documentation.
- Amount of tuition reimbursement will be based on the cost of the course (s), with a maximum per course award of \$700.00.

To Apply:

- Complete and mail a Special Services Invoice (see http://www.fau.edu/admin/fiscal/forms/ssi_info.htm) and an Application For Tuition Support (see <http://www.coe.fau.edu/>) to Dr. Jim Forgan at FAU, MLC Bldg. Room 251, 5353 Parkside Drive, Jupiter, FL 33458.
- You must include an original receipt showing that the course is paid in full.
- If you are unable to access or print the Special Services Invoice or the Application for Tuition Support, contact Dr. Jim Forgan at jforgan@fau.edu or 561-799-8636.

**Florida Department of Education
2005-2006 Critical Teacher Shortage Areas**

- Emotionally Handicapped
- Deaf/Hard of Hearing
- Visually Impaired
- Specific Learning Disabled
- Reading
- School Psychology
- Middle/Senior Grades Science
- Industrial Arts/Technology Education
- Mentally Handicapped
- Physically Impaired
- Varying Exceptionalities
- Speech & Language Impaired
- Foreign Languages
- Middle/Senior Grades Mathematics
- Autism

These areas change from year to year and; therefore, we recommend that you contact the District's Certification Office for up-to-date information.

Critical Teacher Shortage Student Loan Forgiveness Program

Description

This loan forgiveness program was created to attract qualified personnel to teach in Florida publicly-funded schools in designated critical teacher shortage areas. The program provides funds to repay educational loans in return for teaching in these schools and areas.

Qualifications

All timely applications will be considered. Awards will be made to an applicant who:

- * Is certified in a State Board of Education critical teacher shortage subject area.
- * Is under contract, for the first time, to teach full-time in the critical teacher shortage subject area in which he or she is certified, and teaches at least 90 days of the school year.

- Is teaching in a publicly-funded Florida school.
- Meets applicable general eligibility requirements for receipt of state aid.
- Submits a completed Florida Financial Aid Application for Teachers available at www.FloridaStudentFinancialAid.org and required documentation.

Deadline

- For the deadline to submit an application and required documentation for a teacher under contact for the first time, to teach full-time in the critical teacher shortage subject area in which he or she is certified, and who teaches at least 90 days of the school year, go to the following web site: www.FloridaStudentFinancialAid.org

You may complete the Florida Financial Aid Application via the web site address: www.FloridaStudentFinancialAid.org or call us for assistance at 1-800-827-2004

Critical Teacher Shortage Tuition Reimbursement Program

Description

This tuition reimbursement program was created to encourage certified employees of a publicly-funded school to gain or renew certification in or gain a graduate degree in a critical teacher shortage subject area. The program provides funds for tuition reimbursement for course (s) completed and applicable to certification in a critical teacher shortage subject area.

Qualifications

All timely applications will be considered. An award will be made to an applicant who:

- Is certified in a State Board of Education subject area.
- Is currently employed full-time in a publicly-funded Florida school.
- Completes approved critical teacher shortage subject area course (s) with a minimum 3.0 grade point average per course.
- Meets applicable general eligibility requirements for receipt of state aid.
- Submits a completed Florida Financial Aid Application for Teachers available at www.FloridaStudentFinancialAid.org

Deadline

Application deadlines may be obtained by visiting our web site at:

www.FloridaStudentFinancialAid.org

Federal Family Education Loan Programs

The Federal Family Education Loan Program (FFELP), is the collective name for a specific group of Federal loan programs designed to provide low interest loans to help eligible students pay for post-secondary education. FFELP includes the following types of loans:

- **The Federal Stafford Subsidized Loan** is awarded on the basis of financial need. If you qualify for a subsidized loan, the federal government pays interest on the loan until you begin repayment and during authorized periods of deferment thereafter. For more information see, The Student Guide which is available at: http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/types-perkinsandstaffordloans.htm
- **The Federal Stafford Unsubsidized Loan** is not awarded on the basis of need. If you qualify for an unsubsidized loan, you will be charged interest from the time the loan is disbursed until it is paid in full. You can choose to pay the interest while you are in school or allow it to accumulate. If you allow the interest to accumulate, it will be added to the principal amount of your loan and will increase the amount you have to repay. For more information, see The Student Guide which is available at: http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/types-perkinsandstaffordloans.htm
- **The Federal PLUS Loan** enables parents with good credit histories to borrow money for their children's education. Their children have to be dependent undergraduate students enrolled at least halftime. The interest rate is variable but will never exceed 9 percent. For more information, see The Student Guide which is available at: http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/types-perkinsandstaffordloans.htm
- **The Federal Consolidation Loan** is designed to help student and parent borrowers consolidate several types of federal student loans with various repayments scheduled into one loan. FFEL Consolidation loans are available from participating lenders, such as banks, and credit unions. Most federal student loans or PLUS loans can be consolidated. For more information, see The Student Guide which is available at: http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/types-perkinsandstaffordloans.htm

Teacher Service Cancellation and Deferment

The Teacher Service Cancellation and Deferment program allows educators who are teaching in a low-income school or teacher shortage area to either cancel or defer repayment of student loans. It also allows for those educators to reduce their years of service. They must be teaching in a shortage area to meet the requirements of the Paul Douglas Teacher Scholarship (formerly Congressional Teacher Scholarship).

- **Federal Perkins Loan** borrowers are eligible for loan cancellation for full time teaching in three categories:
 1. *Teaching in an elementary or secondary school that serves low-income students, as determined by the state education agency. To find out if your school qualifies as a low-income school check the following online database:
http://studentaid.ed.gov/students/publications/student_guide/2005-2006/english/loan-discharge.htm*
 2. *Teaching in an elementary or secondary school system that has a shortage of teachers in a designated subject-matter area.*
 3. *Teaching students with disabilities in a public or other nonprofit elementary or secondary school.*

To apply for a loan cancellation, you must request the appropriate forms from the office that administers the Federal Perkins Loan Program at the college or university that holds your loan. To apply for a loan cancellation, you must request the appropriate forms from the office that administers the Federal Perkins Loan Program at the college or university that holds your loan.

- **FFELs and Direct Loans** can be deferred for full-time teaching in a federally designated teacher shortage area for a maximum of three years if:
 1. You received a Federal Stafford Loan or Federal Supplement Loan for Students (Federal SLS) for enrollment in classes that started between July 1, 1987 and June 30, 1993.
 2. You had no outstanding FFEL on the date you signed the promissory note for the loan.

To obtain a deferment, you must submit a deferment form to your lender for each school year of teaching service. For more information on deferring your FFEL consult your loan promissory note and contact the organization holding your loan. For information on deferring Direct Loans call 1-800-833-3243.

- **Paul Douglas Teacher Scholarship** normally requires two years of service per one year of scholarship assistance. This program can reduce two years to one year of service per year of scholarship assistance. For more information contact the office that administers the program in the state that granted the original scholarship.

Note: To apply for federal financial aid, and to apply for many state student aid programs, students must complete a Free Application for Federal Student Aid (FAFSA). Electronic versions of the FAFSA make applying for financial aid faster and easier than ever. [Http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)

If you have any questions, or require additional information on student financial assistance, you may contact the financial aid office at the post-secondary institution you plan to attend or call the numbers below:

For Information on Florida State Aid Programs:

Office of Student Financial Assistance
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400
1-888-827-2004

For Information on Federal Financial Aid Programs:

Federal Student Aid Information Center
1-800-433-3243

**Colleges/Universities with Programs Leading to Certification
in Special Education**

Broward Community College
Central Campus
3501 S.W. Davie Road
Davie, FL
(954) 201-6500
<http://www.broward.edu>

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314
(800) 541-6682
<http://www.nova.edu>

Florida Atlantic University
Boca Raton Campus
777 Glades Road
Boca Raton, FL 33431
(561) 297-3000
<http://www.fau.edu>

Palm Beach Atlantic College
P.O. Box 24708
West Palm Beach, FL 33416
(561) 803-2100
<http://www.pba.edu>

Indian River Community College
Main Campus
3209 Virginia Avenue
Fort Pierce, FL 34981
(772) 462-4722
<http://www.ircc.edu>

Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461
(561) 868-3350
<http://www.pbcc.edu>

Lynn University
3601 N. Military Trail
Boca Raton, FL 33431
(561) 237-7000
<http://www.lynn.edu>

Important Contact Numbers

Government Education Offices:

U.S. Department of Education	(800) USA LEARN
Florida Department of Education Dept. of Teacher Certification	(800) 445-6739
Florida Department of Education Office of Student Financial Assistance	(888) 827-2004
Federal Student Aid Information Center	(800) 433-3243

Colleges/Universities:

Broward Community College	(954) 201-6500
Florida Atlantic University	(561) 297-3000
Indian River Community College	(772) 462-4722
Lynn University	(561) 237-7000
Nova Southeastern University	(800) 541-6682
Palm Beach Atlantic College	(561) 803-2100
Palm Beach Community College	(561) 868-3350

School Districts:

Broward County School District	(754) 321-0000
Indian River County School District	(772) 564-3000
Martin County School District	(772) 219-1200

Important Contact Numbers

Colleges/Universities:

Okeechobee County School District (863) 462-5000

Palm Beach County School District (561) 434-8000

St. Lucie County School District (772) 429-3600

Related Web Sites

Broward Community College -	http://www.broward.edu
Broward County School District -	http://www.browardschools.com
Comprehensive System of Personnel Development -	http://www.stpt.usf.edu/cspd/
Council for Exceptional Children -	http://www.cec.sped.org
Florida Atlantic University -	http://www.fau.edu
Florida Department of Education -	http://www.fldoe.org
Indian River County School District -	http://www.indian-river.k12.fl.us
Lynn University -	http://www.lynn.edu
Martin County School District -	http://www.sbmc.org
Nova Southeastern University -	http://www.nova.edu
Office of Student Financial Assistance -	http://www.floridastudentfinancialaid.org
Okeechobee County School District -	http://www.okee.k12.fl.us
Palm Beach Atlantic College -	http://www.pba.edu
Palm Beach Community College -	http://www.pbcc.edu
Palm Beach County School District -	http://www.palmbeach.k12.fl.us
St. Lucie County School District -	http://stlucie.k12.fl.us
Teachers Online -	http://www.teachersonline.com
U.S. Department of Education -	http://www.ed.gov

Broward County School District

http://www.browardschools.com/

Personnel Office

Broward County Public Schools
600 SE Third Ave. Fort Lauderdale, FL 33301 USA
Phone: (754) 321-0000

Leah Kelly & Denise Rusnack , Directors

Exceptional Student Education

754-321-2225

Statistics: (2005-2006)

# of schools/sites:	264
# of Special Education Students:	41,000
# of ESOL Students:	35,298

Salary Schedule (2005-2006)

Level:	Salary:	Level:	Salary:
1	\$35,000.00	12	\$39,914.00
2	\$35,025.00	13	\$40,875.00
3	\$35,096.00	14	\$41,995.00
4	\$35,375.00	15	\$43,134.00
5	\$35,800.00	16	\$44,300.00
6	\$36,190.00	17	\$45,644.00
7	\$36,951.00	18	\$47,325.00
8	\$37,205.00	19	\$49,855.00
9	\$37,936.00	20	\$53,350.00
10	\$38,495.00	21	\$62,613.00
11	\$39,220.00	22	\$65,000.00

Advanced Degree Add-On:

Masters:	\$2,600—\$3,650
Specialist's	\$5,000—\$6,800
Doctorate	\$7,000—\$8,000

Palm Beach County School District

<i>Personnel Office</i>
3378 Forrest Hill Blvd.
West Palm Beach, FL 33406
(561) 434-8400
<i>Russell Feldman , Director</i>
Exceptional Student Education
3378 Forest Hill Blvd., A-203
West Palm Beach, FL 33406
(561) 434-8626
Fax: (561) 434-8384

Statistics (2005-2006)

# of school/sites:	164
# of Special Education Students:	34,385
# of ESOL Students:	19,290

Salary Schedule (2005-2006)

Level:	Salary: AC	Salary: PSC	Level:	Salary: AC	Salary: PSC
0	\$33,494.00		13	\$38,770.00	\$47,736.00
1	\$34,845.00		14	\$39,297.00	\$48,867.00
2	\$35,880.00		15	\$39,819.00	\$50,212.00
3	\$35,892.00	\$35,902.00	16	\$40,347.00	\$51,568.00
4	\$36,072.00	\$36,489.00	17	\$40,867.00	\$52,698.00
5	\$36,249.00	\$37,586.00	18	\$41,134.00	\$54,690.00
6	\$36,390.00	\$38,721.00	19	\$41,391.00	\$56,334.00
7	\$36,488.00	\$39,670.00	20	\$41,635.00	\$58,007.00
8	\$36,688.00	\$40,867.00	21	\$41,635.00	\$58,007.00
9	\$36,893.00	\$42,198.00	22	\$41,635.00	\$59,727.00
10	\$37,184.00	\$43,898.00	23	\$41,635.00	\$60,295.00
11	\$37,713.00	\$45,219.00	24	\$41,635.00	\$62,086.00
12	\$38,241.00	\$46,589.00	25	\$41,635.00	\$62,086.00

Advanced Degree Add-On:

Master's:	\$2,500.00
Double Master's:	\$3,400.00
Specialist's:	\$3,400.00
Doctorate:	\$5,000.00

Okeechobee County School District

<i>Personnel Office</i>
700 S.W. 2nd Avenue
Okeechobee, FL 34974
(863) 462-5000, ext. 222
<i>Cathleen J. Blair, Director</i>
Exceptional Student Education
700 S.W. 2nd Avenue
Okeechobee, FL 34974
(863) 462-5000, ext. 255
Fax: (863) 462-5014

Statistics: (2005-2006)

# of schools/sites:	17
# of Special Education Students:	1,736
# of ESOL Students:	218

Salary Schedule (2005-2006)

Level:	Salary:	Level:	Salary:
1	\$31,400.00	11	\$41,030.00
2	\$32,410.00	12	\$42,350.00
3	\$32,720.00	13	\$43,620.00
4	\$33,760.00	14	\$44,800.00
5	\$34,340.00	15	\$46,270.00
6	\$35,605.00	16	\$47,660.00
7	\$36,500.00	17	\$49,100.00
8	\$37,500.00	18	\$50,500.00
9	\$38,600.00	19	\$51,500.00
10	\$39,670.00	20	\$52,600.00

Advanced Degree Add-On:

Masters:	\$2,000.00
Specialist	\$3,000.00
Doctorate	\$4,000.00

Martin County School District

<i>Personnel Office</i>
500 E. Ocean Blvd., Bldg. 20
Stuart, FL 34994
(772) 219-1200, ext. 30242
<i>Job Hotline: (772) 219-1200, option 3</i>
<i>Dr. Joyce B. Holmes, Director</i>
Exceptional Student Education / Student Services
500 E. Ocean Blvd., Bldg. 19
Stuart, FL 34994
(772) 219-1200, ext. 30427
Fax: (772) 219-1228

Statistics: (2005-2006)

# of schools/sites:	22
# of Special Education Students:	3,333 + Gifted
# of ESOL Students:	

Salary Schedule (2005-2006)

Level:	Salary: BA	Salary: MA	Level:	Salary: BA	Salary: MA
1	\$32,800.00	\$34,768.00	10	\$37,837.00	\$40,007.00
2	\$33,325.00	\$35,324.00	11	\$38,442.00	\$40,749.00
3	\$33,858.00	\$35,889.00	12	\$39,058.00	\$41,401.00
4	\$34,400.00	\$36,464.00	13	\$39,682.00	\$42,063.00
5	\$34,950.00	\$37,047.00	14	\$40,317.00	\$42,736.00
6	\$35,509.00	\$37,640.00	15	\$41,401.00	\$43,885.00
7	\$36,077.00	\$38,242.00	16	\$44,346.00	\$47,007.00
8	\$36,655.00	\$38,854.00	17	\$47,786.00	\$50,653.00
9	\$37,241.00	\$39,476.00	18	\$51,259.00	\$54,335.00

Indian River County School District

<i>Personnel Office</i>
1990 25th Street
Vero Beach, FL 32960
(772) 564-3178
<i>Larry Harrah, Executive Director</i>
Exceptional Student Education / Student Services
1990 25th Street
Vero Beach, FL 32960
(772) 564-4876
Fax: (772) 564-4951

Statistics: (2005-2006)

# of schools/sites:	22
# of Special Education Students:	3,500
# of ESOL Students:	680

Salary Schedule (2005-2006)

Level:	Bachelor	Masters	Specialist	Doctorate
0-1	\$32,000	\$34,848	\$35,770	\$36,701
2	\$32,589	\$35,427	\$36,358	\$37,290
3	\$33,188	\$36,036	\$36,958	\$37,889
4	\$33,799	\$36,647	\$37,569	\$38,500
5	\$34,421	\$37,269	\$38,191	\$39,122
6	\$35,054	\$37,902	\$38,824	\$39,755
7	\$35,699	\$38,547	\$39,469	\$40,400
8	\$36,356	\$39,204	\$40,126	\$41,057
9	\$37,025	\$39,873	\$40,795	\$41,726
10	\$37,706	\$40,554	\$41,476	\$42,407
11	\$38,400	\$41,248	\$42,170	\$43,101
12	\$39,107	\$41,955	\$42,876	\$43,808
13	\$39,826	\$42,674	\$43,596	\$44,527

Indian River County School District

<i>Personnel Office</i>
1990 25th Street
Vero Beach, FL 32960
(772) 564-3178
<i>Larry Harrah, Executive Director</i>
Exceptional Student Education / Student Services
1990 25th Street
Vero Beach, FL 32960
(772) 564-4867
Fax: (772) 564-4951

Salary Schedule (2005-2006) con't

Level:	Bachelor	Masters	Specialist	Doctorate
14	\$40,559	\$43,407	\$44,329	\$45,260
15	\$41,305	\$44,153	\$45,075	\$46,006
16	\$42,365	\$44,913	\$45,835	\$46,766
17	\$42,839	\$45,687	\$46,609	\$47,540
18	\$43,628	\$46,476	\$47,397	\$48,329
19	\$44,430	\$47,278	\$48,200	\$49,131
20	\$45,248	\$48,096	\$49,018	\$49,949
21	\$46,081	\$48,929	\$49,850	\$50,781
22	\$46,928	\$49,776	\$50,698	\$51,629
23	\$47,792	\$50,640	\$51,562	\$52,493
24	\$48,671	\$51,519	\$52,441	\$53,372
25	\$51,408	\$54,256	\$55,178	\$56,109

St. Lucie County School District

<i>Personnel Office</i>
4204 Okeechobee Road
Ft. Pierce, F1 34947
(772) 429-7504
Exceptional Student Education / Student Services
4204 Okeechobee Road
Ft. Pierce, FL 34947
(772) 429-4570
Fax: (772) 429-4589

Statistics: (2005-2006)

# of schools/sites:	44
# of Special Education Students:	6,023
# of ESOL Students:	1,709

Salary Schedule (2005-2006)

Level:	Bachelor's Degree or equiv.	Bachelor's Degree + 15 hrs.	Bachelor's Degree + 15 hrs. In-Field	Level:	Bachelor's Degree or equiv.	Bachelor's Degree + 15 hours	Bachelor's Degree + 15 hrs. In-Field
1	\$32,000	\$32,378	\$32,547	15	\$41,887	\$42,231	\$42,377
2	\$32,017	\$32,406	\$32,573	16	\$42,713	\$43,065	\$43,212
3	\$32,042	\$32,433	\$32,600	17	\$43,537	\$43,897	\$44,047
4	\$32,097	\$32,483	\$32,648	18	\$44,345	\$44,691	\$44,837
5	\$32,461	\$32,807	\$32,954	19	\$45,142	\$45,487	\$45,637
6	\$33,628	\$33,613	\$33,758	20	\$45,971	\$46,315	\$46,464
7	\$34,074	\$34,420	\$34,567	21	\$46,797	\$47,150	\$47,298
8	\$34,884	\$35,228	\$35,373	22	\$47,625	\$47,983	\$48,134
9	\$35,692	\$36,038	\$36,185	23	\$48,452	\$48,822	\$48,975
10	\$36,499	\$36,843	\$36,990	24	\$49,278	\$49,649	\$49,804
11	\$37,576	\$37,922	\$38,069	25	\$50,244	\$50,623	\$50,782
12	\$38,654	\$38,998	\$39,143	26	\$51,230	\$51,617	\$51,778
13	\$39,731	\$40,077	\$40,223	27	\$54,508	\$54,921	\$55,091
14	\$40,809	\$41,152	\$41,299				

Advanced Degree Add-On:

Depending on your step, Master's begins at:	\$2,759.00
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Appendix I

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

John L. Winn
Commissioner of Education

F. PHILIP HANDY, Chairman
T. WILLARD FAIR, Vice Chairman

Members

DONNA G. CALLAWAY
ROBERTO MARTÍNEZ
PHOEBE RAULERSON
KATHLEEN SHANAHAN
LINDA K. TAYLOR

Contact Information:
Cathy Bishop
Sheryl Sandvoss
(850)245-0478
Cathy.bishop@fldoe.org
sheryl.sandvoss@fldoe.org

July 28, 2006

K12: 2006-104

MEMORANDUM

TO: District Superintendents

FROM: Cheri Pierson Yecke, Ph.D.

SUBJECT: EXCEPTIONAL STUDENT EDUCATION CERTIFICATE ENDORSEMENTS

In an effort to increase the number of highly effective teachers and improve student rates of learning, the Florida Department of Education is requiring that selected teachers of students with autism, severe or profound disabilities, and prekindergarten children with disabilities have specialized training. These teachers will be required to obtain an endorsement corresponding with the population they teach. The endorsement for each specific area will be required for specified teachers beginning July 1, 2011.

Specific information regarding each of the endorsement areas can be found in the following attachment.

Should you have any questions regarding the endorsement in autism or the endorsement in severe or profound disabilities, please contact Ms. Sheryl Sandvoss, Program Specialist, Florida Department of Education, by telephone at (850) 245-0478 or by electronic mail at sheryl.sandvoss@fldoe.org. Should you have any questions regarding the endorsement in prekindergarten disabilities, please contact Ms. Cathy Bishop, Program Director, Florida Department of Education, by telephone at (850) 245-0478 or by electronic mail at cathy.bishop@fldoe.org.

CPY/cb/sst

Attachment

cc: Exceptional Student Education Directors Certification Coordinators Contact Persons for Programs for Students with Autism Contact Persons for Programs for Students with Mental Handicaps Contact Persons for Programs for Prekindergarten Children with Disabilities

CHERI PIERSON YECKE, PH.D. CHANCELLOR, K-12 PUBLIC SCHOOLS
325 W. GAINES STREET • SUITE 514 • TALLAHASSEE, FL 32399-0400 • (850) 245-0509 • www.fldoe.org

Florida Department of Education Bureau of Exceptional Education and Student Services

Exceptional Student Education Certificate Endorsements Questions and Answers

Exceptional student education (ESE) teachers who are the primary instructor with more than 50 percent of their students identified as autistic, dual sensory impaired, or profoundly mentally handicapped must meet the appropriate certification requirements **effective July 1, 2011**. Additionally, ESE teachers of prekindergarten children with disabilities must also meet the appropriate certification requirements effective **July 1, 2011**.

The Florida Department of Education is providing the following questions and answers to assist school district personnel in implementing these requirements. ESE teachers should work through their principals, ESE directors, and district personnel offices to determine their need for the endorsement.

ESE Endorsements

1. Is there a test that a teacher can take to add any of the endorsements to their certificates?

No. There is no test available to add any of the endorsements.

2. Can a teacher's experience "count" toward obtaining the endorsement?

Yes, under certain circumstances. Teachers can use appropriate teaching experience to replace some of the coursework that leads to an endorsement. Teachers can use a maximum of two years of experience per endorsement. One year of teaching is equivalent to three credit hours of coursework. The Bureau of Educator Certification makes the determination regarding which course(s) may be waived, based on individual circumstances and teacher transcripts. Districts do not make this determination.

3. If an individual takes university coursework that corresponds to the content of the State Board rule, but the university does not have an "approved" endorsement program, how is the endorsement awarded?

The teacher must submit an application for the appropriate endorsement with the transcript for the courses taken. The Bureau of Educator Certification will conduct a course-by-course analysis, as necessary, to review the descriptive course titles or review the description of the courses in question to determine if the courses meet the requirements of the State Board of Education.

Endorsement in Prekindergarten Disabilities

4. Who will be required to have the endorsement in prekindergarten disabilities?

Beginning in July 1, 2011, teachers certified in any exceptional education field in primary education, and/or early childhood education, and who are teaching either prekindergarten-age children birth through two years or three through five years, for courses numbered 7650030 or

7650130 will be required to obtain the specialization requirement for the prekindergarten disabilities endorsement as described in Rule 6A-4.01792, Florida Administrative Code (FAC.).

This requirement **will not apply** to teachers certified in preschool education (birth through age four years) and/or prekindergarten/primary education (age three years through grade three). [Note: In the K-12 Memo: 2005-135 Attachment III, dated September 30, 2005, there was an error in the content that addressed the requirements related to course number 7650030, Prekindergarten Disabilities: Age Birth-Two. This current document supersedes the content of that section of the attachment.]

5. Is the prekindergarten disabilities endorsement the same as the prekindergarten handicapped endorsement?

Yes. In 2002, a technical amendment to Rule 6A-4.01792, FAC., deleted the reference to “handicapped” and substituted the term “disabilities.” No content changes to the rule were made. The *Florida Course Code Directory* references both the prekindergarten disabilities endorsement and the prekindergarten handicapped endorsement.

6. Will the endorsements in autism and/or severe or profound disabilities also be required for prekindergarten teachers who are teaching students with autism or severe or profound disabilities?

No. The endorsements in autism and severe or profound disabilities will only apply to teachers for grades kindergarten through twelve.

7. Is there an alternative to the endorsement?

Yes. As an alternative to getting the endorsement in prekindergarten disabilities, teachers could take the subject area test and receive certification in preschool education (birth through age four years) and/or prekindergarten/primary education (age three years through grade three).

8. Is information available to help a teacher prepare for these subject area tests?

Yes. Test preparation guides are available for a nominal fee to assist candidates taking the subject area test in preschool education and/or prekindergarten/primary education. These guides may be accessed online at: <http://www.cefe.usf.edu/Guides.aspx>.

9. The *Florida Course Code Directory* currently allows considerable flexibility for teachers of prekindergarten children with disabilities when programs are blended with other early childhood programs or when one of the early childhood programs serves as the child’s inclusive placement. Will this continue?

The *Florida Course Code Directory* provides that when Head Start, the Voluntary Prekindergarten Education (VPK) Program, Title I preschool classes and/or school readiness classes are “blended” or serve as the inclusive placement for a preschool child with a disability, the teacher may hold a certification as required by **either** the prekindergarten disability program or by the other applicable early childhood program. The endorsement is not required for certification areas identified for Head Start, VPK, Title I, and/or school readiness. In addition, for course number 7650130, the appointment of a child development asso-

ciate (CDA or CDA-E) is permitted in accordance with Rule 6A-1.0502, FAC.

While this flexibility is anticipated to continue for the near future, we will periodically re-examine these options. Districts will be provided notice well in advance of any proposed changes to this current flexibility.

10. What options are available to teachers interested in pursuing the prekindergarten disabilities endorsement?

Teachers who are not currently endorsed will have the opportunity to participate in district add-on programs (when they are available) or obtain college credit in the appropriate coursework. A number of colleges and universities are developing endorsement programs for implementation and have expanded existing course offerings that satisfy the requirements established in the appropriate State Board of Education rule. Districts can establish an approved program for the endorsement to be offered by the district.

Endorsement in Severe or Profound Disabilities

11. Who will be required to have the endorsement in severe or profound disabilities?

Beginning **July 1, 2011**, instructors who are hired to teach or who are currently the primary instructor for students in kindergarten through grade 12 and who have more than 50 percent of their students identified as either profoundly mentally handicapped (PMH) or with a dual sensory impairment (DSI) or teach courses in the *Florida Course Code Directory* listed under the “Participatory Levels: 9-12” will need to be certified in an exceptional student education area and have an endorsement in severe or profound disabilities. Rule 6A-4.01793, FAC., *Specialization Requirements for Endorsement in Severe or Profound Disabilities Academic Class*, outlines the requirements for endorsement in severe or profound disabilities.

This requirement **will not apply** to K-12 teachers certified in mentally handicapped, mental retardation or intellectual disabilities.

12. Is there a test that a teacher can take to add the endorsement in severe or profound disabilities?

No. There is no test available to add this endorsement.

13. What options are available to teachers interested in pursuing the endorsement in severe or profound disabilities?

Teachers who are not currently endorsed will have the opportunity to participate in district add-on programs (when they are available) or obtain college credit in the appropriate coursework. A number of colleges and universities are developing endorsement programs for implementation and have expanded existing course offerings that satisfy the requirements established in the appropriate State Board rule.

Districts can establish and offer an approved program for the endorsement. At the present time, there are no approved district endorsement programs for the endorsement in severe or profound disabilities.

Endorsement in Autism

14. Who will be required to have the endorsement in autism?

Beginning **July 1, 2011**, instructors who are hired to teach or who are currently the primary instructor for students in kindergarten through grade 12 with more than 50 percent of their students who are identified as autistic will need to be certified in an exceptional student education area and have an endorsement in autism or an endorsement in severe or profound disabilities. Rule 6A-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism. Rule 6A-4.01793, FAC., Specialization Requirements for Endorsement in Severe or Profound Disabilities - Academic Class, outlines the requirements for endorsement in severe or profound disabilities.

15. Is there a test that a teacher can take to add the endorsement in autism?

No. There is no test available to add this endorsement.

16. What options are available to teachers interested in pursuing the endorsement in autism?

Teachers who are not currently endorsed will have the opportunity to participate in district add-on programs (when they are available) or obtain college credit in the appropriate coursework. A number of colleges and universities are developing endorsement programs for implementation and have expanded existing course offerings that satisfy the requirements established in the appropriate State Board rule. Districts can establish an approved program for the endorsement to be offered by the district. Currently, Miami-Dade County Schools is the only district with an approved endorsement program in autism.

Teachers who are serving as the primary instructor with more than 50 percent of their students identified as autistic have the option of obtaining the endorsement in autism or the endorsement in severe or profound disabilities.

APPENDIX II

High, Objective, Uniform State Standard of Evaluation (HOUSSE) Plan for Experienced Teachers

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New ESE Teachers (No Teaching Experience)

NO CHILD LEFT BEHIND–Highly Qualified Teacher Requirements

The three basic NCLB requirements for the highly qualified designation are as follows:

- An acceptable bachelor's or higher degree,
- State licensure/certification (no requirements waived), and
- Demonstration of subject competency for the subjects (s) and grade level (s) taught.

NO CHILD LEFT BEHIND -Requirements continued: How is subject area competency met?

- In Florida, subject requirements for certification are met on the basis of an undergraduate or graduate academic major,
 - a passing score on the appropriate Florida subject area test,
 - a valid standard certificate in the subject area issued by another state, or a valid certificate from the National Board for Professional Teaching Standards (NBPTS) or American Board for Certification of Teacher Excellence (ABCTE)
- The other option for experienced teachers is the HOUSSE Plan.

New Elementary Teachers (No Teaching Experience)

- A bachelor's or higher degree from an accredited or approved institution
- A valid Florida three-year Temporary or five-year Professional Certificate
- Subject matter competency. There are two options...
 - Option 1: A valid Temporary Certificate appropriate for the grade level(s) assigned and a passing score on the Florida K-6, 1-6, or PK-3 subject area exam (SAE) appropriate for the grade level(s) assigned.
 - Option 2: A valid Florida Professional Certificate appropriate for the grade level(s) assigned.

Not New – Experienced Elementary Teachers

- A bachelor's or higher degree from an accredited or approved institution
- A valid Florida three-year Temporary or five-year Professional certificate
- Subject area competency. There are two options...
 - Option 1: A valid Temporary Certificate or Professional Certificate appropriate for the grade level(s) assigned and a passing score on the Florida K-6, 1-6 or PK-3 subject area exam (SAE) appropriate for the grade level(s) assigned.
 - Option 2: A valid Temporary or Professional Certificate and meeting the requirements for a HOUSSE plan that is appropriate for the grade level(s) assigned.

New Middle/Secondary Teachers (No Teaching Experience)

- A bachelor's or higher degree from an accredited or approved institution
- A valid Temporary or Professional Certificate appropriate for the subject(s) and grade level(s) assigned and
- Subject area competency. They have one option...
 - Option 1: A valid Temporary or Professional Certificate appropriate for the subject(s) and grade level(s) assigned.

Not New – Experienced Middle/Secondary Teachers

- A bachelor's or higher degree from an accredited or approved institution
- A valid Florida three-year Temporary or five-year Professional Certificate
- Subject area competency. They have two options...
 - Option 1: A valid Temporary Certificate or Professional Certificate appropriate for the subject(s) and grade level(s) assigned.
 - Option 2: A valid Temporary Certificate or Professional Certificate in a subject area other than the area assigned and meeting the requirements for a HOUSSE plan appropriate for the subject(s) and grade level(s) assigned.

- A bachelor's or higher degree from an accredited or approved institution
A valid Florida three-year Temporary or five-year Professional Certificate in an appropriate exceptional student education area(s)

New ESE Teachers (No Teaching Experience)

Elementary (K-6)

A valid Temporary Certificate or Professional Certificate in an appropriate exceptional student education certification area(s) to match the ESE table in the Course Code Directory.

Middle and Secondary (7-12):

A valid Temporary or Professional Certificate in an appropriate exceptional student education certification area to match the ESE table in the Course Code Directory and in the subject content area(s) appropriate for the subject(s) and grade level(s) assigned.

Not New ESE Teachers (Experienced)

- A bachelor's or higher degree from an accredited or approved institution.
A valid Florida three-year Temporary or five-year Professional Certificate in an appropriate exceptional student education area(s).

Elementary (K-6):

A valid Florida Temporary Certificate or Professional Certificate in an appropriate exceptional student education certification area(s) to match the ESE table in the Course Code Directory.

Middle and Secondary(7-12):

- Option 1: a valid Temporary or Professional Certificate in an appropriate exceptional student education certification area to match the ESE table in the Course Code Directory and in the subject content area(s) appropriate for the subject(s) and grade level(s) assigned.

Option 2: A valid Temporary or Professional Certificate in an appropriate exceptional student education area(s) to match the ESE table in the Course Code Directory and meeting the requirements for a HOUSSE plan appropriate for the subject(s) and grade level(s) assigned.

Definition of the HOUSSE Plan:

HOUSSE is a method other than certification or subject testing by which experienced teachers can document subject content competency and knowledge in a core academic subject the teacher is teaching.

How do we document subject competency?

A HOUSSE plan uses multiple components that in total document competency in the subject content to meet requirements for the NCLB highly qualified designation.

Documentation of HOUSSE Subject Competency Criteria

- Prior Experience in the Assigned Content Area – 50 points
- Classroom Observation and Performance Evaluation in Subject Content Area – 30 points
- Approved Professional Development in Subject Content Area – 60 points
- College Level Courses in Subject Content – 60 points
- School, District, State or National Level Activities or service Related to the Teaching of the Subject. 50 points maximum.

Student Achievement Learning Gains, if applicable, for English/ Language Arts and Mathematics teachers grades 4-10. 90% of students must make gains. 50 points maximum per subject English/language arts or Mathematics.

Appropriate use of the HOUSSE Plan

- The HOUSSE option is not appropriate for and shall not be used for teachers of reading and ESOL.
- The HOUSSE Plan may be used for the following teachers:
 - Teachers certified in an exceptional student education area who teach one or more academic core content subjects.
 - Teachers of multiple core academic subjects in alternative school settings.
 - Teachers of Foreign language.
 - Teachers of multiple core academic subjects to hospital homebound.
 - Teachers of multiple core academic subjects in Middle schools have the option of the HOUSSE plan or to take the subject area exam in Middle Grades Integrated Curriculum.

The HOUSSE Plan may be used for an experienced teacher who is teaching a core academic subject content course for which they have not yet completed certification requirements but who can document the required number of components and points to earn the highly qualified designation.

Use of HOUSSE Plan

Rule 6A-1.0503, FAC has been amended to add documentation of meeting requirements for the NCLB highly qualified designation via the HOUSSE plan as a method for being defined as qualified, infield teacher pursuant to Florida law and rule. This means that the teacher would not have to earn additional college credit, pass the subject test, or add the subject to the certificate.