

Ohio

Suggested Professional Development Guidelines

for Achieving Highly Qualified Teacher Status

*A handbook for principals and supervisors
of Grades 7-12 intervention specialists who instruct students
with significant cognitive or low incidence disabilities*

This document will provide suggested guidance for organizations in Ohio that will be providing professional development opportunities specifically for Grades 7-12 intervention specialists, whose students are eligible to take the alternate assessment. Most of these specialists will need to comply with new requirements for professional development to meet highly qualified teacher (HQT) status. It is recommended school districts, state support teams, educational service centers or other state or regional entities provide professional development and module work as outlined in the HQT Resource Guide for Grades 7-12 intervention specialists posted on the HQT frequently asked questions page for these specialists at education.ohio.gov. The total time invested in each session must be verified with certificate of participation/attendance and could contribute to attaining necessary clock hours in either core subject areas and/or pedagogy.

Professional Development Standards

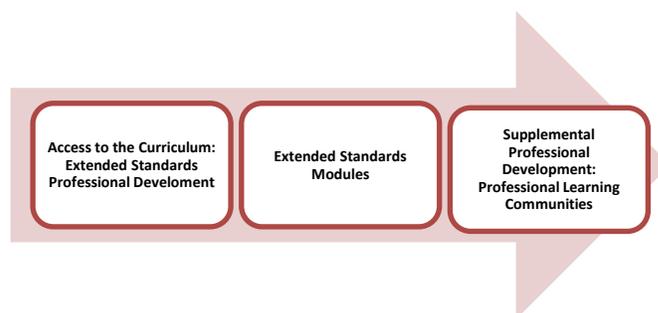
Professional development offered to teachers should follow the Ohio Professional Development Standards. There are six standards to take into consideration when designing professional development:

Highly qualified professional development:

- Is a purposeful, structured and continuous process that occurs over time (Standard 1);
- Is informed by multiple sources of data (Standard 2);
- Is collaborative (Standard 3);
- Includes varied learning experiences that accommodate individual educators' knowledge and skills (Standard 4);
- Is evaluated by its short- and long-term impact on professional practice and achievement of all students (Standard 5); and
- Results in the acquisition, enhancement or refinement of skills and knowledge (Standard 6).

Planning Professional Development Opportunities

Many teachers will need to complete 90 clock hours of professional development in each of the following core subject areas: math, science, social studies and English language arts. The HQT Resource Guide provides an outline of the current available options for teachers who are being recommended. The graphic below provides a possible order for completing the professional development. The department recommends completion of content in this order:



Organizing Professional Development Opportunities

Professional development opportunities will be most beneficial if completed in professional learning communities. In the HQT Resource Guide, the opportunities are titled “Supplemental Professional Development: Professional Learning Community.” These activities should be focused on, and completed in conjunction with, other options outlined in the guide to allow teachers to engage more deeply with the content provided in the modules. The professional learning community options should engage teachers in groups where they are involved in discussions, lesson-based activities and reflections.

Professional learning communities could be formed based on topics, type of work or students taught. The first few topics are particularly relevant for Grades 7-12 intervention specialists:

- High school-specific content for highly qualified teachers;
- Lowest 1 percent work group (on access and instruction for our hardest to reach and teach);
- Assistive technology-specific work;
- Grade-band unit-development teams (Grades 6-8, 9-12);
- Subject-specific strand or domain learning (partner with general education teachers, curriculum supervisors or educational service centers);
- Assessment design (student learning objectives, teacher-based teams);
- Literacy workgroups (guided reading club, assessment team, etc.);
- Communication work group.

Documenting Professional Development Opportunities

Certificates of Completion

Teachers will need verification that they have completed professional development. It will be important to make available certificates of completion with the specified hours in content and/or pedagogy to your teachers. Teachers should keep all certificates of completion and turn in photocopies of these items to the appropriate administrators in their districts as they report progress toward reaching highly qualified teacher status.

Integrity Checklists

Teachers and professional development providers also should make sure to complete the various integrity checklists for each core subject area, which can be found in the HQT Resource Guide. This checklist will help teachers and providers ensure the appropriate number of hours have been met in each core subject area. Space has been provided on the checklist for “other” professional development options that may be created and completed by various entities and teachers.

Available Resources

- The [Ohio Learning Standards – Extended Modules](#) have PowerPoint slides with embedded scripting and downloadable copies of all of the planning documents.
- The Ohio Center for Autism and Low Incidence's ([OCALI](#)) [Webinar Archive](#) also has content that may supplement unit planning content for students with low incidence disabilities and significant cognitive disability. These include topics such as access to the curriculum, assistive technology, strategies and universal learning design.
- Log in to [OCALI's](#) Unit Planning Wikispace to view sample units that teachers are working on individually or in grade band teams. Units may be in various stages of completion (some are starter units with standards sorted and others are fully complete). In addition to sample units, the wikispace has a blog where regional staff can ask questions and search for communities of practice or planning partners around the state. All planning templates and additional Web resources are available for download on the wiki site.

Examples of Follow-up Activities and Resources

- State support teams can partner with their educational service centers to bring together teachers through special education networks and/or special education supervisors. Once together, grade-band planning partners can continue unit planning from where they left off to complete a unit.
- State support teams, educational service centers and/or districts can bring together follow-up work groups during in-service days or special education meeting times.
- Grade-band teachers from the same region but different districts can link up virtually to plan using a Web conferencing system or online collaboration tools.
- Districts with multiple teachers working with students with disabilities in the same grade-band can partner to create unit plans and materials. The items can be shared and stored in bins or tubs using common materials that can be shared within the district.
- OCALI can provide additional supplemental trainings in the areas of balanced literacy, assistive technology basics, finding and developing modes of functional communication, and creating and using unit-based formative assessments to guide instruction.

If you have questions about designing professional development and/or a professional learning community for your teachers, please contact:

Cathy Csanyi, Consultant
Ohio Department of Education, Office of Exceptional Children
(616) 558-2776 or (419) 747-8902
cathy.csanyi@education.ohio.gov