

An Introduction and Orientation  
to the  
Florida-Georgia District /ACSI  
Master Inservice Program  
and  
Professional Educator Competency  
Demonstration Program

Contents:

Introductory Letter from Dr. Barry Morris .....	1
Application .....	3
Purpose of the Master Inservice Plan.....	4
Application for Inservice Points .....	5
New Registration of Faculty .....	6
P.E.C.D. Program/FAQ .....	7
FPMS – Clinical Educators Verification List .....	9
Certification Checklist.....	10
Listing of Master Inservice Plan Components .....	11

## **FG/ACSI Master In-Service Program**

461 Plaza Drive Suite C  
Dunnedin, FL 34698

Administrator: Dr. Barry Morris – 1/877-765-1116  
[morris@.schoolmission.net](mailto:morris@.schoolmission.net)

Dear Inservice Coordinator,

We are entering our eighth year in the Master Inservice Program. With over 2700 teachers/staff representing 43 schools in the program, we have had our most successful year ever in FG/ACSI Inservice Education. Over 500 teachers have now recertified with MIP inservice points. Over 40,000 hours of inservice credit were earned this last calendar year. Here are the services presently being offered by this office:

- 1) Training in the Clinical Educators Program (Any teacher or administrator who wishes to work with an intern or Developing Teacher/Beginning Teacher must be certified in Clinical Education);
- 2) Maintaining inservice records for all teachers, administrators, and staff and providing a semi-annual inservice report to each participant (Remember to carefully check individual inservice reports for omissions or incorrect data. I manage this program alone and depend on your accurate accounting of records);
- 3) Provide training and phone support in the Master Inservice Program and Certification Program;
- 4) Liaison with the Florida Department of Education to assist you in completing certification and recertification procedures. Applicants send \$45 for the fingerprint card and \$56 for each certification area they wish the Florida DOE to evaluate. These two checks should be made out to the Department of Education;
- 5) Certification Officer with the Florida Department of Education – In this role I am able to help you evaluate new teacher transcripts and assist with the initial temporary or professional certificates. In April, 2002, this office was given access to the state certification databases. This increases the speed of accessing information and delivering updates to individual teachers.
- 6) Responsible for training and maintenance of the Professional Education Competency Demonstration (PECD) program.

Please help me by doing the following:

- 1) When using my office phone number (813-974-1011), please leave a message. Don't dial the department secretary to ask for further assistance. I will do my best to get back to your call on the same day. If it is an important issue, then give me your home phone so that I can contact you that night.
- 2) When calling my home phone (813-985-6022), please let me know how late I can contact you in the evening.
- 3) I welcome phone calls from teachers. I am not able to issue certificates from the State of Florida. My role is to help you finish the certification or recertification process.

All applications for Florida DOE certification must be sent through this office as required by the Department of Education. Your certification application will be evaluated here and then sent on to the State. I will continue to serve as a liaison in assisting you with problems with the DOE. All DOE recertification applications must be initiated in my office by contacting me and requesting a recertification application. This will be sent to your school completed with the number of inservice hours earned.

Emails are a wonderful invention. Many times I can respond quickly to an email and assist you with a question easily. Please send me your school email address. My email address is [morris@tempest.coedu.usf.edu](mailto:morris@tempest.coedu.usf.edu).

5) Most schools have been wonderful about sending in their inservice applications throughout the year. A few schools prefer to wait until May or June to send an entire year's worth of work. Please understand that it may take better than a month to process a full year's work from different schools. This service will be much more efficient for you if you will help me by sending in the inservice application and Participant Sign-Up Sheet within two weeks of the event.

6) The Participant Sign-Up Sheets are the critical factor. Remind teachers that inservice points are lost when the social security number is unreadable. Points have disappeared because I could not read a number. If your faculty members are worried about the use of Social Security Numbers, they have the right to request that I provide another number when sorting their records. If so I will change their numbers and provide a new number that will need to be used each time they apply for inservice credit.

Please send your email address if you haven't already done so. I am praying that we will have a productive experience.

Sincerely,  
Barry N. Morris, Ph.D. MIP District Officer

**Master Inservice Program and  
Professional Educator Competency Demonstration Program  
Florida-Georgia District, LCMS  
2008-2009 School Registration Form**

The Inservice Year begins on July 1. This registration form must be completed, and fees filed annually for your school to participate in this program. Once this form is received in the Florida-Georgia District Office, schools registering for the first time will receive a manual explaining the program. Questions? Call Dr. Barry Morris 1- 601-318-6587 or email: [bmorris@wmcarey.edu](mailto:bmorris@wmcarey.edu)

Check one:

- New School Registration
- Continuing Program

School		
Address		
City	State	Zip
E-mail address:		
School Administrator		
Inservice Program Coordinator		
Phone	Fax	
Total number of Teachers and Administrators at School		
Accreditation Status (Please check those that apply): <input type="checkbox"/> NLSA <input type="checkbox"/> SACS <input type="checkbox"/> OTHER: _____ <input type="checkbox"/> Not Accredited		

**Annual Fee Schedule**

Total School Enrollment (all ages and grades)	LCMS Florida-Georgia District Schools	ELCA, or SELC, or English District Schools
Less than 100	\$225	\$325
100-250	\$375	\$475
More than 250	\$525	\$625

Make checks payable to: Florida-Georgia District  
 Mail this form with fee to: Mr. Mark Brink  
 Florida-Georgia District  
 7207 Monetary Drive  
 Orlando, FL 32809

Acct. No. 41913128
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## **Purpose of the Master Inservice Plan**

In February 1994, the Florida Department of Education approved the Master Inservice Plan to make available inservice training to those professionals holding Florida Teaching Certificates. This inservice education program was expanded to include all staff members: teachers, administrators, teacher aides, day care workers, preschool workers, office staff, and maintenance personnel. This plan allows a dual recertification process where in service training hours (inservice points) will apply to the recertification of Florida Teaching Certificates. According to the Florida Department of Education standards, a teacher may recertify a professional certificate by completing 120 inservice points. An inservice point equals one contact hour of inservice training.

## **Advantages of the MIP Program**

- Teachers and administrators holding Florida Teaching Certificates will be able to recertify using ACSI Continuing Education Unit inservice programs.
- Teachers and administrators holding ACSI Professional Certificates will be able to recertify using Master Inservice Points, instead of C.E.U.s.
- Teachers without teaching certificates will build an inservice education portfolio.
- Day Care workers and Preschool workers may build an inservice education portfolio in order to receive a CDA certificate.
- Office personnel, maintenance, and teacher aides will have a record of their professional training.
- Annual reports from the District Inservice Office will certify the school's inservice activities for the purpose of NLSA/Florida-Georgia/SACS accreditation.
- All staff members will have their in service records maintained at the District Inservice Office.
- All member schools are invited to join the MIP program. Teachers may then begin collecting inservice points.
- The Master Inservice Program is available to your school for the academic year. An Inservice Year starts July 1st and ends June 30th of the next year.

## **Professional Educator Competency Demonstration Program (PECD)**

The State of Florida requires that new teachers, educators from out of state, and reinstated teachers must demonstrate their professional competencies in order to be eligible for a Florida Educators Teaching Certificate.

## **Advantages of the PECD Program**

- Sign-off on State documents when PECD is completed.
- Technical assistance from FG/ACSI personnel as the school administers the PECD packet.
- The school receives the PECD packet that shows the standards and indicators for completion of the PECD by the new teacher.
- FG/ACSI serves as your liaison should you have questions concerning your application with the Department of Education.
- FG/ACSI personnel will assist the teacher concerning questions about state certification.
- State Clinical Educator training for teachers and administrators.
- Annual Certification updates at the Florida-Georgia Educators Conference.
- Regular updates on changes in teacher certification through the ACSI Administrators Meetings.

For Office Only  
 Appl.# \_\_\_\_\_

**Application for Inservice Points  
 Inservice Activity**

Conference Title: \_\_\_\_\_  
 Component #: \_\_\_\_\_ Number of Inservice Points: \_\_\_\_\_  
 Please attach a description of the course. Number of School Participants \_\_\_\_\_  
 Instructor's Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Site of Inservice Activity (Name and Address): \_\_\_\_\_  
 Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_  
 Actual Contact Hours: \_\_\_\_\_ Independent Activity Hours: \_\_\_\_\_

**Inservice Evaluation Summary**

Directions: Summarize the participants' evaluations by checking a category.  
 (1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree (5) N/A

	(1)	(2)	(3)	(4)	(5)
1. The consultant/facilitator succeeded in securing a high degree of participant involvement.					
2. The instructor was well prepared.					
3. The materials and handouts were helpful and relevant.					
4. The workshop was very informative.					
5. Most of the objectives of the workshop were achieved.					

**Participation Sheet (Five or less participants)**

Last Name, First Name	Social Security #	Certification Area	Points

**Inservice Completion**

At the successful completion of the inservice program, the Administrator signs and returns this form to the District Office. This certifies that the above participants, with points listed, attended and successfully completed this inservice activity.

\_\_\_\_\_  
 Signature of Administrator Date

**Attach Participant Sign-In Sheet (if you have more than five participants)**

Send this form to Dr. Barry Morris, 461 Plaza Drive Suite C  
 Dunnedin, FL 34698  
[morris@schoolmission.net](mailto:morris@schoolmission.net)

## New Registration of Faculty and Staff

Send this form to Dr. Barry Morris, 461 Plaza Drive Suite C

Dunedin, FL 34698

[morris@schoolmission.net](mailto:morris@schoolmission.net)

**School:** \_\_\_\_\_ **Year:** \_\_\_\_\_

List all faculty and staff who will be in the Inservice Program. This program is available to all Administrators, Teachers, Secretaries, Custodial, Day Care, Teacher's Aides, all staff members in order to keep a correct record of their inservice training.

**Instructor:** Teacher, Specialist, Early Childhood, Day Care Teacher

**Administration:** Principal, Head Master, Assistant Principal, Guidance

**Support or Staff:** Secretary, Paraprofessional, Custodial, Bus Drivers, Cafeteria.

Last Name .....	First Name.....	Soc Sec #.....	Instructor	Adm	Support
Zephyr	Jane	999-99-9999			X
Poston	Angela	888-88-8888	X		
Frederick	Martin	777-77-7777		X	
1					
2					
3					
4					
5					
6					
7					
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# FG/ACSI P.E.C.D. Program

## Frequently Asked Questions

**What is P.E.C.D.?** Professional Education Competency Demonstration Program for School/ Center Administrators and Teachers replaces the former Professional Orientation Program (POP) for ACSI.

**Who does this affect?** All Developing Teachers who are entering the application process for a Florida Educator's Certificate.

**Who is a Developing Teacher?** Professionals who are seeking certification and need to demonstrate the professional education competencies are defined as Developing Teachers/Administrators.

**What happened to the POP program?** The Professional Orientation Program has been replaced by the State Department of Education. Each district is required to develop a program for Developing Teachers.

### **What are the PECD guidelines?**

1. Teachers, who are seeking certification and need to demonstrate the competencies, will submit a CG-10 Application for Florida Educator's Certificate in order to obtain a temporary certificate. This will allow them to obtain a Letter of Eligibility, which will be their plan of operation in order to obtain the Professional Certificate. It will be the responsibility of the Florida Department of Education (FDOE) to review the transcript of credits.
2. A teacher (1) who has graduated from a teacher preparation program in the State of Florida; (2) who has graduated from a teacher preparation program and taught for two years under a certificate from that State; (3) who has applied for Fast Track Consideration; are exempt from this Demonstration of Competencies.
3. Teachers, who are seeking certification and need to demonstrate the competencies, will submit their fingerprints so that they can be reviewed by the proper national and state law enforcement agencies. After the fingerprint card and check have been obtained from the teacher/administrator, the administrator submits this documentation with the Request to the Bureau of Teacher Certification for Issuance of an Initial Certificate (For State Supported or Nonpublic Schools) FDOE: CT: 111.
4. Since the Florida Performance Measurement System (FPMS) and the Summative Observation Instrument (SSOI) are part of the criteria for demonstration, the administrator at the local school/center needs to have at least one staff member or preferably two, qualified as a trained SSOI observer and updated in accordance with the schedules from the FDOE.
5. Professionals who serve as Supervising Teachers/Administrators must have completed the Clinical Educators Training certifying them to work in the PECD program. The Clinical Educators Training provides information in the six Domains, which are part of the criteria for the demonstration of the Professional Education Competency Demonstration.
6. When the competencies have been demonstrated, request the Verification of the Demonstration of Professional Education Competence Form: CT-118. This form must be signed by the FG/ACSI Master Inservice Program District Officer.

**Where do I send the applications, fingerprint cards, and check?** The Department of Education requires that all application packets be sent to the FG/ACSI Master Inservice Office. After the information is entered into the FG/ACSI database, the entire application will be sent to Tallahassee. Our office will also serve as liaison with the Florida Department of Education for any Developing Teacher .



**What is the three step certification process in Florida?** Refer to the enclosed document (Florida Teacher Certification Requirements).

**Is there a list of approved Clinical Educators?** The ACSI Master Inservice Office is compiling a list of Clinical Educators by school. It is most important that you provide us with an updated list of those professionals in your school currently holding Clinical Education certification. Please return the enclosed Clinical Educators form.

**What are the 17 PECD Competencies?**

1. Ability to write in a logical and understandable style with appropriate grammar and sentence structure.
2. The ability to read, comprehend, and interpret professional and other written material.
3. The ability to comprehend and work with fundamental mathematical concepts.
4. The ability to recognize signs of severe emotional distress in students and to apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.
5. The ability to recognize signs of alcohol and drug abuse in students and to apply counseling techniques with emphasis on intervention and prevention of future abuse.
6. The ability to recognize the physical and behavioral indicators of child abuse and neglect, to know rights and responsibilities regarding reporting, to know how to care for a child's needs after a report is made, and to know recognition, intervention, and prevention strategies pertaining to child abuse and neglect which can be related to children in a classroom setting in a non-threatening, positive manner.
7. The ability to comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and to counsel these same students concerning their need to these areas.
8. The ability to recognize and be aware of the instructional needs of exceptional students.
9. The ability to comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development.
10. The ability to identify and comprehend the codes and standards of professional ethics, performance and practices as adopted pursuant to s.231.546 (2)(b), the grounds for disciplinary action provided by s.231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal process.
11. The ability to recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
12. The ability to use appropriate technology in teaching and learning processes.
13. The ability to use assessment strategies to assist the continuous development of the learner.
14. The ability to use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background.
15. The ability to demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the student performance standards approved by the state board.
16. Formulates a standard for student behavior in the classroom.
17. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.



## FG/ACSI Master In-Service Program

461 Plaza Drive Suite C  
Dunedin, FL 34698

Administrator: Dr. Barry Morris – 1/877-765-1116  
[morris@.schoolmission.net](mailto:morris@.schoolmission.net)

November 8, 2001

Dear Teacher,

Please send the following items. A file will be opened with your certification request. I will evaluate your certification request and contact you should anything else be needed. If the file is complete, this office will send your full application to the Department of Education in Tallahassee. I have access to the Department of Education database and will be able to tell you the status of your application. Please call me if you have questions. If you leave a voice message, please remember to include your social security number and home phone.

To Complete a Request for Certification, send the following items:

- Fingerprint Card
- \$45 Check for Fingerprint analysis to Dept of Education (separate check)
- \$56 Check to the Department of Education (separate check)
- Certification Application
- Verification of Employment
- Transcripts
- Statement of Eligibility (Unless this is initial application)
- Verification of PECD Demonstration
- Copy of Certificates from other states
- CLAST Test Scores
- Florida Teacher Certification Exam Score

Sincerely,

Barry Morris, Ph.D.  
Certification Officer – FG/ACSI

## Listing Of Master Inservice Plan Components

						<b>Points</b>
<b><u>Plant Operation and Maintenance</u></b>						
<b>3</b>	<b>09</b>	<b>01</b>	<b>2</b>	<b>00</b>	<b>Maintenance Personnel</b>	<b>60</b>
<b><u>Office/Clerical Services</u></b>						
<b>3</b>	<b>10</b>	<b>01</b>	<b>2</b>	<b>00</b>	<b>Office Personnel</b>	<b>60</b>
<b><u>Basic Programs, Unclassified</u></b>						
<b>5</b>	<b>01</b>	<b>01</b>	<b>5</b>	<b>00</b>	<b>Eval. Study - Sch. Program</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>03</b>	<b>5</b>	<b>00</b>	<b>Curriculum Development</b>	<b>60</b>
<b>5</b>	<b>01</b>	<b>04</b>	<b>2</b>	<b>00</b>	<b>Early Child. Curriculum Dev.</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>05</b>	<b>2</b>	<b>00</b>	<b>Study Skills Instruction</b>	<b>60</b>
<b>5</b>	<b>01</b>	<b>07</b>	<b>4</b>	<b>00</b>	<b>Developing Motivation/Self-Conc</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>08</b>	<b>2</b>	<b>00</b>	<b>Teaching Reference Skills</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>09</b>	<b>5</b>	<b>00</b>	<b>Individual Study and Research</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>10</b>	<b>3</b>	<b>00</b>	<b>Time Management</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>11</b>	<b>2</b>	<b>00</b>	<b>Effective Schools</b>	<b>60</b>
<b>5</b>	<b>01</b>	<b>12</b>	<b>2</b>	<b>00</b>	<b>First Aid</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>14</b>	<b>2</b>	<b>00</b>	<b>Cardio-Pulmonary Resuscitation</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>15</b>	<b>2</b>	<b>00</b>	<b>AIDS Education</b>	<b>18</b>
<b>5</b>	<b>01</b>	<b>16</b>	<b>2</b>	<b>00</b>	<b>Drugs/Alcohol Abuse</b>	<b>18</b>
<b>5</b>	<b>01</b>	<b>17</b>	<b>2</b>	<b>00</b>	<b>Child Abuse</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>18</b>	<b>2</b>	<b>00</b>	<b>Skills in Dev. Self-Concepts</b>	<b>18</b>
<b>5</b>	<b>01</b>	<b>19</b>	<b>4</b>	<b>00</b>	<b>Family Problems</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>20</b>	<b>2</b>	<b>00</b>	<b>Stress Management for Students</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>21</b>	<b>2</b>	<b>00</b>	<b>Management of Stress</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>22</b>	<b>4</b>	<b>00</b>	<b>Family Life/Human Seuality</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>23</b>	<b>5</b>	<b>00</b>	<b>The Reading Process</b>	<b>18</b>
<b>5</b>	<b>01</b>	<b>24</b>	<b>2</b>	<b>00</b>	<b>Reading Workshop-Motivation</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>25</b>	<b>2</b>	<b>00</b>	<b>Reading-Self-Concept</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>26</b>	<b>2</b>	<b>00</b>	<b>Teaching Reading Effectively</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>27</b>	<b>2</b>	<b>00</b>	<b>Teaching Secondary A.P. Courses</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>28</b>	<b>2</b>	<b>00</b>	<b>Textbook Evaluation</b>	<b>30</b>
<b>5</b>	<b>01</b>	<b>29</b>	<b>2</b>	<b>08</b>	<b>Support Staff Training - PECD</b>	<b>20</b>
<b>5</b>	<b>01</b>	<b>30</b>	<b>2</b>	<b>08</b>	<b>Training POP Support Staff</b>	<b>18</b>
<b>5</b>	<b>01</b>	<b>31</b>	<b>2</b>	<b>08</b>	<b>Peer Teacher Workshop</b>	<b>6</b>
<b>5</b>	<b>01</b>	<b>32</b>	<b>2</b>	<b>08</b>	<b>Professional Orientation PECD</b>	<b>18</b>

5	01	33	2	00	School Law and Non-Public Sch.	18
5	01	34	3	00	Developing Skills of Admin.	6
5	01	35	3	00	More Effective Principals	30
5	01	90	2	00	Reading for Teachers	60
5	01	92	2	00	Writing for Teachers	60
7	01	27	2	00	Curriculum & the Administrator	12
<b><u>Art</u></b>						
5	02	01	2	00	Art in the Classroom	6
5	02	02	5	00	Appropriate Art Activities	60
<b><u>Foreign Languages</u></b>						
5	04	01	2	00	Foreign Lang. Teaching Strategy	60
7	04	01	3	00	Budget Preparation	12
<b><u>Humanities</u></b>						
5	06	02	5	00	Biblical Integration	18
5	06	03	5	00	Introduction to Old Testament	18
5	06	04	5	00	Introduction to New Testament	18
5	06	06	5	00	Values Education Workshop	30
<b><u>Language Arts</u></b>						
5	07	01	2	00	Oral Language Dev. in Elem Sch	18
5	07	02	2	00	Fine Arts in Language Arts	24
5	07	03	2	00	English Grammar Course I	12
5	07	04	2	00	English Grammar Course II	12
5	07	05	5	00	Junior Great Books	40
5	07	06	5	00	Interdisciplinary Lang Arts	18
5	07	07	5	00	Composition I	18
5	07	08	2	00	Expository and Creative Writing	30
5	07	09	2	00	Creative Writing Methods	12
5	07	10	5	00	Literature - Secondary Educ.	18
5	07	12	5	00	Language Experience Approach	30
<b><u>Mathematics</u></b>						
5	08	01	5	00	Topics in Mathematics	60
5	08	02	5	00	Teaching Critical Thinking-Math	24
<b><u>Music</u></b>						
5	09	01	5	00	Topics in Music Education	60
<b><u>Physical Education</u></b>						
5	10	01	5	00	Strategies in Physical Educ.	60
<b><u>Science</u></b>						

5	12	01	5	00	Topics in Science	60
5	12	02	5	00	Teaching Elementary Science	24
<b><u>Social Studies</u></b>						
5	13	01	5	00	Soc. Studies Teaching Strategy	60
5	13	02	5	00	American Government	18
5	13	03	5	00	State and Local Government	18
5	13	04	5	00	World History	18
5	13	05	5	00	American History	18
5	13	06	5	00	Bible in History	18
<b><u>English for Speakers of Other Languages</u></b>						
5	17	01	5	00	Eng. for Speakers of Other Lang	60
<b><u>Reading in Content Areas</u></b>						
5	18	01	5	00	Reading in the Content Area	24
<b><u>Metric Education</u></b>						
5	19	01	5	00	Metric Education	18
<b><u>Career Education</u></b>						
5	20	01	5	00	Career Education	18
<b><u>Newspaper in Education</u></b>						
5	21	01	5	00	Newspaper in Education	12
<b><u>Computer Education</u></b>						
5	22	01	2	00	Introduction to Computer	12
5	22	03	5	00	Microcomputers in Instruction	60
5	22	07	5	00	Telecommunications in Education	60
5	22	06	5	00	Computer Literacy	12
<b><u>Exceptional Student Education, unclassified</u></b>						
5	30	01	2	00	Learning Styles-Exceptional Ed	12
5	30	02	6	00	ADD-ADHD	12
5	30	03	2	00	Introduction to Exceptional Ed	12
5	30	04	2	00	Special Ed Learning Strategies	60
<b><u>Human Relations/Communications Skills</u></b>						
1	80	01	2	08	Overview of PECD	10
1	80	02	3	00	Orientation for New Teachers	10
5	80	01	2	00	Workshop-Department Heads	12
5	80	02	1	00	Effective Public Relations	24
5	80	03	1	00	Leadership Training Seminars	60
5	80	04	1	00	Site-Based Management	60
5	80	05	2	00	Inservice Coordinator Training	36

5	80	06	1	00	Effective Communications	18
<b><u>Instructional Strategies</u></b>						
1	81	01	2	03	Early Childhood/Daycare	60
5	81	01	2	00	Instructional Strategies	30
5	81	01	5	00	Media Center Specialist	60
5	81	02	3	00	High School Staff Development	24
5	81	03	3	00	Middle School Staff Development	24
5	81	04	3	00	Elementary Staff Development	24
5	81	05	2	00	Early Childhood Instruction	30
5	81	06	2	00	Professional Growth and Devel.	60
5	81	07	2	00	SACS/ACSI Curriculum Implement.	24
<b><u>Classroom Management and Organization</u></b>						
5	82	01	3	00	Classroom Management Strategies	60
5	82	02	3	00	Affective-Behavioral Strategies	30
<b><u>Learning Styles/Student Differences</u></b>						
5	84	01	2	00	Brain-Based Education	60
<b><u>Assessment and Prescription</u></b>						
5	85	01	6	03	Early Childhood Assessment	18
5	85	02	2	00	SACS/NLSA Self-study Training	30
5	85	03	2	00	Test Administration	18
5	85	04	2	00	Summative Workshop	40