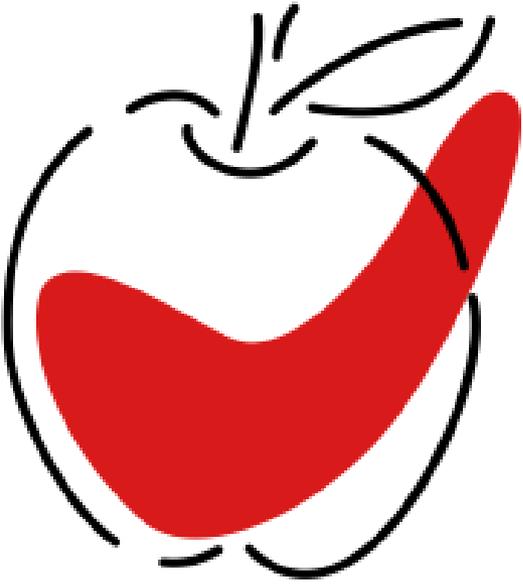


The Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities



Online Professional Development to Help All Teachers Meet All Students' Needs

Presented at the
Teacher Induction Program Leaders' Meeting
April 16, 2013 – Stevenson University

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- ▶ In accordance with the Americans with Disabilities Act (ADA), this document is available in alternative formats, upon request. Contact the Division of Special Education/Early Intervention Services, Maryland State Department of Education at (410) 767-0244 or Fax (410) 333-8165



Questions for You

- ▶ How would you like to improve your knowledge and skills to positively impact teaching students with disabilities?
 - ▶ How will your improvement of knowledge and skills in teaching students with disabilities improve their achievement?
- 

Purpose and Features

Purpose

- Helps teachers determine which stage best describes their professional development in meeting the needs of students with disabilities

Features

- Reviewed at the national, state and local levels and evaluated by users
- Based on:
 - ✓ Interstate New Teacher Assessment and Support Consortium (InTASC) Principles; and
 - ✓ Council for Exceptional Children (CEC) Standards
- Spans a career
- Not meant to be evaluative

Selected National Presentations

Chief Council of State School Officers (CCSSO)
Council for Exceptional Children (CEC)
Office of Special Education Programs (OSEP)
Teacher Education Division(TED) of CEC
National Association of Alternative Certification
(NAAC)
National Association of State Directors of
Special Education (NASDSE)



Selected Presentations in Maryland

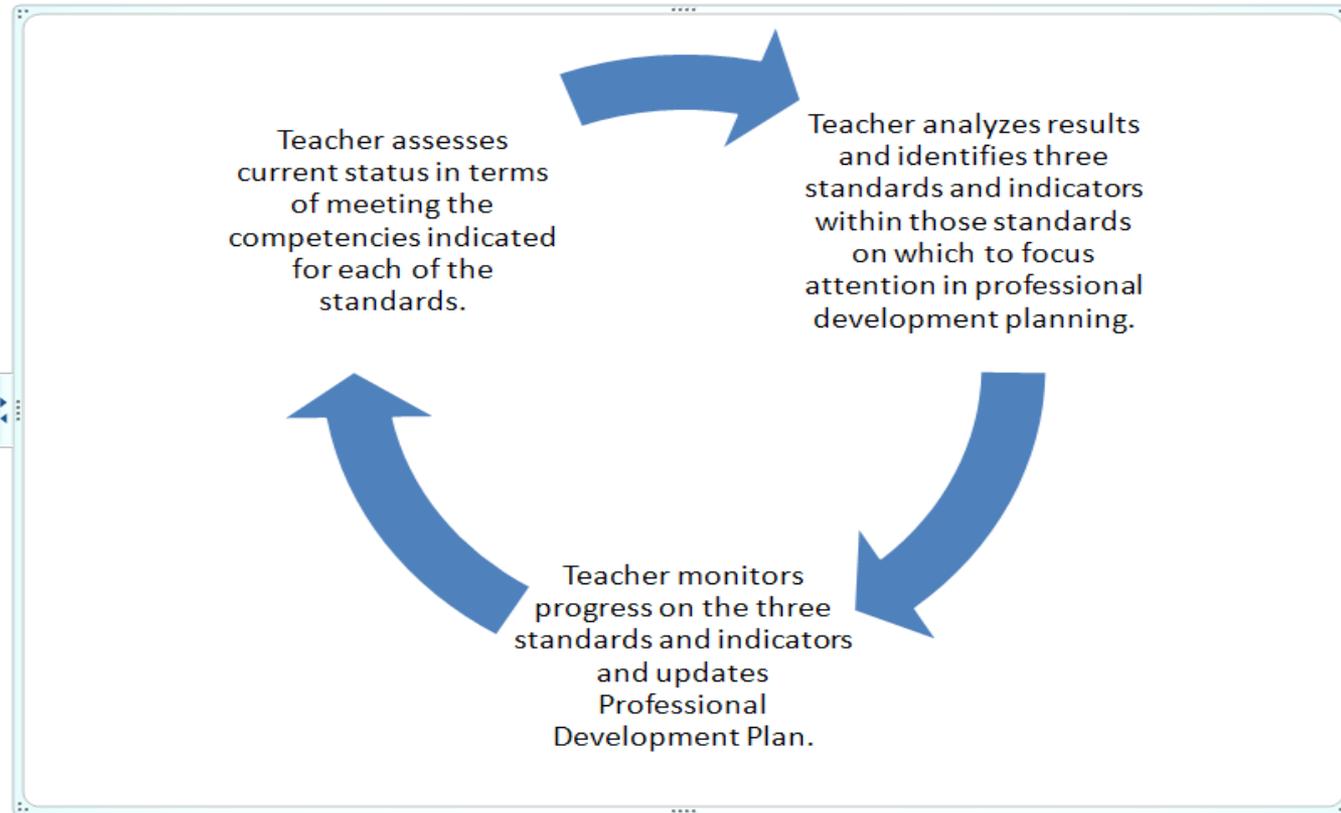
- ▶ Special Education Mentoring Institute (SEMI)
 - ▶ Maryland Approved Alternative Preparation Program (MAAPP)
 - ▶ Institutes of Higher Education (IHE) Sharing Sessions
 - ▶ State Special Education Directors
 - ▶ Maryland School for the blind
 - ▶ Montgomery County Special Education Leadership Team
- 

Career Professional Development Cycle Using the Stages of Professional Development

Teachers:

- ▶ self-assess Standards based competencies
 - ▶ analyze results and identify Standards and Indicators upon which to focus professional development planning
 - ▶ monitor progress and update their Professional Development Plan and/or Professional Development Tracker
- 

Professional Development Cycle



Standards–Based

- ▶ *The Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue** (May, 2001) from Interstate New Teacher Assessment and Support Consortium (InTASC)
- ▶ The Council for Exceptional Children (CEC) Standards *What Every Special Educator Must Know*** (2003) were used in constructing the current Stages.

* Not revised with new standards

**Reorganized standards used in revision

Interstate New Teacher Assessment and Support Consortium (InTASC)*

1. Making Content Meaningful
 2. Child Development and Learning Theory
 3. Learning Styles and Diverse Learners
 4. Instructional Strategies and Problem Solving
 5. Motivation and Behavior
 6. Communication to Foster Learning
 7. Planning for Instruction
 8. Assessment and Evaluation
 9. Professional Growth and Reflection
 10. Interpersonal Relationships
- 

InTASC Standards (2011)

The Learner and Learning

- Learner Development
- Learning Differences
- Learning Environments

Content Knowledge

- Content Knowledge
- Application of Content

Instructional Practice

Assessment

Planning for Instruction

Instructional Strategies

Professional Responsibility

Professional Learning and Ethical Practice

Leadership and Collaboration

Council for Exceptional Children (CEC) Standards*

1. Foundations
 2. Development and Characteristics of Learners
 3. Individual Learning Differences
 4. Instructional Strategies
 5. Learning Environments and Interactions
 6. Communication
 7. Instructional Planning
 8. Assessment
 9. Professional and Ethical Practice
 10. Collaboration
- 

CEC Initial Preparation Standards (2013)

- ▶ Learner Development and Individual Learning Differences
 - ▶ Learning Environments
 - ▶ Curricular Content Knowledge
 - ▶ Assessments
 - ▶ Instructional Planning and Strategies
 - ▶ Professional Learning and Ethical Practice
 - ▶ Collaboration
- 

Stages of Professional Development Conceptual Framework

Stage 1

The teacher has knowledge of the competency, but does not have or lacks experience in the demonstration of the competency.

Stage 2

The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.

Stages of Professional Development Conceptual Framework (cont.)

Stage 3

The teacher works with support to apply the competency with students with disabilities and begins to demonstrate self-initiated planning.

Stage 4

The teacher works to apply the competency consistently across all environments accessed by students with disabilities and demonstrates self-initiated planning.

Stages of Professional Development Conceptual Framework (cont.)

Stage 5

The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.

1. MAKING CONTENT MEANINGFUL

INTASC Principle/Standard

Principle/Standard # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students	1 and 7	Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities	Identifies and sometimes uses the State Curriculum to plan for students including students with disabilities	Often plans instruction for students with disabilities using the State Curriculum subject matter in content areas taught	Consistently plans instruction using the State Curriculum subject matter in content areas taught across all environments for students with disabilities	Serves as a role model in the design of instruction from the content areas for students with disabilities and makes adjustments upon reflection
B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills	1 and 7	Articulates an understanding of the importance of scope and sequence of developmental knowledge and skills to design instruction for students with disabilities	Identifies and sometimes uses the scope and sequence of developmental knowledge and skills in the State Curriculum to plan instruction for students with disabilities	Often plans instruction for students with disabilities using the scope and sequence of developmental knowledge and skills for the content in the State Curriculum	Consistently plans instruction for students with disabilities across all environments using the scope and sequence of developmental knowledge and skills for the content in the State Curriculum	Serves as a role model in the design of instruction for students with disabilities that incorporates the content of an alternate and/or expanded curriculum using the scope and sequence of developmental knowledge and skills

Teacher Name: _____ School Name(s)/School Year: _____ Date: _____

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form

1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for three standards/indicators. See *Utilization Guide* for further instructions.

	1	2	3	4	5
	The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
1. Making Content Meaningful					
A. Uses major concepts, assumptions, issues, and the processes of inquiry in subject matter content areas taught to all students.					
B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills.					
C. Appropriately uses accommodations, modifications, and/or adaptations to the general education curriculum depending on strengths and weaknesses of the individual student.					
D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements.					
E. Accesses and uses resources to gain information regarding State, district, and school policies/procedures regarding special education.					
2. Child Development and Learning Theory					
A. Uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction.					
B. Plans instruction that is challenging for students with disabilities across settings and seeks a holistic understanding of each student's current learning and development.					
C. Recognizes similarities and differences in learning needs amongst students with like disabilities.					
D. Uses multiple theories of learning and scientific research-based teaching practices to support students with disabilities.					
E. Perceives the current development and learning of individual students from a life-span perspective.					

How Can You Use the Current Stages?

▶ Paper and Pencil Format

- If you are using the Paper and Pencil format, you may access the following three Stages tools available at the MSDE website below.

http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_info

- Utilization Guide
- Stages Document Overview
- Stages Self-Assessment Answer Sheet

▶ Online Format

- If you are using the online format, you may access Stages and complete it online from the website below.

<http://pdot.marylandlearninglinks.org/>

Paper and Pencil Format

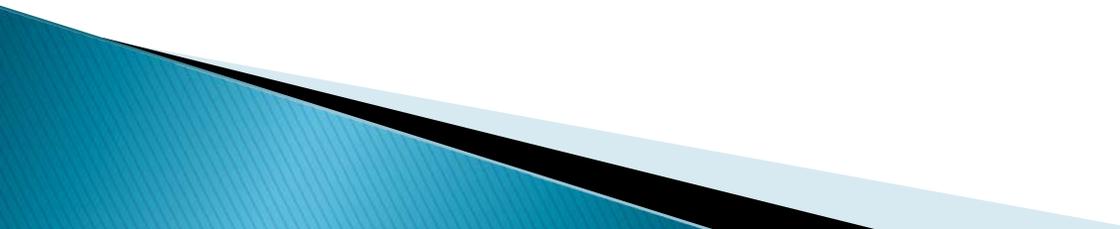
Familiarize yourself with the Utilization Guide and Stages Overview.

Identify Standards to self-assess, and complete the Self-Assessment Form for those targeted Standards.

Analyze the results for each Standard, and determine areas in which you feel comfortable with your results and note those areas needing attention.

If you have a mentor, the two of you can review your results together and discuss resources.

Set timelines for completion and your next self-assessment.



Online Format

Use the Maryland Professional Development Online Tracker (PDot).

Review the online materials including the Utilization Guide.

Identify standards to self assess, and complete the process online.

Review the results.

If you have a mentor, the two of you can review your results together and discuss resources.

Set timelines for completion and scheduling your next self-assessment.



MARYLANDLEARNINGLINKS.ORG

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Maryland Learning Links is a resource for educators and families about issues related to special education and early intervention in Maryland.

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Join and Participate.



Practical tips for families on using AT...FIND MORE HERE.

4 of 23



Latest Blog Posts

[To Teach or Not to Co-Teach](#)
by Jamie Aliveto

[Raise Your Hand if You are Normal](#)
by Chris Swanson

Latest Discussion Topics

[Supporting Siblings of Children with Disabilities](#)
[The Many Faces of Student Progress](#)
[Creating an Effective Co-Teaching Partnership](#)

Welcome!

Maryland Learning Links is the one place to visit for information, guidance and resources related to Special Education and Early Intervention in Maryland. Whether you are an administrator, teacher, provider or parent, you are sure to benefit from the site's comprehensive and user-friendly blend of knowledge and real-world practice, all of it built on the belief that every child can learn and achieve both inside and outside the classroom.

Featured Stories



Maryland is featured in a recent [Education Week](#) story about co-teaching. Follow this [link](#) to read

Events

November 3: Maryland State InterAgency Coordinating Council (SICC)

November 10: Maryland Home Visiting Conference

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Average Rating: 0.0 (0 ratings) ★★★★★

◆ Coaching and Mentoring

◆ MAAPP Programs

◆ Stages of Professional Development

◆ Professional Development Tracker

◆ Customizable Course Content

◆ Maryland Learning Links Training Materials

◆ Blog

◆ Discussions

◆ Archives

Professional Practice



Now, more than ever, professional educators actively participate in a lifelong learning adventure – their own. So how do you keep up with all the advances in educational theory and practice? How do you mentor others while also developing as a professional yourself? How do you address the challenges and opportunities of teaching in the 21st century? And most important of all, how do you ensure that you are using the teaching strategies and techniques that are



1 of 1



Coaching & Mentoring



CEC 2012 Awards

The Maryland State Unit of the Council for Exceptional Children (CEC) is seeking

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RESOURCES

BLOGS

DISCUSSIONS/GROUPS

BIRTH - FIVE SYSTEM | DEVELOPMENT AND LEARNING | PROFESSIONAL PRACTICE | LEADERSHIP | FAMILY AND COMMUNITY | POLICY

Average Rating: 0.0 (0 ratings) ★★★★★

◆ Coaching and Mentoring

◆ MAAPP Programs

◆ Stages of Professional Development

◆ Professional Development Tracker

◆ Customizable Course Content

◆ Maryland Learning Links Training Materials

◆ Blog

◆ Discussions

◆ Archives

Professional Practice ▸ Stages of Professional Development

MSDE's "Stages of Professional Development"

The Maryland State Department of Education's "Stages of Professional Development for All Teachers Teaching Students with Disabilities" is a roadmap that teachers can use throughout their careers, ideally beginning in the final year of a teacher-preparation program and moving all the way through to retirement. There are other matrices available to guide teacher professional development, but "Stages" is unique. It's specifically geared to help teachers improve the performance of their students with disabilities in both the general and special education environments.

While "Stages" can be a great self-assessment tool, it's especially useful during the mentoring process. It helps mentors and mentees identify the mentee's particular areas of strength and areas of need. And it provides clear stepping stones to guide the mentee's professional development on an ongoing, career-long basis. The online version of "Stages", accessible through the [Professional Development Online Tracker \(PDot\)](#), includes links to professional development



**Video Library:
Recorded
Webinar**

Click [here](#) to learn more about **Stages of Professional Development**. Listen and watch as educators describe their experiences with "Stages" and demonstrate its use in a mentoring partnership.



TOOL

Stages on the Maryland Professional Development Online Tracker



<http://pdot.marylandlearninglinks.org>

Login

<http://pdot.marylandlearninglinks>

PDot Login |

Welcome to the Maryland PDot
Professional Development Online Tracker

Sign In with your PDot account, or click below to create an account

username

password

Sign In

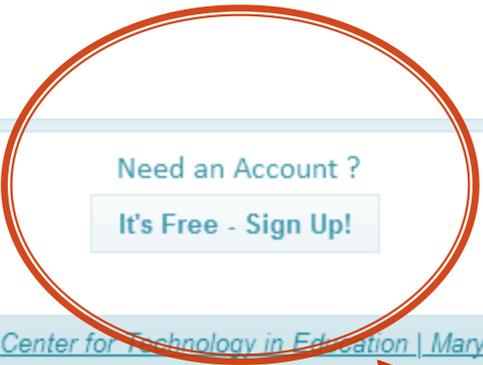
[Forgot your password ?](#)

Need an Account ?
It's Free - Sign Up!

Login using your Maryland Learning Links Account

Coming Soon
Share the tool through Facebook

[Center for Technology in Education](#) | [Maryland State Department of Education](#) | © 2011 | [Professional Development Online Tracker](#) | [Tech Support](#)



Click to create an account

Click here to send a message to Tech Support

Share the tool through Facebook

Sign Up

PDot Login |

Sign Up for an Account

* Indicates Required

Pin codes are not required, but you can associate multiple pins to your account

Desired Username*

Password*

Confirm Password

Email Address*

Group Pin Code

(If you are required to use PDOT as part of a program or professional group, please be sure to use your group pin code.)

[Cancel](#)

Registration

Please tell us about yourself

This information helps us make better decisions about our PD offerings

[Cancel](#)

[Save Profile](#)

General Information

Professional Photo



(Current Picture)

[Browse...](#)

Only: jpg, gif, png

First Name

Last Name

Birthday

My Current Position (or Most Recent)

Current/Most Recent Employer [▼](#)

*If You Selected Other :
(i.e. a university or agency)*

You can save your profile at any point; these fields are not required, but they are helpful for data analysis purposes

Registration *continued...*

Current/Most Recent Role	<input type="radio"/> Special Educator <input type="radio"/> General Educator <input type="radio"/> School Administrator <input type="radio"/> System Administrator <input type="radio"/> Formal Mentor <input type="radio"/> District Support Personnel <input type="radio"/> Related Service Professional <input type="radio"/> College Faculty/Professor <input type="radio"/> Other :
<i>If You Selected Other :</i>	<input type="text"/>
Total Years in this Position	<input type="text" value="Pre-Service"/>
School Type	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> University / College <input type="checkbox"/> Other :
<i>If You Checked Other :</i>	<input type="text"/>
Student Type	<input type="checkbox"/> General Ed <input type="checkbox"/> Special Ed
School Setting	<input type="checkbox"/> Urban <input type="checkbox"/> Sub-Urban <input type="checkbox"/> Rural
Program Type	<input type="checkbox"/> Early Childhood (Birth through Age 2) <input type="checkbox"/> Early Childhood (Age 3 through Age 5) <input type="checkbox"/> Home Programming <input type="checkbox"/> General Education <input type="checkbox"/> Private Special Ed Day <input type="checkbox"/> Residential <input type="checkbox"/> Self-Contained Public School District <input type="checkbox"/> Institute of Higher Education <input type="checkbox"/> Other:
<i>If You Checked Other :</i>	<input type="text"/>

Registration *continued...*

Populations Taught

IEP Disability Categories
and Other Sub-Groups

- Autism
- Deaf
- Deaf-Blindness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disabilities
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairments

- English Language Learners (ELL)
- Children in Title I Programs
- Children receiving 504 Services
- Twice Exceptional
- Gifted and Talented
- Children in Poverty

SPED Program Experience

- Early Childhood (Birth through Age 2)
- Early Childhood (Age 3 through Age 5)
- Home Programming
- Inclusion
- Private Special Ed Day
- Residential
- Self-Contained Public

Other Populations

Profile Page



Birthday:

cte@jhu.edu

Share

Current Position | Populations Taught | Needs | Expertise

My Current Position (or Most Recent)

Current/Most Recent Employer

Current/Most Recent Role

Total Years in this Position

School Type

Student Type

School Setting

Program Type

Age Groups

Edit

Edit Here



Two ways to navigate

1. Reflection

*As a teacher, where are you in your skills and abilities?
Take a self-assessment and track your growth over time.*

Self Assessment

2. Development

Refine and improve upon your teaching skills with professional development.

PD Resources

3. Certification

Find out information on how to obtain and renew your Maryland teaching certification(s).

Certification Roadmaps

Completing Self-Assessment

Select an Assessment...

- Stages of Professional Development
A Resource for All Teachers Responsible for the Achievement of Students with Disabilities.

[Begin a New Self Assessment](#)

You can begin a new assessment at any time, or you can continue one in progress or view results of a completed form. There's no time limit for completing an assessment.

My Self Assessments

Showing: Last 3 | [All](#)

Assessment	Date	Status	Results
Stages of Professional Development	03/02/2011 at 2:51 PM	Started, but not completed	Continue
Stages of Professional Development	03/02/2011 at 2:19 PM	Completed	View Results
Stages of Professional Development	03/02/2011 at 12:20 PM	Completed	View Results

Completing Self-Assessment

Instructions :

Complete the self assessment by rating yourself on a 5-point scale.

[View Scale Rubric](#)

Save and Finish Later

Complete Assessment and View Results!

- ▶ 1. MAKING CONTENT MEANINGFUL
- ▶ 2. CHILD DEVELOPMENT & LEARNING THEORY
- ▶ 3. LEARNING STYLES & DIVERSE LEARNERS
- ▶ 4. INSTRUCTIONAL STRATEGIES & PROBLEM SOLVING
- ▶ 5. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS
- ▶ 6. COMMUNICATION/LANGUAGE
- ▶ 7. INSTRUCTION
- ▶ 8. ASSESSMENT AND EVALUATION
- ▶ 9. PROFESSIONAL GROWTH AND REFLECTION
- ▶ 10. INTERPERSONAL RELATIONSHIP

Click here to see the global scale for entire Stages... self assessment

Completing Self-Assessment *continued...*

Instructions :

Complete the self assessment by rating yourself on a 5-point scale.

[View Scale Rubric](#)

Save and Finish Later

Complete Assessment and View Results!

▼ 1. MAKING CONTENT MEANINGFUL

Description of Standard [Hide](#)

Principle/Standard # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers

A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students

Rate -- (Not Yet Rated)

B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills

Rate -- (Not Yet Rated)

C. Appropriately uses accommodations, modifications, and/or adaptations to the general curriculum depending on strengths and weaknesses of the individual student

Rate -- (Not Yet Rated)

D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements

Rate -- (Not Yet Rated)

Ratings

Instructions :

Complete the self assessment by rating yourself on a 5-point scale.

[View Scale Rubric](#)

Save and Finish Later

Complete Assessment and View Results!

Rating...



A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students

1	2	3	4	5
Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities	Identifies and sometimes uses the State Curriculum to plan for students including students with disabilities	Often plans instruction for students with disabilities using the State Curriculum subject matter in content areas taught	Consistently plans instruction using the State Curriculum subject matter in content areas taught across all environments for students with disabilities	Serves as a role model in the design of instruction from the content areas for students with disabilities and makes adjustments upon reflection
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lock Rating

Clear Selection

A. Us

Rate

B. Pla

Rate

C. Appropriately uses accommodations, modifications, and/or adaptations to the general curriculum depending on strengths and weaknesses of the individual student

Rate

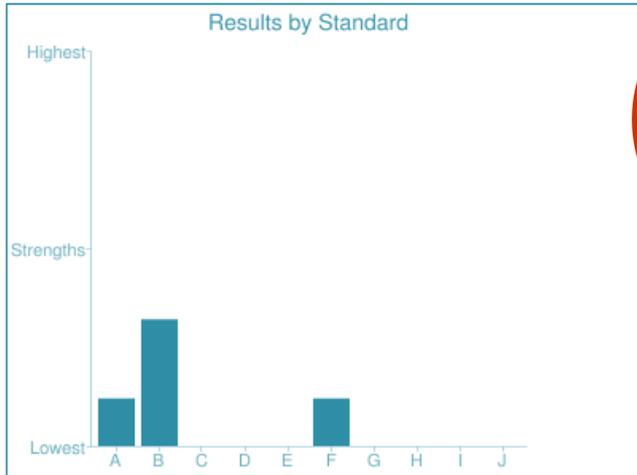
-- (Not Yet Rated)

Viewing Results

Overview by Standard

Print

Share



- [A\) 1. MAKING CONTENT MEANINGFUL](#)
- [B\) 2. CHILD DEVELOPMENT & LEARNING THEORY](#)
- [C\) 3. LEARNING STYLES & DIVERSE LEARNERS](#)
- [D\) 4. INSTRUCTIONAL STRATEGIES & PROBLEM SOLVING](#)
- [E\) 5. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS](#)
- [F\) 6. COMMUNICATION/LANGUAGE](#)
- [G\) 7. INSTRUCTION](#)
- [H\) 8. ASSESSMENT AND EVALUATION](#)
- [I\) 9. PROFESSIONAL GROWTH AND REFLECTION](#)
- [J\) 10. INTERPERSONAL RELATIONSHIP](#)

Click any standard to see a comparative plotting of your ratings over time

You rated yourself **Highest** in : 2. CHILD DEVELOPMENT & LEARNING THEORY
You rated yourself **Lowest** in : 1. MAKING CONTENT MEANINGFUL , 6. COMMUNICATION/LANGUAGE

Assessment: Stages of Professional Development

Started: 03/02/2011 at 2:19 PM

Completed: 03/02/2011 at 2:28 PM

Your Suggested Professional Development

▶ 1. MAKING CONTENT MEANINGFUL

▶ 6. COMMUNICATION/LANGUAGE

Sharing

Sharing Hyperlink

You can allow a mentor or friend to view your PDOT profile and/or completed self assessments using a unique hyperlink and a sharing password.

Check the box to enable Profile and Self Assessment Sharing

Enable Profile and Self Assessment Sharing

Set a sharing password:

(Note: Characters are not hidden.)

You must enable sharing and create a unique password

Give the unique URL and password to anyone who you want to have access to your profile and assessment results

Your unique sharing hyperlink:

http://pdot.marylandlearninglinks.org/index.php?view=share_view&user_id=23 [Preview](#)

E-Mail This Link Using your Email Client

[Cancel](#)

[Save Settings](#)

Professional Development Resources

PD Results: 4



web [Differentiation of Instruction](#)

This is a four page handout which provides an overview of differentiating instruction and includes a definition of differentiation and a description of the areas in [Move to Bookmarks](#)



web [Planning for Differentiation](#)

The website provides resources on how to plan for differentiation in the classroom [Move to Bookmarks](#)



article [Two, Four, Six, Eight, Lets All Differentiate](#)

Brief overview of history of differentiation. Included are the underlying beliefs of differentiation and legislation [Move to Bookmarks](#)

Keyword

Standard

Type

Search

My Bookmarked PD:



article [Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students](#)

This is a nine page handout developed for the Reading First coaches and teachers in Florida. Differentiated instructional practices are defined and the specific practices of guided reading and skills ...

[Remove from Bookmarks](#)

What is New About The Stages of Professional Development (2013)?

Stages was currently revised using the following:

- ▶ the new InTASC Standards and the reorganized CEC Preparation Standards
- ▶ Common Core Curriculum and College and Career Readiness indicators and will be known as Stages 2013
- ▶ Cross walk – Danielson’s Professional Development Principles and InTASC Standards

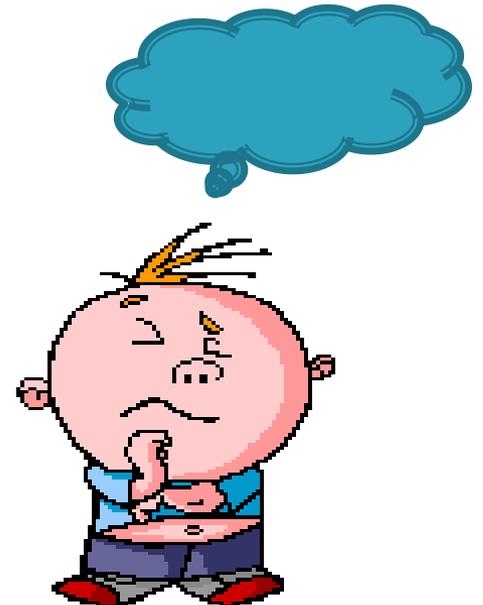
Available 2013

Until then the current Stages remains available in both paper pencil and online formats

Think Back

In thinking back, let's review the question:

How will the Stages document lead to improved teacher competency resulting in Increased achievement for students with disabilities?



Contact Information

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Phone#: (301) 514-4672
email: rstrosnider@towson.edu