



Texas Association for Pupil Transportation

Professional Development Course Handbook

AND

Certification Program Requirements and Guidelines

Note:

PDC Handbook reviewed annually. Please refer to latest revision for requirements and forms.

Revised: 9/14/18

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Introduction

Purpose:

The Texas Association for Pupil Transportation (TAPT) Professional Development and Certification Program was developed to emphasize the importance of professional leadership in the field of pupil transportation by enhancing knowledge and skills necessary to provide safe, efficient and effective student transportation.

This handbook is provided to give you information regarding TAPT Professional Development Courses (PDC) and the requirements to become professionally certified in the field of pupil transportation and requirements to maintain your Professional Certification.

The Professional Development and Certification Committee meets annually to update this handbook and decide on the annual schedule of PDC classes for the year. Upon approval of new courses recommended by the Committee to the TAPT Executive Committee at the September Board Meeting, the schedule is posted online for your convenience and planning. Registration will be announced and available online at www.tapt.com.

PDC classes are scheduled throughout the state each year generally in October, December, January, February and in June prior to the state conference. PDC classes may also be offered at other locations by contacting the Executive Secretary. Locations and dates will be announced online and through the TAPT Member eNewsletter.

This handbook also serves as a guideline for TAPT PDC Instructors as well as an information source for those considering becoming a TAPT PDC Instructor.

Forms and applications are provided to assist you as you move through either process.

This handbook is divided into the following sections:

Introduction – Purpose and Overview

One - Professional Development Courses (PDC) and Descriptions

Two - Professional Certification Program

Three – Certification Maintenance and Continuing Ed Requirements

Four – PDC Instructor Information and Guidelines

Five – Forms and Applications

SECTION ONE: Professional Development Courses (PDC)

PDC COURSE DESCRIPTIONS:

(Please note that any course with .5 in the PDC course number is a 3-hour course)

PDC 0.5 ORIENTATION TO TAPT

Introduce transportation personnel to the Texas Association for Pupil Transportation and the benefits of membership. This course is a requirement for all levels of certification. ~~Note:~~ This course is in addition to the course credit hour requirements and may not be included as a course credit when submitting required number of credit hours.

PDC 01 INTRODUCTION TO TRANSPORTATION

Introduce duties of Transportation Director including TEA rules and regulations, state reports, school bus and purchasing procedures and bus driver requirements.

- To become aware of the specific duties of a Transportation Director.
- To develop knowledge of the general guidelines and requirements for establishing bus routes
- To increase knowledge of the general and specific requirements in establishing rider eligibility.
- To develop knowledge of the method for determining student counts.
- To become familiar with the method of calculating regular transportation allocation.
- To become aware of the regulations regarding the use of school buses for extracurricular activities.
- To develop knowledge of the general guidelines for providing special transportation services for students with disabilities
- To develop a knowledge of contract transportation with a public or commercial company or system.
- To become familiar with the general qualifications and requirements for CDL for Texas public school bus drivers.
- To become familiar with general information and requirements for purchasing and selling school buses.

PDC 02 STUDENT MANAGEMENT: A BEHAVIORAL PERSPECTIVE

The search for new programs that address student misbehavior is ongoing. This course puts a focus on the need for driver training regarding student management and presents a look at student management from the perspective of the behavioral tendencies of the students on the bus as well behavioral tendencies of people in general.

- Introduction/philosophy of student safety management
- Need for continuing bus driver training
- Characteristics of an effective school bus driver education participants
- Responsibilities of effective bus driver education participants

- Changes in society affecting people's behavior
- Types of drivers
- Becoming the best driver
- Overview of three dimensional behavioral/safety management program
- Bus driver's responsibilities:
- Family structure
- Family constellation
- Perceptions
- Self-analysis (understanding why we do what we do)

PDC 03 PURCHASING OF TRANSPORTATION SERVICES AND EQUIPMENT

Procedures for purchasing and selling school buses, writing specifications for school buses, fuel and parts, bid laws and requirements.

- To become familiar with general information and requirements for purchasing
- Procedure to follow in order to sell used buses
- Establish procedures for writing specifications for parts, gasoline, diesel, and alternative fuels
- Establish procedures for advertising for bids
- Quotations versus formal bids and telephone quotations
- Discuss bidding laws
- Lease purchase of school buses

PDC 04 INTRODUCTION TO ACCIDENT INVESTIGATION

- Basic accident investigation techniques, including operator responsibility, on-scene collection of data and post-accident analysis.
- Pre-test and problem identification
- Notification procedures and operator responsibilities
- Accident investigator tools
- Levels of investigation
- Evidence review/analysis
- Damage/debris/material analysis
- Marks on the road; interpretations
- Finding drag factors
- Speed estimates from skid marks, yaw marks
- Grades, faulty brakes, super-elevation
- Drag factor field exercise
- Sketching
- Lamp inspection, analysis

- Interview techniques
- Photographic techniques, equipment, problems and solutions
- System consideration
- Analyzing and assembling the investigation
- Post-test

PDC 04A ADVANCED ACCIDENT INVESTIGATION (*Completion of PDC 04 required*)

This is an advanced course in accident investigation. It will cover transportation operations policies and procedures, give you a thorough process for investigating accidents, and dive into the NTSB. Discussions will also cover current trends with regards to safety. You should already have some basic knowledge in school bus accident investigation.

- Understand the ISD and Liability
- Become familiar with the Driver Responsibility Program
- Be able to breakdown accident investigation
- Policies and Procedures
- Chain of events in a collision
- Steps to accident investigation
- Understand accident reports
- Understand various rules of the road
- Become familiar with the NTSB
- Discuss current trends in accident investigation

PDC 05 ROUTING AND SCHEDULING

Requirements for establishing school bus routes, understanding computer routing programs, extra-curricular trip scheduling, and staggered school starting times for multiple tier bus runs.

- To Develop knowledge of general guidelines and requirements for establishing bus routes
- To develop an understanding of computer routing
- To develop an understanding for bus route scheduling
- To develop a policy for extra-curricular scheduling
- To discuss dual or triple routing of buses
- Adjustment of bell schedules to provide for multiple use of equipment
- Review of routing, loading, and scheduling annually for the purpose of increasing efficiency and cost effectiveness
- Available types of computer programs

PDC 05A ADVANCED ROUTING AND SCHEDULING (Newly developed in 2018)

(PDC 05 Routing and Scheduling is a pre-requisite to attending this course)

PDC 06 BUS INSPECTION AND MAINTENANCE

Specifications and equipment for school buses, fleet replacement policies, preventative maintenance programs, parts inventory procedures and cost analysis.

- To become aware of specifications, equipment, and different vehicle types available
- To develop knowledge of long-range plans for purchase/replacement of vehicle and equipment
- To develop an understanding of the basic considerations necessary for a preventive maintenance schedule
- To develop an understanding to establish a plan for fleet maintenance, including preventive maintenance
- To develop an inventory control for parts and supplies
- Train bus drivers to check the vehicles (including fluid levels) daily and report status to maintenance personnel
- To develop a system for the yearly recording of maintenance cost for planning and evaluation

PDC 07 RISK MANAGEMENT: WORKER'S COMPENSATION

Worker's Compensation, loss prevention, development and implementation of a successful accident prevention program.

- To develop a basic understanding of Workers' Compensation.
- To learn about the timelines, legal requirements, and responsibilities associated with claim filing.
- To understand the concept of "disability" and how it pertains to the claims and payment of benefits.
- To understand the unemployment compensation system, including the claims and appeal process.
- To become familiar with how to design a formal discipline and documentation process as a basis for unemployment compensation loss control.
- To recognize the most common types of unemployment claims and how to effectively manage them.

PDC 08 PERSONNEL MANAGEMENT

Selection of staff, in-service training, writing job descriptions, wages and benefits, employee award program.

- Procedures for staff selection
- District Policy
- Departmental procedures
- To develop in-service training for staff

- Changing laws
- Requirements
- Procedures
- To develop in-service training for drivers of Special Education students
- Writing job descriptions and work plans
- Training and evaluations
- Effective elements
- Ineffective elements
- Working Conditions
- Change in status
- Transfers
- Advancement
- Disciplinary action
- Termination of services
- Determining wages and benefits
- Personnel appreciation and incentives
- Merit systems
- Awards programs
- Employee recognition

PDC 08A.5 ADVANCED PERSONNEL MANAGEMENT (Directors and Assistant Directors only)

(Completion of PDC 08 required)

PDC 09 TECHNOLOGY in TRANSPORTATION (For competent users)

Computer equipment, routing and scheduling, fleet maintenance, payroll, inventory control, Power Point and Lotus Cam, GIS, TQM analysis/management tools, internet.

- To develop procedures for routing and scheduling
- To develop fleet maintenance scheduling, evaluation, and tracking of parts and fuel.
- To develop payroll tracking management and control.
- To become familiar with Power Point and Lotus Cam.
- To track student demographics, district demographics, school attendance boundaries and school site locations.
- To learn how to gather and use statistical information
- To develop internet skills.

PDC 10 EVALUATION OF TRANSPORTATION

Study of evaluation models for school transportation programs. Students will perform an evaluation of transportation programs in their districts.

- Evaluate district policies for Pupil Transportation
- Evaluate district procedures for monitoring transportation costs
- Evaluate district procedures for routing and scheduling of pupil transportation
- Special Education routes
- Regular transportation
- Pre-kindergarten routes
- Extracurricular routes
- Evaluate district procedure for replacement of equipment, bus replacement, vehicle maintenance
- Evaluate the procedures used by a district to train the transportation staff
- In safety programs, emergency drills, first aid
- In bus drivers training programs
- Evaluate procedures the district uses in establishing its student discipline policies and parent complaint policies
- Evaluate procedures the district uses in evaluating its insurance program
- Evaluate procedures the district uses for evaluating new sites as they affect transportation
- Review of modules on evaluation of transportation programs
- Review fuel storage tanks and review procedures the district uses when handling toxic chemicals
- TEST (Conduct a self-evaluation)

PDC 11 ORIENTATION TO SPECIAL NEEDS TRANSPORTATION

Detailed study of special transportation programs including rules and regulations, IEP, discipline procedures, routing, training for drivers, monitors, and equipment available.

- To become familiar with the legal basis for providing special transportation.
- To become familiar with definitions of handicapping conditions and to gain the knowledge of how these definitions are used by the Special Education Department.
- To become familiar with the terminology used by the Special Education Department
- To become knowledgeable of the placement process and what it means to special transportation
- To become familiar with the Individualized Education Program and how it relates to special transportation
- To become aware of the communication process which should take place during the placement of a child on special transportation
- To develop an understanding of the role of the parent in special transportation and to learn how to deal with parent responsibilities
- To become aware of regulations governing the discipline of handicapped students
- To develop knowledge of general guidelines and requirements for routing and scheduling of special transportation bus routes

- To develop knowledge of guidelines and requirements governing after-school extracurricular activity
- To become aware of resources available for in service training of special transportation personnel
- To become aware of current trends and court rulings affecting special transportation

PDC12 INTRODUCTION TO STATE REPORTING

Becoming familiar with state reports and funding, including rider eligibility requirements, eligible route service requirements and use of the Foundation School Program Payment System.

- To learn keys to accurate state reporting
- To learn requirements for student rider eligibility
- To understand what constitutes eligible route service
- To define program and sub-program types of eligible services
- To become familiar with report requirements: Route Service (school year) and Operations (fiscal year)
- To gain knowledge in the use of the Foundation School Program Payment System (FSP)

PDC 12A ADVANCED STATE REPORTING

(PDC 12 is a pre-requisite)

PDC 12.5R STATE REPORTING REFRESHER (3 Hour)

PDC 12B BUDGETING

Becoming familiar with all parts of an account code, assessing and prioritizing the needs of your department, establishing a procedure for managing funds on an annual basis and protecting your investment.

- To become familiar with all parts of an account code.
- To develop an understanding of the proper code to charge an expenditure.
- To realize the importance of assessing and prioritizing the needs of your departments.
- To establish a procedure for managing funds on an annual basis.
- To discuss protecting your investment.
- To understand the relationship between state reports and state funding.

PDC 12.5B BUDGETING (Condensed three-hour version of 12B)

PDC 13 PRESENTATION SKILLS

A general overview of tips and strategies of enhancing your performance of delivering a report or making a presentation before both large and small groups.

- To define a presentation
- To know the difference between a speech and a presentation
- To formulate a presentation
- To consider use of brain/mind principles when developing a presentation
- To learn about first impressions, dress and perceptions, color, graphics, humor, posters, music
- To build relationships with the audience
- To establish presence with the audience
- To deal with audience participation
- To handle nervousness
- To improve a presentation

PDC 13A PRESENTATION SKILLS: IN PRACTICE

A general overview of tips and strategies of enhancing your performance of delivering a report or making a presentation before both large and small groups.

PDC 13.5 PRESENTATION SKILLS

PDC 14 ADVANCED STUDENT MANAGEMENT: A BEHAVIORIAL PERSPECTIVE

(PDC 02 is a pre-requisite)

This course is a continuation of the concepts of the Transportation # 02 Course with additional focus on self-analysis of human behavioral tendencies and perceptions. A general overview is provided of the effects of brain development on behavior, gender differences, behavior patterns and communication styles as well as progressive attitude toward student management.

- Brief review of PDC 02-Student Management
- Preventive disciplinary measures
- Having a plan
- Development of a plan
- Self-analysis (looking at ourselves)
- Dress
- Attitude
- Loyalty
- Team Work
- Patience
- Self-analysis (why we do what we do)
- The brain-how it works
- Perception and brain dominance
- Notions on perceptions
- Perceptions and problem solving

- Perceptions and stereotypes
- Communication styles
- Non-verbal communication
- Clear, verbal communication
- Overview of behavioral patterns
- Basic needs that drive human behavior
- Components of total behavior
- Human brain and gender differences
- Progression toward helplessness

PDC 14A STUDENT MANAGEMENT: 3-DIMENSIONAL PERSPECTIVE APPROACH

PDC 15 OFFICIAL EXIT EXAM *(Must be a Member and be vetted to ensure requirements have been met before registering for this class. Contact Executive Secretary for more information)*

The Exit Exam is the final step to achieving the level of Official Professional Certification. To qualify for this certification, applicants must demonstrate a working knowledge of the responsibilities of a top administrative position that involves establishing programs and policies, setting standards, developing materials, and providing leadership to achieve designated goals in all areas of student transportation operations.

The Exit Exam will be given in both oral and written formats and questions will cover all operations of transportation services for public schools; elements of routing, scheduling, personnel management, purchasing, budgeting, special needs transportation, leadership, communication and public relations, demonstrating the competence necessary to manage a pupil transportation operation for a public school. A working knowledge of all aspects of supervising a transportation operation including the following:

- Federal and State Laws regarding school bus transportation
- Current National School Transportation Specifications and Procedures (NCST.org)
- Current Texas Specifications for School Buses
- School District Transportation Policies and Procedures
- IDEA and NAPT Transporting Children with Disabilities-5th Edition
- Emergency & Review Procedures: A Guideline for School Bus Involvement
- Texas Administrative Code; Texas Transportation Code
- Local and Federal Compliances
- Shop Management
- Leadership and Communication

PDC 16 EMERGENCY PREPAREDNESS

Crisis plan development, accident response plan, on route conflict preparedness. Dealing with the media, severe weather situations, facility and equipment preparedness, response role in community disaster situations.

- To develop an understanding of crisis plan development.
- To gain an understanding of an effective vehicle accident response plan.
- To become aware of on route conflict situation preparedness.
- To develop knowledge of dealing with the media.
- To become aware of the need for information and training about severe weather situations.
- To gain an understanding of facilities and equipment preparedness.
- To become aware of a transportation department's response role in a community disaster situation.

PDC 17 WAGE AND LABOR LAWS

Legal requirements related to the Fair Labor Standards Act, basic terminology methods, and concepts for recruiting/retaining.

- To develop a basic understanding of legal requirements related to the Fair Labor Standards Act.
- To become familiar with the history of minimum wage, exemption, timekeeping requirements, enforcement agencies and penalties.
- To be able to define and calculate overtime.
- To learn basic pay terminology and methods including definitions of factors used to consider job payment.
- To understand the concept of turnover and to be able to identify ideas for recruiting and retaining employees.

PDC 18 LEGAL ISSUES IN TRANSPORTATION

A comprehensive overview of legal issues in pupil transportation dealing with liability for student injuries, all areas of sexual harassment, employment practices for directors, handling grievances and community relationships.

- Confidentiality of student records
- School and employee liability for student injuries
- Employee Sexual Harassment Test
- A look at sexual harassment: Employee-to-Employee and Employee-to-Student
- Case studies of student-to-student sexual harassment
- Student-to-student sexual harassment
- Employment 101: An overview for transportation directors
- A general guide to handling grievance
- A level 1 Grievance Guide and script
- The Transportation Director's Toolbox
- Keeping your district out of family disputes

PDC 19 FIELD TRIPS AND EXTRA-CURRICULAR TRAVEL

Presents options for planning, assigning and executing field trips and extracurricular events, including methods of selecting drivers, district policies relating to student travel and modes of travel.

- To provide options to planning field trips and extracurricular events
- To initiate discussion related to scheduling options (seniority, alpha rotations, bidding, etc.)
- Explore the various software programs available; discuss automation vs. manual methods
- Review related district policy on field trips (parents, equipment, compensation, etc.)
- Passenger van issues vs. new model activity buses

PDC 19.5 FIELD TRIPS AND EXTRA-CURRICULAR TRAVEL

Presents options for planning, assigning and executing field trips and extracurricular events, including methods of selecting drivers, district policies relating to student travel and modes of travel.

PDC 20 SAFETY AND SECURITY MANAGEMENT (Formerly STUDENT SAFETY MANAGEMENT)

Covers topics including safe student loading/unloading, safe student ridership, student evacuation procedures, and protecting students from further injury following bus accidents and procedures for students in crisis situations such as hostage, weapons, and weather.

- To learn proper loading/unloading practices
- To insure safe student ridership
- To learn student evacuation procedures
- To learn procedures for students in a bus accident
- To learn correct procedures in the following situations
- Hostage
- Weapon
- Severe weather

PDC 20.5 SAFETY AND SECURITY MANAGEMENT (Formerly STUDENT SAFETY MANAGEMENT)

PDC 21 DISPATCHER ROLES AND RESPONSIBILITY

(Not currently offered. See below.)

PDC 21.5 DISPATCHER ROLES AND RESPONSIBILITY

Presents an overview of the general function of the dispatcher, including proper radio procedures, developing listening skills and gaining and maintaining control during emergencies.

- To become familiar with the general functions of dispatching
- To discuss proper radio procedures including pertinent FCC regulations

- To develop techniques for improving listening skills
- To improve techniques for improving controlling emergency situations
- To learn procedures to follow in emergency situations
- Classroom interaction – discussion of emergency scenarios

PDC 22 DOCUMENTATION IN TRANSPORTATION

Gives the student a better appreciation of why we document, what to document and how to document in our everyday busy lives of transporting students. The class focuses on employee, training and vehicle documentation through a power point presentation, sample documents and interactive classroom activities.

- To gain a better understanding of what, why and how we document in public school transportation.
- To review sample documents to implement for documenting training, employees, vehicles, and various other aspects of pupil transportation.
- To gain a better working knowledge of employee records (MVR's, physicals and reprimands) through classroom activities and presentation.
- To gain a better understanding of how to successfully correct and employee's inappropriate behavior and practices.

PDC 22A.5 ADVANCED DOCUMENTATION IN TRANSPORTATION

(Directors and Asst. Directors Only)

PDC 23 INTRODUCTION TO LEADERSHIP: NECESSARY LESSONS

The most successful and effective leaders understand the “essentials” of leadership and that development and enhancement of leadership skills is a continuing process. Great leaders master many leadership skills by learning “necessary lessons”; some through their own life experiences. Awareness, attention and in-depth focus will be afforded to some of these “necessary lessons”.

- Introduction/Experience as a Leader
- Necessary Lesson: Understanding Leadership Basics
- Necessary Lesson: Communication
- Necessary Lesson: Ongoing Self-Analysis
- Necessary Lesson: Perceptions and Behavior
- Necessary Lesson: Tell the Story
- Necessary Lesson: It's All in the Presentation
- Necessary Lesson: Visualize Success/Share Vision
- Necessary Lesson: Responsibility
- Necessary Lesson: Passion and Compassion

- Necessary Lesson: Change and Transition
- Necessary Lesson: Look at Details -- See Big Picture
- Closing

PDC 23A LEADERSHIP: CHANGE AND TRANSITION

Teaches the student that Leadership is not about position status; Leadership is everyone's business in a school system. It's an attitude and a sense of responsibility for making a difference in your school district. Leadership is creating an atmosphere of confidence and support when dealing with change and making transitions.

- Perspectives of where our roots are
- Role of vision and goals
- Continuing a learning environment within the organization
- Aspects of change
- Perceptions of what is real and not real
- Understanding the behavior of people
- Overcoming the difficulties of change
- Managing transitions
- Leader's survival tips
- Power of behavior when in leadership role

PDC 23.5 LEADERSHIP: CHANGE AND TRANSITION

Tradition may be wise, but leaders face situations each day that call for new solutions. Bringing about change calls for transitions which in turn influence the behavior of persons directly and indirectly involved. Successful leaders focus on the process of making the changes

- Introduction/Transitions of Positions as a Leader
- Understanding the Behavior of People
- Perceptions of What Is Real and Not Real
- Change versus traditions
- Role of Vision and Goals
- Identifying the Need for Change
- Aspects of Change
- Overcoming the Difficulties of Change
- Relationship of Change and Transitions
- Managing Transitions
- Continuing a Learning Environment Within the Organization
- Power of Behavior When in Leadership Role
- Closing

PDC 23.5A LEADERSHIP: BECOMING A LEADER

An overview of some of the “Fundamentals” of being a leader and the enhancement of leadership skills as the individual finds oneself in a leadership role within a group or organization.

- Introduction/Positions as A Leader
- The Essence of Leadership
- Understanding the Behavior of People Based on Perceptions
- Assuming a Role of Leadership
- Visualize Success/Share Vision
- Dealing with Problems and Distractions
- Passion and Compassion
- Documentation and the Leader
- Leading and Decision Making
- Visibility and Accessibility
- Staying Calm
- Cautions Regarding Being in a Leadership Role
- Power of Behavior When in Leadership Role
- Closing

PDC 23.5B LEADERSHIP: STYLES AND QUALITIES

This course will define what leadership is, discuss various leadership styles, and discuss qualities an effective leader should display and utilize.

- General Leadership Information
- Leadership Styles
- Leadership Qualities
- Group Exercise
- General Review
- Test/Critique

PDC 23.5C LEADERSHIP: TEAM BUILDING

Teaches the student how Leadership and Team Building works to inspire others to higher levels of performance by realizing what a Leader must Know, Be and Do.

- Show how leaders evaluate themselves and their effectiveness as a Leader
- Discuss Importance of Communicating effectively and appropriately
- Importance of building and improving relationships
- Model behaviors that build positive atmospheres and working environments.

PDC 23.5D LEADERSHIP: BOARD RELATIONS

The Board of Trustees, commonly called “the School Board” set policies for their school district. Leadership within the district may have opportunities to provide feedback to the School Board and have an impact on policies. A successful leader will strive to maintain a most positive relationship with the Board and develop strategies of promoting that relationship.

- Understanding the School Board
- Purpose of School Board
- Individual School Board Member's Authority
- Organizational Structure and School Board
- Relations of Departments Within the District and School Board

PDC 23.5E LEADERSHIP: PROBLEM SOLVING (Directors and Asst. Directors only)

PDC 23.5F LEADERSHIP: ETHICS

PDC 24 TRANSPORTATION: AN EFFECTIVE & EFFICIENT BUSINESS

Takes the basic transportation management technique and shows how to create and evaluate a super-efficient business that is focused on customer satisfaction.

- To become familiar with analyzing the transportation function using Baldrige Management Techniques
- How to determine best practices for your district
- How to design routes to increase efficiency and improve safety
- Provide techniques to improve driver morale and increase efficiency
- How to evaluate all aspects of transportation and set up baselines for continuous improvement
- How to evaluate the maintenance area for efficiency and effectiveness
- How to use data to monitor and improve daily operations
- Provide tips to shorten the productivity timeline

PDC 25 CHILD SAFETY RESTRAINT SYSTEMS (CSRS) IN SCHOOL BUSES

Trains drivers and monitors in the proper selection, installation and usage of restraint systems in a school bus. Driver trainers, school administrators and maintenance personnel will also benefit from this class.

- Identify the characteristics of the pre-school population
- Identify how a school bus provides safety to child passengers
- Identify how occupant protection systems are used in school buses
- Properly install child safety restraint systems in school buses

- Properly secure a child in a child restraint system
- Learn proper ways to maintain, dispose of, and store child restraint systems
- Learn evacuation procedures for children riding in child restraint systems

PDC 26 TECHNOLOGY AND TRANSPORTATION WORKING TOGETHER

Acquaints the attendees with the relationship of how Technology and Transportation work together. Discussions may include what is currently being used in Transportation; ex: video/camera devices, the operating systems, technology terms, application software, steps that will need to be addressed from purchase to implementation and annual support.

- Become familiar with today's technology
- Orientation to the various technology applications utilized in student transportation
- Understand technology terminology
- Be familiar with the purchasing process
- Gain ability to account for and maintain technology products
- Discuss current transportation and technology trends
- Discuss current/future transportation technology products

PDC 26.5 AWARENESS OF TECHNOLOGY IN TRANSPORTATION (A BEGINNERS CLASS)

Discuss how Technology and Transportation work hand in hand together. Discuss technology terms (firewall, applications, database, GPS/RFID, DVR, digital cameras). Identify the steps taken from purchasing to implementing any devices/software. Identify different devices transportation uses on buses, in offices, in schools and how this helps with accountability and control.

- Awareness of Technology in Transportation (for beginners)
- Orientation to personal computers
- Identify input devices (keyboard, mouse, etc.)
- Learn what a word processor is and what it does
- Store your documents (floppy-disk drive, hard-disc drive, other storage devices)
- Identify output devices (monitors, printers, modems, sound boards)
- Learn the operating system (file management concepts)
- Navigate the Windows survival guide
- Windows Desktop
- Program Manager
- Desktop Organization
- The File Manager
- Using application software

PDC 27.5A TRANSPORTATION OF TOMORROW: FEDERAL EMISSIONS

Prepares the student for what to expect regarding Federal Emissions Standards, i.e. available fuels, engines emissions, costs and available grants.

- Fuels
- What fuels will be available?
- How do I make the best fuel choice for my fleet?
- Engines Emissions
- What is changing? When?
- What am I required to do?
- Economics
- Will all this cost more?
- Budget planning
- Timing
- Grant Funds

PDC 27.5B TRANSPORTATION OF TOMORROW: ASSESSING AND INTERPRETING DRIVER RECORDS

Learn to obtain the complete record from the TX DPS and interpret the codes and assess points according to the Penalty Point chart.

- Discuss penalty point system for school bus drivers as outlined in Texas Administrative Code
- Discuss tables used to score Motor Vehicle Records: MVRs
- Discuss how to read and score MVRs to determine driver eligibility
- What disqualifies an employee from driving a school bus
- How to read MVRs to determine self-certification status

PDC 27.5C TRANSPORTATION OF TOMORROW: EVACUATION PROCEDURES and RECOMMENDATIONS

PDC 28 TRAINING THE SPECIAL NEEDS TEAM

Provides a practical experience for those who need to be able to plan, provide, and present information to the Special Needs Team. It focuses on the Legal Basis, Special Needs Terminology, Department/District Assessment, Equipment, Personnel, and other resources available to Transportation Practitioners.

- To introduce personnel to terminology used by the Special Education Department
- To familiarize personnel with definitions of handicapping conditions
- To develop effective behavioral responses in relation to individuals with these conditions in order to provide safe transportation to and from school
- To become aware of regulations governing the discipline of handicapped students

- To provide information to transportation personnel about the legal basis for providing transportation as a “related service”
- To inform transportation personnel of the placement process and what it means to transportation (the communication process which should take place during the placement of a child on special transportation)
- To provide basic information about the elements of effective adult in-service training
- To increase knowledge of available resources for in-service training of transportation personnel

PDC 29 NO CHILD LEFT BEHIND

An overview of current federal and state requirements and best practices regarding the transportation of students who qualify under No Child Left Behind (McKinney Vento) legislation.

- Homelessness
- In district students
- Out of district students
- Contracted services
- Public School Choice
- Failure to make Adequate Yearly Progress (AYP)
- Victims of Violent Crimes
- Unsafe Schools

PDC 30.5 COMMUNICATING WITH A DIVERSE PUBLIC

PDC 31.5 TERRORISM AWARENESS

PDC 32.5 PRESENTING A POSITIVE PUBLIC IMAGE

PDC 33.5A COMMUNICATION SKILLS: INTERACTION WITH PARENTS/GUARDIANS

You will learn your communication style and with this knowledge you will discover dramatic improvement as you interact with parents and guardians. Hands-on and interactive learning will help you gain new perspectives and a good understanding of the importance of respecting the parent’s point of view. In addition, you will learn the value of active listening and effective tools to positively represent your district.

- Communication Defined
- Communication Challenges with Parents and Guardians
- Communication Success-what does it look like?

PDC 33.5B COMMUNICATION SKILLS: SCHOOL DISTRICT STAFF

You will learn a two-fold approach to assist transportation staff in communicating with district staff internally with subordinates as well as employees outside of the transportation department. You will also learn great communications skills as we reveal a variety of bad communication habits and techniques on how to overcome those habits.

- Learn about communication challenges from activities and videos
- Communicate effectively with internal district staff
- Characteristics of Great Communicators
- How to have crucial conversations

PDC 33.5C COMMUNICATION SKILLS: COMMUNITY AND MEDIA

This course covers a variety of crisis/media situations involving school transportation related incidents and provides tools transportation professionals can use if they are faced with a media event. You will also have a hands-on activity proving how communication affects the relationship of your district with your community.

- Understand Importance of Public Opinion
- Identify Decision Making for Positive Community Results
- Discuss the Role Communication Plays in Public Opinion
- Learn How to Work with the Media

PDC 34.5 GRAPHIC ARTS IN TRANSPORTATION

This course covers basic photography skills and camera use.

PDC 35 TRANSPORTATION COMPLIANCE ROADMAP

Presents a timeline for when reports are due and other requirements in the law.

- To develop a chronological schedule preparing for the start and ending of school year to include federal, state and local compliance requirements.
- To become familiar when reports are required.
- To develop a timeline for submitting reports.
- To develop a checklist for hiring new drivers.
- To become aware of Special Needs in Transportation.
- To be aware of the budgeting process.
- To develop an understanding of fleet maintenance, preventive maintenance, and maintenance documentation requirements.

PDC 36 LIABILITY IN TRANSPORTATION

This course will examine liability for Texas public school districts, specifically in student transportation. The purpose of this course is to ascertain potential liability for public schools for incidents that occur beyond vehicular accidents (i.e., vehicle crashes and collisions), such as incidents at

a school bus stop, walking to the school bus stop, and student incidents on the bus not directly resulting from a vehicular collision, which may result in injury.

- Overview of the Texas Tort Claims Act and Sovereign Immunity
- Review and analysis of court cases
- Analysis of the data from case briefs
- Findings and recommendations

PDC 37.5 Business Skills for Transportation

PDC 37A Business Skills: Professional Writing

This course is intended to provide a basic understanding of the skills required to produce effective written business communication. Participants will review the principles of English grammar, style and formatting guidelines and will be afforded the opportunity to practice these skills. While not required, participants may wish to bring a laptop or other device with word processor capabilities.

PDC 38.5 MENTAL HEALTH FIRST AID

- Signs and Behaviors to help identify suicidal thoughts and behaviors
- Signs of Non-suicidal Self-Injury and how to assist.
- Facts about Panic Attacks, identifying behaviors, and how to assist.
- Youth affected by a Traumatic Event
- Traumatic events that may affect young adult and adults
- Mental Health First Aide for a Medical Emergency Resulting from;
- Facts about Aggressive Behaviors and how to assist.

AREA TWO: Professional Certification Program

Professional Certification Levels, Course Credit Requirements and Certification Eligibility

PROFESSIONAL CERTIFICATION LEVELS:

TAPT Professional Certification is available to TAPT Members. Applicants for professional certification must have:

- Positions of responsibility commensurate with the category of certification.
- A knowledge and interest in pupil transportation

Professional Certification is available in the following categories:

- TAPT Certified Trainer
- TAPT Certified Specialist
- TAPT Certified Supervisor
- TAPT Certified Special Needs Specialist
- TAPT Certified Special Needs Supervisor
- TAPT Certified Official
- TAPT Certified Master Official

TAPT Members approved for TAPT Professional Certification will receive a Certification Number that will remain with the Member for the entirety of their Membership with TAPT, unless revoked for failure to maintain the certification as outlined in this handbook.

Please see “Continuing Education Requirements”

PDC COURSE CREDIT REQUIREMENTS:

1. To obtain credit for a TAPT Professional Development Course (PDC), one must have attended and successfully completed the course within **seven years** of applying for professional certification status. *Testing-out of a course is not an option. Courses taken more than seven years earlier must be re-taken.*

2. All course participants must attend and successfully complete at least six (6) hours of instruction, including break time, for credit in a full course. (One course credit)

3. Half day three (3) hour courses require that participants be present for the three hours to receive ½ course credit. (Courses with .5 in the course number are 3-hour courses)

4. Exceptions may be made for some emergencies and/or “personal needs”, but these exceptions shall be limited. Participants shall notify the instructor or the Course Coordinator in the event of an emergency. It shall be the discretion of the instructor to grant credit for the class.

*Note: The TAPT 0.5 Orientation to TAPT Course is a requirement **in addition to** the required course credits and does not count as a course credit.*

5. To ensure that all courses meet all TAPT professional development requirements, any course counting for TAPT professional certification credit, must be approved by the Certification Committee and

recommended by that committee to the Executive Committee for final approval. This approval process shall apply to college credit courses as well as courses offered by other organizations if comparable to the TAPT approved curriculum and course credit hours; and applicable to pupil transportation. The courses must be available to TAPT for a minimum of two years.

6. Course credit/non-credit appeals shall be decided by the Executive Committee. The request for appeal must be made in a letter mailed to the Executive Secretary within 30 days of completion of the course.

7. Credit granted for TAPT Certification and/or continuing education hours (to maintain TAPT Certification status), for any course taught outside a TAPT Event must be a TAPT approved course and taught by a TAPT Certified Instructor. Written approval of the credit shall be required from the TAPT Certification Committee Chairperson(s). *TAPT Events include annual conference and off-site TAPT scheduled courses.*

8. Courses requested to be taught at a school district are open enrollment only to hosting school district's employees. No registration fee shall be assessed the participants of the course. The hosting school district shall bear all expenses of providing the course. It may be permissible for two or more school districts to cooperatively host an outside TAPT Event if approved by the TAPT Certification Committee Chairperson(s).

The hosting school district should require attendees to sign in, confirm attendance and completion of the course and submit a copy of the sign in sheet to the executive secretary for TAPT records and in case an attendee should request credit for the course. Graded exams should also be submitted to TAPT to verify successful completion of the course.

To receive credit for a course taken at a school district or other outside event, the requesting TAPT Member must submit to the TAPT Executive Secretary, a certificate or be verified via a sign in form from the school district and approved by the Instructor. A course credit fee of \$50.00 for a 6-hour (or more) course and \$30.00 for a 3-hour course shall be assessed for recording course credit with the exception of the Texas Association of School Business Official (TASBO) courses due to a partnership TAPT has with TASBO.

Course credit for TASBO courses will be granted as specified in this handbook and per level of Professional Certification.

Members in good standing may request a list of courses taken by emailing the Executive Secretary.

PROFESSIONAL CERTIFICATION CATEGORIES AND ELIGIBILITY

Note: All levels require a current TAPT Membership

TAPT TRAINER PROFESSIONAL CERTIFICATION

Applicants for this certification must have a knowledge and interest in pupil transportation positions with responsibility **commensurate with the category of certification**.

Certification as a Transportation Trainer is available for those individuals qualified to function at this technical level of the pupil transportation system. To qualify for this certification, applicants must:

- Demonstrate appropriate classroom teaching skills
- Hands-on ability to teach behind-the-wheel training to prospective school bus drivers, and/or any necessary retraining.
- Basic knowledge of all federal and state laws and best practice.

Applicant must:

1. Demonstrate a working knowledge of basic pupil transportation principles
2. Have the interest and experience in the operation of a pupil transportation program.
3. Have a high school diploma or equivalent.
4. Be a TAPT member in good standing.

Course Requirements for Trainer (CTPTT)

- (1) Three full day courses or equivalents must be taken from the official published TAPT PDC and Professional Certification Handbook. The three full day courses must be approved by the Director of Transportation or other school official to whom the applicant reports directly.
- (2) Complete TAPT course #0.5 "Orientation to TAPT" in addition to the three full day course credits.
- (3) Successful completion of a School Bus Driver Trainer Course that has been approved by the TAPT Executive Committee. The School Bus Driver Trainer Course is to include but not limited to terminology and driving exercises which discuss and demonstrate proper mirror usage for backing and turning maneuvers utilizing reference point driving. The School Bus Driver Training Course does not include the DPS School Bus Driver Certification Courses.
- (4) Upon completion of course work, submit the CURRENT Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.

Documentation from the applicant is required and a \$50.00 administrative fee will be charged for PDC #25 if not taken through TAPT.

TAPT SPECIALIST PROFESSIONAL CERTIFICATION

To advance from Trainer Certification to Specialist Certification

1. Applicants must hold positions of responsibility commensurate with the category of certification.
2. One additional full day course must be taken from the official published TAPT PDC AND Professional Certification Handbook for a total of four certification courses.
3. All courses must be in the area of Pupil transportation.
4. TAPT PDC 01 Introduction to Transportation is required as one of the four course credits.
5. One comparable TASBO transportation courses may be substituted.
6. Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Certification as a Pupil Transportation Specialist is available for those individuals who qualify as Support Services Personnel in the pupil transportation industry. To qualify for this certification, applicants must demonstrate the ability to carry out responsibilities at the operations level and have experience in a pupil transportation position with responsibility commensurate with the category of certification.

Applicant must:

1. Demonstrate the ability to perform functions of the pupil transportation program.
2. Have interest or experience in the operation of a pupil transportation program.
3. Have a high school diploma or equivalent.
4. Be a TAPT member in good standing.

Course Requirements for Specialist (CTPTS)

- (1) Four full day courses must be taken from the official published TAPT PDC and Professional Certification Handbook.
- (2) All four full day courses must be in the area of pupil transportation.
- (3) One course must be TAPT PDC 01 "Introduction to Transportation."
- (4) One TAPT approved comparable TASBO transportation course may be substituted.
- (5) Completion of TAPT PDC 0.5 "Orientation to TAPT" in addition to four credits required.
- (6) Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

TAPT SUPERVISOR PROFESSIONAL CERTIFICATION

To advance from Specialist Certification to Supervisor Certification

1. Persons must hold positions of responsibility commensurate with the category of certification.
2. Two additional full day courses must be taken from the official published TAPT PDC and Professional Certification Handbook for a total of six 6-hour courses.
3. All courses must be in the area of transportation.
4. Two required courses are PDC 01 Introduction to Transportation and PDC 08, Personnel Management.
5. One comparable TASBO transportation courses may be substituted.
6. Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Certification is available to:

Individuals qualified to function in a supervisory and technical level and who have the ability to carry out policy and program directives of district officials. Applicants are expected to administer programs, provide leadership, and engage in the development of programs and materials within limitations established by their management.

Applicant must:

1. Be a person capable of handling the responsibilities for one or more areas of pupil transportation.
2. Desire to serve in a position that assists top administrators responsible for the total district pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be a TAPT member in good standing.

Course Requirements for Supervisor (CTPTS)

- (1) Six full day courses must be taken from the official published TAPT PDC and Professional Certification Handbook.
- (2) All six full day courses must be in the area of transportation.
- (3) Two of the courses must be TAPT PDC 01, "Introduction to Transportation" and TAPT Transportation 08, "Personnel Management"
- (4) One TAPT approved comparable TASBO transportation course may be substituted.
- (5) Completion of TAPT course #0.5 "Orientation to TAPT" in addition to the 6 course credits.
- (6) Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

TAPT SPECIAL NEEDS SPECIALIST PROFESSIONAL CERTIFICATION

Certification as a Special Needs Specialist is available for those individuals who qualify as Support Services Personnel in the pupil transportation industry and who hold positions of responsibility commensurate with the category of certification.

Applicant must:

1. Demonstrate a working knowledge of federal and state laws pertaining to the transportation of students with disabilities.
2. Demonstrate the ability to perform functions of the special needs pupil transportation program.
3. Have interest or experience in the operation of a pupil transportation program.
4. Have a high school diploma or equivalent.
5. Be a TAPT member in good standing.

Course Requirements for Special Needs Specialist (CTSNTS)

Six courses must be taken from the official published TAPT PDC and Professional Certification Handbook.

- (1) Required courses are:
 - TAPT PDC 11, "Special Transportation"
 - TAPT PDC 25, "Child Passenger Restraints in School Buses"
 - TAPT PDC 28 "Training the Special Needs Team"
- (2) Three courses may be selected from the following courses:
 - TAPT PDC 01, "Introduction to Transportation"
 - TAPT PDC 02, "Student Management: A Behavioral Perspective"
 - TAPT PDC 05, "Routing & Scheduling"
 - TAPT PDC 14 "Advanced Student Management: A Behavioral Perspective"
 - TAPT PDC 16 "Emergency Awareness"
- (3) One TAPT approved comparable TASBO transportation course may be substituted.
- (4) Completion of TAPT PDC 0.5 "Orientation to TAPT" in addition to the 6 course credits.
- (5) Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

****Documentation from the applicant is required and a \$50.00 administrative fee will be charged for PDC #25 if not taken through TAPT. Must not have been taken more than seven years prior to application.***

TAPT SPECIAL NEEDS SUPERVISOR PROFESSIONAL CERTIFICATION

To advance from Special Needs Specialist Certification to Special Needs Supervisor Certification

1. Two additional full day courses must be taken from the official published TAPT Certification and Training Catalogue for a total of eight certification courses.
2. All courses must be in the area of transportation. One course that must be taken is TAPT Transportation #08, "Personnel Management."
3. The remaining course may be selected from TAPT Transportation #01, "Introduction to Transportation", TAPT Transportation #02, "Student Management: A Behavioral Perspective", TAPT Transportation #05, "Routing & Scheduling" or TAPT Transportation #18, "Legal Issues."

Certification is available to TAPT Members who qualify to function at a supervisory technical level of the pupil transportation system. To qualify for this certification, applicants must have the ability to carry out policy and program directives of the officials. Applicants are expected to administer programs, provide leadership, and engage in the development of programs and materials within limitations established by their management.

Persons seeking this level of professional certification should hold positions of responsibility commensurate with the category of certification.

Applicant must:

1. Be a person capable of handling the responsibilities for one or more areas of special needs pupil transportation.
2. Desire to serve in a position that supervises the special needs transportation in a district and assists an individual who has responsibility as a top administrator for the total district pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be a TAPT member in good standing.

Course Requirements for Special Needs Supervisor (CTSNTS)

- (1) Eight full day courses must be taken from the official published TAPT PDC and Professional Certification Handbook.
- (2) Required courses are:
 - TAPT PDC 01 Introduction to Transportation
 - TAPT PDC 08, "Personnel Management"
 - TAPT PDC 11, "Special Transportation"
 - TAPT PDC 25, "Child Passenger Restraint for School Buses"
 - TAPT PDC 28, "Training Special Needs Team"
- (3) Three courses may be selected from the following:
 - TAPT PDC 02, "Student Safety: A Behavioral Perspective"
 - TAPT PDC 05, "Routing & Scheduling"
 - TAPT PDC 18, "Legal Issues"
 - TAPT PDC 14, "Advanced Student Management: A Behavioral Perspective"
 - TAPT PDC 16 "Emergency Awareness"Or, from any two of the following 3-hour courses:
 - PDC 33.5A "Communication Skills: Interaction with Parents/Guardians"
 - PDC 33.5B "Communication Skills: School District Staff"

PDC 33.5C "Communication Skills: Community/Media"

PDC 20.5 "Safety and Security Management" (Formerly Student Safety Management)

PDC 30.5 "Communication with a Diverse Public"

- (4) One TAPT approved comparable TASBO transportation course may be substituted.
- (5) Completion of TAPT PDC 0.5 "Orientation to TAPT" in addition to the 8 course credit requirements.
- (6) Upon completion of course work, submit the Request for Professional Certification application and proof of course work to the TAPT Executive Secretary for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

***Documentation from the applicant is required and a \$50.00 administrative fee will be charged for PDC #25 if not taken through TAPT. Must not have been taken more than seven years prior to application.**

TAPT TRANSPORTATION OFFICIAL (CTPTO) PROFESSIONAL CERTIFICATION

To advance from Supervisor Certification to Official Certification

TAPT Members seeking Professional Certification as an Official of Pupil Transportation is available to individuals who are qualified to serve as the top administrator of a pupil transportation system.

To qualify for this certification, applicants must demonstrate that they are capable of handling a position that involves establishing programs and policies, setting standards, developing materials, and providing leadership to achieve designated goals and have a working knowledge necessary for directing a pupil transportation operation.

Applicant must:

1. Be a person capable of administering the overall operation of pupil transportation.
2. Desire to serve in a position that has responsibility of the total district pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be a TAPT member in good standing.

Advancement:

1. Four additional full day courses must be taken from the official published TAPT PDC and Professional Certification Handbook for a total of ten Professional Development Courses.
2. All courses must be in the area of pupil transportation.
3. Three required courses are:
TAPT PDC 01, "Introduction to Transportation"

TAPT PDC 08, "Personnel Management"

TAPT PDC 15, "Official Exit EXAM"

4. Two Comparable TASBO transportation courses may be substituted.
5. Before enrolling in the Exit Exam (only held at conference), attendees must be vetted as having successfully completed all required course work within 7 years. Please contact the Executive Secretary with proof of membership and course work for approval.
6. Upon successful completion of the Exit Exam and all required course work, submit the most current application, Letter of Recommendation from immediate Supervisor on District Letterhead, proof of course work and fee to the TAPT Executive Secretary for review and verification.
7. Requests for Professional Certification are processed between July 1 and March 31st.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

***Documentation from the applicant is required and a \$50.00 administrative fee will be charged for PDC #25 if not taken through TAPT. Must not have been taken more than seven years prior to application.**

TAPT MASTER OFFICIAL PROFESSIONAL CERTIFICATION (CTPTMO)

Certification as a Master Official of Pupil Transportation is available to individuals who have successfully served as the top administrator or at a level near the top administrator of a pupil transportation operation in Texas school districts. To qualify for this level of advanced professional certification, applicants must have experience providing leadership in establishing programs and policies, setting standards, achieving designated goals, competently managing day-to-day transportation operations, communicating effectively and focusing on providing exemplary transportation services to all students.

Applicants must have completed the years of experience as stated below in requirement 4.

Note: In situations where the district contracts with a third party to administer and/or manage the district's transportation operations, the district person titled Transportation Director or equivalent would be considered the Assistant Director as pertaining to Master Official Certification eligibility. The district person titled Assistant Director or equivalent and under the supervision of the district's Transportation Director would not meet the standards of this requirement for Master Official Certification.

Applicant must meet the following requirements:

1. Hold active TAPT Official level of Professional Certification.
2. Be a TAPT member in good standing.

3. Desire to be the “best of the best” - accepting the responsibility of upholding the highest of standards as a leader in pupil transportation.
4. Have completed three (3) years of experience as transportation Director or equivalent or five (5) years as Assistant Director or equivalent in Texas school districts within last seven (7) years. (Please see note above regarding districts in which transportation is outsourced to a contracted managing company.)
5. Have successfully completed and be credited with sixty (60) hours of required courses and twelve (12) hours of elective courses.
6. Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.
7. Have completed Course #.5 Orientation to TAPT.

Course Requirements for Master Official

- (1) **Sixty hours** (equivalent of ten full day six-hour courses) must be taken from the official published TAPT PDC and Professional Certification Handbook.
- (2) Required Courses shall include the following:
 TAPT PDC 01 “Introduction to Transportation”
 TAPT PDC 08 “Personnel Management”
 TAPT PDC 12 “State Reporting”
 TAPT PDC 13 “Presentation Skills”
 TAPT PDC 22 “Documentation in Transportation”
 TAPT PDC 23 “Introduction to Leadership: Necessary Lessons”
 TAPT PDC 26 “Technology for the Transportation Department”
 TAPT PDC 33.5A “Communication Skills: Interaction with Parents/Guardians”
 TAPT PDC 33.5B “Communication Skills: School District Staff”
 TAPT PDC 33.5C “Communication Skills: Community/Media”
 TAPT PDC 11 “Special Transportation”, or TAPT PDC 28 “Special Transportation: Training the Special Needs Team”

Plus: One of the following (3) hour Leadership Courses:

- TAPT PDC 23.5 “Leadership: Change and Transition”
- TAPT PDC 23.5A “Leadership: Becoming a Leader”
- TAPT PDC 23.5B “Leadership: Styles and Qualities”
- TAPT PDC 23.5C “Leadership: Team Building”
- TAPT PDC 23.5D “Leadership: Board Relations”

And: Have completed TAPT PDC 0.05 Orientation to TAPT

Twelve Hours of Electives:

- (1) The 12 hours of Elective Courses must be TAPT approved and published in this Handbook.
- (2) Texas Association for School Business Officials (TASBO) transportation related courses that are TAPT approved may be substituted for two (2) courses.

Upon completion of course work, the Master Official Application, letter of recommendation corroborating employment and course requirements and proof of course work is to be submitted to the TAPT Executive Secretary for review and verification.

An application fee of \$50.00 shall accompany the application.

Approved recipients will receive a TAPT Master Official Certificate and a pin at the following State Conference.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

****Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 EXCEPT FOR THE PDC COURSE 0.5 ORIENTATION TO TAPT.***

***Documentation from the applicant is required and a \$50.00 administrative fee will be charged for PDC #25 if not taken through TAPT.**

AREA THREE: CERTIFICATION MAINTENANCE and CONTINUING-ED REQUIREMENTS

MAINTAINING YOUR CERTIFICATION

TAPT Members who have attained a level of professional certification must remain active members of TAPT by

- Renewing membership annually (Membership is effective July through June 30 annually)
- Successfully completing at least one TAPT 6-hour course every three years; or by teaching six-hour course every three years
- Submitting Continuing Ed Form every three years on anniversary date of receiving certification

REQUIREMENTS FOR CONTINUING EDUCATION

In order to maintain a level of professional certification, in addition to maintaining TAPT membership, a person must submit on the 3rd anniversary, proof of continuing-ed hours.

Of the continuing education hours currently required to maintain Certification, at least 6 hours must be from completing a TAPT PDC.

The following continuing education must be achieved as stated below:

Trainer	30 Hours
Specialist	30 Hours
Special Needs Specialist	30 Hours
Special Needs Supervisor	45 Hours
Supervisor	45 Hours
Official	60 Hours
Master Official	60 Hours

Members may accrue continuing-ed hours as shown below:

TAPT State Conference	10 Hours – Attendee 12 Hours – Moderator 14 Hours – Presenter/Officer
NAPT Conference	5 Hours – Attendee
NAPT PDS Courses (in person)	4 Hours
NAPT Online PDS	1 Hours
TAPT Committee Meetings	2 Hours – Committee
Region 4 ESC Trainer Academy	10 Hours – Attendance
TEEX Train the Trainer	10 Hours – Attendance
Affiliated Chapter Meetings	2 Hours – Attendance
Teaching School Bus Driver Certification	10 Hours (Once in 3-year period), or
SBD Re-Certification	5 Hours (Once in 3-year period)
Miscellaneous Meetings - 50 minutes required for each hour submitted	

- A. TASBO Conference, Workshops, Classes (transportation programs)
- B. Workshops held by approved organizations (transportation related/mechanical)
- C. Texas Department of Public Safety
- D. Meeting held by government official (State Specification/TEA/Regional Service Center)
- E. Course work after certification that is transportation related
- F. Any committee approved related transportation meeting

If continuing education requirements are not met within the specified time period (3 years), an individual's professional certification status will automatically transpose to "inactive" with membership in good standing with TAPT.

For a Member to regain "active" professional certification at the level previously held, continuing education requirements must be completed. Twelve (12) hours of the continuing education requirement for that level must be TAPT PDC Courses.

Email completed Continuing Education Attendance Report to the TAPT Executive Secretary who maintains all professional certification and course transcript records. The report must be completed each three years prior to certification expiration date. The report form is available in this handbook and may be duplicated. This is the only form that is accepted for reporting hours.

Those holding a level of professional certification but who do not remain a current TAPT Member:

- If three years or less, a person may join for the current year and pay for the 2 prior years and complete 12 hours of course credit
- If longer than three years, a person must join for the current year and a review of course work must occur with certain course work needed or repeated and possibly the Exit Exam taken again. Contact the Executive Secretary to review your circumstances for reinstatement.

Retiring TAPT Members and Honorary Lifetime Members will maintain their level of Professional Certification without the continuing education requirement.

Members must notify the Executive Secretary in writing of retirement and retirement date and provide new email and contact information.

AREA FOUR: PDC INSTRUCTOR INFORMATION & GUIDELINES

BECOMING A TAPT INSTRUCTOR

A TAPT Member in good standing and who has achieved the Official level of Professional Certification may apply to become a TAPT Professional Development Course Instructor. The interested member should submit an application to the TAPT Executive Secretary. The application is in this handbook.

Applications will be reviewed by the Certification Co-Chairs. All Observer and Intern assignments will be made by the Chairperson(s) of the Certification Committee. All Interns must meet all requirements unless otherwise approved by the Certification Committee Chair(s).

Before a new instructor is assigned to teach a course, that person must fulfill the steps below depending on education or position and the specific stipulations of each class for Instructor Assignment.

OBSERVER: An individual who does not have a degree or has not been a Director of Transportation for at least 5 years may be assigned to observe a course as a future instructor and will monitor the course content as well as teaching strategies of the instructors. Observers will receive no compensation.

INTERN One: An individual with a degree or who has been a Director of Transportation for at least 5 years may skip the Observer step and may be assigned to teach a course as an Intern One. The Intern One will assist the instructor(s) in teaching the class. The level of participation of the Intern One will be determined by the instructor(s).

INTERN Two: An individual assigned to teach a course as an Intern Two will co-teach with the instructor(s) of the course. The Intern Two will share responsibility of teaching the course with the instructor(s).

Instructors shall have completed the PDC 13 "Presentation Skills" course or equivalent.

All Interns will be evaluated. Collaboration of mentoring instructors is highly encouraged in determining the level of participation of the Interns.

NEW COURSE APPROVAL

1. Certified TAPT Instructors may propose a new course to the PDC and Certification Committee. Bulleted speaking points should be prepared with timeline for completion and be submitted to the Executive Secretary for the annual PDC and Certification Committee meeting. If approved by the committee, the recommendation will then be made to the TAPT Executive Committee for approval. In line with planned date for completion, the new course may be scheduled.
2. Persons not certified as TAPT Instructors may also submit proposals for new classes, along with an application to be an Instructor. Both the proposed course and the application will be reviewed by the committee at the annual meeting and the same steps will be taken as stated in #1.
3. Persons wishing to propose an advanced class of an existing class, may propose this course by submitting this proposal to the committee.

A. Anyone proposing an advanced version of an existing class must have attended and instructed the course.

B. When possible, the originator of the existing introductory version of the class should be consulted with or collaborated with for the advanced version.

C. If the existing introductory course has been instructed by primarily the same instructors, it is recommended that the other instructor(s) be consulted with for the advanced course.

4. A class description should be sent to the Co-Chairs to be added to the Professional Development Handbook which can be found online under the Certification tab.

5. Persons who solely write the curriculum for a new course, may, if they desire, teach the course solo the first time a course is taught. After the first time, other instructors may be assigned if appropriate to do so as Interns, depending on expertise and knowledge in the area of instruction.

6. In the case of an advanced version of an original course and depending on the collaboration of the creation of the curriculum between the instructors who have previously been the main instructors of that course, determination of whether the class will be taught solo or co-instructed will be based on a per case basis.

A. Instructors who have taught the original/introductory version of a class may also be assigned as Intern Two either during the first time scheduled or later if appropriate to do so.

7. In the best interest of the Professional Development Program, the attendees who register for the classes, and to decrease the need to cancel a class due to emergencies, it is recommended that each class that is listed as a requirement for the Official and Master Official Professional Certification levels, have at least 2 instructors who are certified to teach the course, unless that class is taught by a person specialized in that field. (Example: Legal Issues)

8. The tentative schedule of classes will be prepared at the annual PDC and Certification Committee meeting. The co-chairs and executive secretary will review the teaching assignments to ensure instructor/intern class attendance and completion of both internship one and two before being presented to the TAPT Executive Committee or assignments are emailed to the instructors by the Executive Secretary.

A. Instructors wishing to teach, should be available via email and respond in same. Upon receipt, and as soon as possible, instructors should respond to the Executive Secretary to accept or deny assignments based on interest and availability. This enables reassignment of either the instructor or the class in a timely manner.

B. It is understood that matters arise after acceptance of an assignment that may necessitate an instructor not being able to fulfill the assignment. Please notify the Executive Secretary ASAP so that modifications may be made, and hotel arrangements modified.

C. It is recommended that the schedule be saved by instructors as well as being placed on your calendar. (With the understanding schedules change as needed.)

D. All instructors who have interns assigned to them should communicate with the intern(s) as soon as assignments are made and based on intern level for teaching assignments to give the intern time to prepare.

E. Instructors should complete the Intern Evaluation Form and submit with paperwork to the Executive Secretary. Any comments or concerns regarding the Intern should be stated on the form for review by the Committee Chairs.

9. Instructors who have concerns regarding teaching or co-teaching assignments should put those concerns in writing and email to the Executive Secretary.

ASSIGNMENT OF INSTRUCTORS AND INTERNS

The PDC chairpersons will determine teaching assignments and the number of instructors for each course. The chairpersons will seek input from the Certification Committee as needed.

Interns will be assigned by the PDC Chairpersons and notification will be from the Executive Secretary.

An approved instructor who has successfully completed internship, may teach any course for which the instructor has been approved to teach with the following stipulations:

Instructors with agencies or vendors may be assigned to instruct specialized courses or those courses designated as ACI – Approved Certification Instructor. (Example: Legal Issues or Wage and Labor Laws)

Instructors for certain courses may only be taught by currently employed in school transportation. The following PDC courses may only be taught by approved TAPT Instructors holding a level of Official Professional Certification in good standing: (Note: may be waived by Chairpersons)

- 01 Introduction to Transportation
- 05 Routing and Scheduling and 05A Advanced Routing and Scheduling
- 06 Inspection and Maintenance
- 08 Personnel Management and 08A.5 Advanced Personnel Management
- 10 Evaluation of Transportation
- 11 Orientation to Special Needs Transportation and 28 Training the Special Needs Team
- 15 Official Exit Exam
- 19 and 19.5 Field Trips
- 21.5 Dispatcher Roles and Responsibilities
- 22 and 22A.5 Documentation and Advanced Documentation
- 24 Transportation Efficient and Effective Business
- 27.5C Evacuations

- 29 No Child Left Behind
- 30.5 Communicating with a Diverse Public
- 35 Transportation Compliance Roadmap

Past Presidents only:

PDC 0.5 Orientation to TAPT

Every attempt will be made to utilize each instructor as often as possible based on regionally requested courses and location.

INSTRUCTOR AND COURSE EVALUATION:

Purpose: to enhance the quality of instruction and meet the needs of learners and focus on course content and presentation appeal separately.

- Course content and procedures
- Instructor qualities
 - Effectiveness
 - Knowledge of subject matter
 - Rapport with audience

Any instructor who receives continued below standard evaluations may be consulted with for purposes of improvement or possible removal. An instructor may be removed for cause as deemed necessary and appropriate by the PDC Committee and approval of the TAPT Executive Committee.

INTERN EVALUATION:

Purpose: To ensure quality of instructor candidates for the certification program

- To enhance the skills of the instructor candidate and effectiveness of presentation skills, rapport with attendees and knowledge of subject matter
- Evaluation forms to be completed by Certified Instructor(s) and submitted with class paperwork
- Executive Secretary will submit all evaluation forms to the Certification Chairperson(s)

MASTER INSTRUCTOR CERTIFICATION:

Instructors designated as Master Instructor will receive additional compensation and may be selected to teach a course as the single instructor.

- Must have successfully taught TAPT PDC courses a minimum of five consecutive years as a certified instructor
- May not have any overall class ratings of “Below Standards” in any category
- Must have instructed a course for two complete years after having developed, piloted and requested adoption of a course.
- Exceptions to any requirement as approved by the PDC Committee.

MAINTAINING INSTRUCTOR CERTIFICATION:

Instructors must attend at least one state or national conference and a minimum of four chapter meetings or equivalent professional development continuing education events each year to maintain status as a certified instructor.

Instructors may remain active to teach TAPT PDC courses after retiring and/or leaving employment in good standing and with approval of the PDC Committee.

COMPENSATION:

ROLE:	6-HOUR COURSE	3-HOUR COURSE
Single Instructor	500	250
Co-Instructor	250	125
Single Master Instructor	600	300
Master Co-Instructor	300	150
Intern One	100	50
Intern Two	150	75
Moderator	100	50
Observer	None	None
Coordinator	200/day	
AV Coordinator if not contracted by TAPT	200/day	

Instructor Travel and Per Diem:

- Meal allowance for each day of teaching if not covered by individual’s employer – current TAPT approved rate
- Hotel lodging for each night prior to day of class being taught (exception may be for afternoon half day class)
- Round trip mileage at current state rate if not covered by individual’s employer.
- Interns do not receive travel and per diem.

APPROVAL FOR TEACHING COURSES OFFSITE (Not a TAPT Sponsored Event)

Districts requesting an instructor to teach a course, or instructors wishing to teach a course outside of a sponsored TAPT event, must have prior approval of the PDC Chairpersons.

These courses are open enrollment for that district only and the hosting district shall bear all expenses. The teaching instructor shall request a copy of the sign in sheet and submit same to the Executive Secretary. Any person successfully competing this course and wishing credit for the course may submit the course credit fee upon approval of the district and instructor.

Districts or regional areas may request a PDC class for their area with actual registration so that individuals register and pay for the classes, therefore being eligible for course credit and a certificate upon successful completion. Contact the Executive Secretary for details.

COURSE MODERATORS

A Moderator may be assigned to a course having more than 50 attendees and in cases when only one instructor has been assigned and with no Intern assignment. The Moderator will remain with the instructor all day and will assist the instructor with attendance rosters, paperwork and other duties as assigned.

INSTRUCTOR ROLES AND RESPONSIBILITIES

After each annual PDC and Certification Committee meeting and throughout the year as needed, notifications will be emailed from the Executive Secretary to instructors and interns regarding teaching assignments and other updates.

Instructors and Interns shall respond as soon as possible to notifications regarding availability to teach the class and to other requests from the Executive Secretary pertaining to lodging, equipment and other information requested.

- Notify the Executive Secretary immediately upon becoming aware that you may have a schedule conflict.
- Communicate with your co-instructor well in advance of the class date.
- Communicate with the last instructor who taught the class for the latest curriculum update.
- Communicate with interns assigned to you, and review curriculum and assigned teaching roles (based on Intern one or Intern two level) well in advance of the class for adequate preparation.
- Be in classroom *at least* 30 minutes prior to start of class (instructors and interns)
- Review and follow the instructions placed in each teaching packet that is provided to instructors before the class.
- Announcements, break times, lunch instructions, expense vouchers, intern evaluation forms and other pertinent info will be in the packet.
- Review all forms in packet that may need to be completed and submitted.
- Remain within guidelines of printing costs.

- Provide own laptop unless the facility is equipped for flash drives only. Be prepared for either setup.
- Make own provision for internet access if presentation is dependent on internet access.
- Return any equipment provided with all accessories and cables in the carrying case. Check list in each case so all equipment is returned.
- Shall attend instructor meetings as scheduled.
- Business Professional Attire Required (including proper undergarments) All instructors should do the “bend over/sit down test” for confirmation of proper fit and appearance of shirts, sleeve opening, tightness of clothes and performance.
- **Serve as a Positive Role Model and Demonstrate Professional Behavior at all times.**

Classroom Management Directives:

- Instructor shall follow break times as scheduled.
- Instructor shall direct any person not on the roster to report to Executive Secretary before class starts or as soon as possible. Often times attendees are in the wrong class or have not registered for or paid for the class and will not receive credit or certificate.
NOTE: All class changes must be made the day before the class is scheduled in order to ensure a smooth start and reduce disruption at the start of class.
- Instructor shall ensure each attendee signs in and is accounted for after lunch, making notes regarding late attendance, no shows and absence from class early.
- At end of class, a written exam shall be administered, graded and put in packet to return to Executive Secretary.
- Class participant should score 70% proficiency.

Originally devised September 3, 2003. (Revised annually.) Latest revision: September 14, 2018

REGULATIONS FOR CERTIFIED INSTRUCTORS

REGULATION 1: Instructors should be provided specific instructor training and/or directions regarding the requirements of turning in paperwork, requests for specialized equipment, awarding class credit, checking attendance and awarding certificates for course completion.

REGULATION 2: The Executive Secretary shall maintain a list of approved instructors, interns and observers and the courses for which they are certified to teach. This list shall be shared annually with the Committee Chairpersons.

REGULATION 3: Instructors who repeatedly violate procedures as presented by the PDC and Certification Committee Chairperson(s) and/or the PDC Course Coordinator may be removed from the list of approved instructors.

REGULATION 4: All non-routine and/or potentially controversial or controversial course credit requests shall be referred to the PDC and Certification Committee for review.

REGULATION 5: A member may notify the PDC Certification Committee of possible violations of certification procedures. The Committee will review the allegations, and if justified, the Committee could:

- a. Clarify certification procedures
- b. Recommend changes in certification procedures to the Executive Committee
- c. Recommend to the PDC and Certification Committee Chairperson(s) and Executive Secretary that certain instructors not be scheduled to teach again.
- d. Refer the matter to the Executive Committee if the seriousness of the violation would require action that is beyond the authority of the PDC and Certification Committee.

REGULATION 6: Costs for participant manuals/handouts submitted for reimbursement for TAPT courses shall not exceed \$5.00 per participant. Instructors may choose to post additional information on TAPT Website.

REGULATION 7: Instructors are required to submit a digital copy of their course presentation and handouts to TAPT Webmaster for digital archiving. Instructors should seek the latest version of each course for continuity.

DEvised: January 2001. Latest Revision: September 2012

AREA FIVE: FORMS AND APPLICATIONS

The following forms and applications may be found in this section:

Professional Certification Application (Trainer – Official)

Master Official Application

Continuing Education Submittal Form

Instructor Application

Annual Instructor Information Form

Request for Duplicate Certificates

Intern Observation Form

Please be sure to submit the most current revision of forms.

TAPT APPLICATION FOR PROFESSIONAL CERTIFICATION

PLEASE SELECT ONE OF THE DESIGNATIONS BELOW AND **SUBMIT A SEPARATE FORM** FOR EACH LEVEL:

- Certified TAPT Pupil Transportation Trainer
- Certified TAPT Pupil Transportation Specialist
- Certified TAPT Pupil Transportation Special Needs Specialist
- Certified TAPT Pupil Transportation Supervisor
- Certified TAPT Pupil Transportation Special Needs Supervisor
- Certified TAPT Pupil Transportation Official
(Master Official Form - See Next Page)

PLEASE SUBMIT BETWEEN JULY 1 AND MARCH 31. Courses may not have been taken longer than seven years to receive course credit. Courses with .5 are ½ credit.

**Mail signed application, documentation and certification processing fee to:
TAPT Professional Certification Program, P.O. Box 488, Kemah, TX. 77565**

Please accept my request for TAPT Professional Certification. I have enclosed with this letter of application the following documentation:

- Proof of Current TAPT membership
- Certificate Fee Enclosed (\$25.00)
- Course 0.5 Orientation to TAPT
- Letter of Recommendation from Supervisor (District Letterhead)
- High School Diploma or GED
- Copies of Class certificates and listed below:

REQUIRED COURSES / DATE	REQUIRED COURSES / DATE	REQUIRED COURSE / DATE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please **print** name clearly as it will be on the Certificate: _____

District: _____ Certification Number (If you have one) _____

Cell Phone: _____ District address: _____

Email address to receive Certificate: _____

Position: _____ Years in Position: _____

Supervisor: _____ Contact phone: _____

I have read the requirements in the TAPT PDC Handbook. By my signature below, I signify that I meet all the requirements for the level of Professional Certification I have applied for. All required documentation is enclosed.

Signature: _____ **Date:** _____

Revised 9/2018

Texas Association for Pupil Transportation

Continuing Education Credit Hours
(For Certified Members Only)

A report of continuing education credit hours shall be submitted as outlined in the TAPT Professional Development and Certification Handbook.

Continuing Education Report(s) must be submitted each three years prior to expiration of current certification.

NOTE: Minimum 50 minutes of attendance is required for each hour.

Name _____ Date Submitted: _____

District/Employer _____

TAPT Certification Number (required) _____

ACTIVITIES ATTENDED

DATE	EVENT	LOCATION	CEU CREDIT HOURS

(A second copy may be used for more space if needed.)

Copies of this attendance form verifying required CEU credit hours must be retained by the Certified TAPT member for three years.

Please complete this form and mail with substantiating documentation (certificates, agendas, reference to chapter meeting sign in forms, etc.) to:

Texas Association for Pupil Transportation
ATTN: Professional Certification Program
P.O. Box 488
Kemah, TX 77565

Revised 9/18

**Professional Development Program
Instructor Information**
Please return this form to marisa@tapt.com

Name: **(PRINT)** _____ Date: _____

Do you plan to continue teaching Certification Courses? No Yes If Yes:

District: _____ Position: _____

District Address: _____

Home address: _____

Email: _____ Cell Phone: _____

Please list classes you are certified to teach: _____

Please list level of education and/or degrees earned: _____

Please state level of TAPT Certification achieved: _____

Please list courses you would be interested to Intern: (Must have attended the course.)

Please describe your background, knowledge or expertise in the courses you stated interest in: _____

Do you have any suggestions for new courses? _____

Do you have any suggestions for enhancing the professional development or certification program? _____

Do you know someone you would recommend being a Certification Instructor? (Name and District) _____

If retired, please list retirement date and plans to remain active in TAPT: _____

Thank you for your time providing this information. The above information will assist the Certification Committee in making teaching and interning assignments. We appreciate your dedication to the Certification Program and look forward to working with you in the future. **Erwin Sladek and Kirk Self, TAPT Certification Committee Chairs** **9-14-18**

**Request for Duplicate
Professional Development Course Class Certificate or Professional Certification Certificate**
A Separate Form for Each Certificate Requested Must Be Submitted
Requester must be a TAPT Member

Class Certificate Duplication Fee: \$5.00 for first. \$10.00 each for each additional.
CERTIFICATE REQUESTED MAY NOT BE FOR A COURSE ATTENDED LONGER THAN 7 YEARS PRIOR.

Please Print:

Name: _____ Date of Request: _____

Email Address to Which Certificate is to be emailed: _____

District _____ Phone Number: _____

Please indicate which duplicate PDC Certificate you are requesting:

PDC Name and Number: _____

Date Course Taken: _____ Location of class: _____

Reason for replacement: _____

Certification Level Certificate (\$25.00 each)

Original Name on Certificate: _____

Level of Certification: _____

Certificate Number: _____ Date Received: _____

Must be a current TAPT Member.

Please complete this form and mail with check or money order to:

TAPT Professional Development and Certification Program
PO Box 488
Kemah, TX 77565

Revised 9-14-18

**TAPT Professional Development & Certification Program
Intern Observation Form**

Intern Evaluated: _____ Date: _____

By Instructor(s): _____

Course: _____ Location: _____

This person was evaluated as: Intern 1 Intern 2

Area Observed	<i>Needs Improvement</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Not Applicable</i>
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1. Personal Teaching Style:	✓	✓	✓	✓
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Professional Demeanor/Appearance				
Preparation/Belief System				
Motivational				
Knowledgeable				
Focused/Ability to Redirect				
Asks Questions/Conversational				
Reviews Often				
Communication – Verbal				
Voice Tone				
Interaction				
Pronunciation/Grammar/Word Choices				
Communication – Non-Verbal				
Facial/Gestures/Eye Contact/Stance				
Rapport with attendees/instructors				

2. Curriculum:				
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On Task				
Clear Objectives Stated				
Credible/Accurate				
Handouts/ Visual Aids				
Media Facilitation/Operation				
Activities				
Testing Procedures				

3. Assisted as Needed:	
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Additional comments or suggestions for improvement/commendation/recommendation: _____

Evaluating Instructor Signature _____ Revised 10.16; 9.18

TAPT Professional Development Program

Instructor Application

PLEASE PRINT

Name: _____ Cell Phone: _____

District: _____ Work Phone: _____

Email: _____ Position: _____

Number of Years in Current Position: _____ Previous Position: _____

If less than 10 years in current position, please list previous employment below:

From:	To:	District/Company	Position	Reason for Leaving

Degrees held and schools attended:

School	Case study	Diploma/Degree	Year Graduated

List courses/subject matter you are interested in instructing.

(Must have attended the course in the last 7 years.)

Course #	Course Title or Subject Matter

I am current Member of TAPT. Number of Years: _____

I have completed course # 13 Presentation Skills. Year: _____

I hold the following level of TAPT Professional Certification _____

I am currently retired since (year): _____ District: _____

Last three TAPT Conferences attended: **(Not just classes)**: _____

Please attach a Letter of Recommendation

ON THE BACK OF THIS FORM (or attach): Explain why you wish to be an Instructor for the TAPT Professional Certification Program and what is your background and experience in the areas you are interested in teaching:
