Florida's Professional Development Certification Program

Program Overview

Designed to develop quality teachers, this research-based program offers professional education preparation to newly hired teachers with subject area expertise who qualify for an initial (temporary) Florida Teaching Certificate but who do not have or wish to complete required courses (as stated on your Statement of Status of Eligibility) through a university/college.

The program is designed to fill vacancies in the "high need" fields of mathematics, science, reading/language arts, and foreign language, but is open to beginning teachers in other areas as well.

Participants in the program will receive on-going assistance from a support team consisting of:

- School Principal/Assistant Principal
- Site-Based Mentor(s)
- Online Assessor
- District Coordinator and NEFEC Coordinator

PDCP is divided into two distinct portions:

- During the first year, the new teacher will participate in the district new teacher mentoring and induction program which will require scheduled face-to-face sessions and intensive work with a mentor. The new teacher will begin this program soon after hire.

- During the second year of teaching, the new teacher will participate in online training. The PDCP learning activities and tasks are housed in an online course which is accessed through any computer with Internet access. The new teacher will continue on into the third year to finish any remaining requirements.

This second and third years are. . . .

Self-directed! Your online instructor will give you a model schedule that you may follow. You should plan to devote a minimum of five hours a week to your PDCP work. Many of the tasks will be started at the beginning of a semester and continue for several weeks as you work with your students to gather resources, create lesson plans, plan parent conferences, analyze your students' learning, and complete other required activities included in the program.

How long will it take me to complete the PDCP?

Most participants will complete the program in two years—four semesters plus summer work. Some teachers, however, choose to extend their work over an even longer period, but requirements must be completed prior to the expiration of your temporary certificate. With the addition of more required reading courses, many teachers will be working into their third year of instruction. Your district may give you a targeted completion date. You should plan to spend about 5 hours on PDCP tasks each week during the school year.

Satisfactory completion of PDCP almost always satisfies all requirements for a Florida professional teaching certificate without additional coursework.

A participant who does not complete the program by the end of the second year of teaching may continue in the program with approval of the building level principal and endorsement by the Support Team until the expiration of his/her temporary certification.

IMPORTANT INFORMATION BELOW!!!!!

PDCP Requirements for 2nd – 3rd Year Participants

- All 20 task requirements
- Testing requirements to include passing scores on: General Knowledge (GK), Subject Area (SA), and Professional Education (PED) tests
- Reading Endorsement Requirements
    - Reading Endorsement Competency 1, 2, 3, and 4: Pre-K, Elementary, ESE (Only Competency 2 is required for those hired prior to January 1, 2020)
    - Reading Endorsement Competency 1, 2: Secondary (Only Competency 2 is required for those hired prior to January 1, 2020)
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- District requirements for performance evaluations and administrative recommendation

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For a suggested timeline, refer to:

Timeline for a PDCP Participant (Elementary, PreK, and ESE) 20-21

Timeline for a PDCP Participant (Secondary) 20-21

Roles of PDCP Personnel

Teacher/Participant

In the dual role of both teacher of record and adult learner, each participant in the PDCP must be self-directed and capable of being productive within a flexible learning environment. Launching a new career without the benefit of previous professional training will be imminently challenging to the teacher/participant. Combining the multi-dimensional responsibilities of an educator with total immersion into a high standards program of content and assessment will, at times, seem dauntingly overwhelming. There will be an intense convergence of pressures on the teacher/participant from a new job, a full family life, and performance expectations of an on-the-job professional training in the PDCP.

In spite of the multiplicity of demands on the PDCP participants, you do have a unique advantage over the traditionally trained teacher—you will be engaged in a highly dynamic learning experience within the "real-time" clinical laboratory of your own classroom. The positive results of each newly acquired skill can be evidenced immediately through practical application. "Just-in-time" learning can occur daily. Advice from accomplished practitioners is readily available from the Support Team. Sharing successes and failures with other PDCP colleagues and your mentor prevents low morale from isolation and promotes the sense of teamwork that builds professional solidarity throughout the school's organizational culture.

Mentor Teacher

The mentor teacher is part of your support team and is the primary on-site support for a PDCP participant. The mentor teacher is readily available to assist the participant with immediate classroom advice and to serve as a source for local school and community resources. He/she will coordinate weekly face-to-face meetings to discuss successes and concerns and activities to strengthen teaching skills. Your mentor will conduct some of the observations required by the program. Your mentor should review task activities that you develop, compare the documents with the task rubric, and provide feedback to you before the task is submitted to the online assessor.

Principal

The school principal or designee is an additional support team member on your campus. The principal will recognize the critical need for attentive, directed support and, as much as possible, will not require your simultaneous participation in a similar new employee induction program, overwhelming teaching assignments, and extra duty requirements. He/she may allow you to use any extra planning time you might have to work on PDCP task assignments, and will foster your participation in school teams to prevent low morale from isolation while promoting a sense of teamwork that builds professional solidarity throughout the school's organizational

culture. Your principal or designee is responsible for analyzing the cumulative data regarding each participant's overall performance to make the ultimate determination of whether or not the participant has successfully demonstrated all of the Florida Educator Accomplished Practices (FEAPs) and the Professional Educator Competencies (PECs).

Online Assessor

The online assessor is the primary support for you in the web-based PDCP. He/she will receive each completed task that you submit. After scoring your assignment with the task rubric, the assessor will post your scores to the online site, and will send feedback to both you and your mentor. She (or he) may also be thought of as your online mentor, and will gladly give assistance as you are preparing your task submissions. The online assessor keeps ongoing communication lines open with the rest of the support team including your mentor, principal, and district coordinator. The online assessor will send final paperwork to the district coordinator at the end of your program.

District Coordinator

Your district coordinator works closely with the support teams to ensure that the program is running smoothly. The district coordinator takes the lead in establishing the district-wide commitment to the success of each PDCP teacher. He/she establishes support teams for each active PDCP participant, coordinates mentor assignments and training, gathers data for evaluative purposes in assessing program and participant success, and communicates regularly with the Florida Department of Education about program changes, requirements, and data reports, and other information pertinent to the PDCP.

Program Completion

The PDCP is designed for teachers who have varying experiences to bring to their new careers in public K-12 education. Some of you have taught before; some of you have a range of experience in areas related to the Florida Educator Accomplished Practices (FEAPs), and some of you have read widely about education in preparation for this career change. Others are starting from the beginning.

To obtain your five-year Professional Certificate (you currently have a three-year Temporary Certificate to get you started in the classroom) you must successfully complete this program prior to the end of your three-year Temporary Certification.

Because we realize that you come into the program with varying skill levels, you are not required to complete all of the **additional support activities**, i.e., enrichment opportunities, readings, and practice activities. You are only required to submit the documents/practices that are listed as **necessary for task completion** and that are included in "What to Submit" lists within the task. If you are new to teaching, we encourage you to maximize your success (and minimize your frustration) in this program by completing the readings and practice activities prior to or while attempting the tasks. However, since the enrichment and practice activities are optional and only there to support your preparation for the tasks, you may move directly to any of the tasks you wish to attempt at any time. You have three

opportunities to successfully complete each task assignment. If it looks like something you can do right away, you are encouraged to try it. If you are struggling with a task, seek assistance from your mentor and/or online assessor. Also remember to share your completed papers with your mentor before submitting them to the online assessor for scoring.

If your teaching assignment is too heavy, you have health or personal problems, or other situations arise that prevent you from sticking to your completion goals, please let your support team know (you may wish to share with your mentor your reasons for needing to slow down or speed up your work and asking him/her to communicate that to the rest of your support team). We worry about you when you "disappear" from the program for extended periods of time, so please keep us informed!

For those teachers who are new to public education, we anticipate that it will take you from two to two and a half years to complete all program requirements when you enter the program upon first hire. Some of the tasks can be integrated with others; some should be accomplished before others. Your support team will work closely with you to decide how best to proceed.

Implementation Sequence

The online PDCP is divided into three blocks. The participant is asked to complete all tasks in Block 1 before continuing on to Block 2 and then to Block 3. The first three tasks in Block 1 are introductory tasks and build a foundation for the remaining tasks, so they should be completed first. The remainder of the tasks in Block 1 may be completed in any order that fits best into the participant's schedule.

You will notice that the blocks do not each contain the same number of tasks, however, each block will take approximately the same amount of time to complete as each of the other two blocks. You should expect to be working on several tasks within a block simultaneously!

The program consists of 20 tasks, and it is designed to allow a participant to complete the tasks in two or three full semesters. Each participant, however, may slow down or speed up the pace to finish the program in more or less time.

The program is designed to ensure that you master the Florida Educator Accomplished Practices (FEAPs). The six FEAPs are Florida's core standards for effective educators, required by all teacher preparation programs, which state what educators are expected to know and be able to do. Almost all of the FEAP descriptors are assessed twice each throughout the program; one of the introductory tasks explores the FEAPs in detail.

Many of the tasks will require experience in the classroom before they are attempted; others require the collection of data throughout a period of time. Because of the potential for integration and the nature of the sequencing, you are strongly encouraged to become familiar with all of the tasks in a block from the beginning and to continue reviewing what lies ahead as you progress through the program.

Note: Several of the tasks are tasks in a series (Unit Plan 1 and 2; Professional Development Goals and Strategies 1 and 2; Differentiated Development 1, 2, and 3). Data from the first task in each series will be used in succeeding tasks in that series; be sure that you will have the same set of students from the

first task in the series to the last task in that series—even if you have to do tasks outside of a block that you are currently working on!

As soon as you select a task to begin working with, read through all parts of the task. Each task will follow the same basic outline: task description, task directions, and rubric. Additionally, tabs for each task will allow access to the FEAPs, glossary, and resource center (with task cover sheet, necessary documents, worksheets and readings, and additional support materials). Links for necessary documents/worksheets/readings are found both in the task directions and in the resource center.

We expect you to be a self-directed learner, able to manage your own learning and assessment needs.

We think the best place for you to start is by carefully reading the Task Information list. The list gives you a sense of which tasks should be done in which approximate order. The tasks give information about prerequisites as well as the length of time to complete the task. Some can be completed rather quickly, while others will take an entire grading period to complete.

Submission of Tasks

You will save your work on your own computer or tablet and submit them to the online assessor via email when a task has been completed and checked for completeness by your mentor.

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Information about Task Cover Page

Each task has a task cover page that serves as the cover sheet for an individual task. It is found in the Resource Center for the task:

- Information at the top should indicate the particular class (subject area/grade) that is used for this particular task. Each task need only address one class out of all that you teach.
- For each task that is dealing with a class of students, complete the demographic data. In other words, describe the unique qualities of the class (Honors? Mostly students with EIPs/504's? All male? AP class? Dropout prevention? Multiple behavior problems? etc.)
- Check the 'What to Submit' list at the bottom of the sheet to ensure that you have included all required documents.

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Task Information Sheet

Blocks are not time-bound, and may be completed in any order within the block!

Block 1: To be completed or underway before going to Block 2

Task Name	Prerequisite	Task Length
Introduction to the PDCP*		Short
Introduction to the FEAPS*		Short
Introduction to the State Content Standards*		Short
Professional Development Goals & Strategies 1		Middle
Classroom Management System		Middle
Differentiated Instruction 1		Short
Communication Plan		Middle
Collaborating for Student Achievement		Long

It is strongly suggested that these tasks be completed first!

Block 2: To be completed or underway before going to Block 3

Differentiated Instruction 2	Prerequisite DI Pt.1	Long
Parent-Teacher-Student Conference		Short
Rubric-based Assessment		Middle
Unit Plan 1		Long
Teacher & Student Interactions		Middle
Ethics		Middle
Student Evidence of Learning		Long
Higher Order Thinking		Middle
Deepening and Enriching Content Knowledge		Middle

Block 3

Unit Plan 2	Prerequisite Unit Plan 1	Long
Professional Development Goals & Strategies 2	Prerequisite PDG&S 1	Long
Differentiated Instruction 3	Prerequisite DI Pt. 2	Middle

Task Completion Length

Short: Up to 1 week (5 hours)

Middle: 1-3 weeks

Long: 3 weeks or more

Professional Development Goals and Strategies 1

This task is a pre-requisite for Professional Development Goals and Strategies 2. **(You will need information from this task in order to complete portions of that task).**

> Professional Development Goals and Strategies 1 and 2 must be completed utilizing the same classroom of students.

Task Description

Good teaching requires continual reflection and professional growth. Part of the growth process is identifying areas of need for students. In addition, teachers must identify where they may need additional learning in order to facilitate student achievement in the classroom. This task will require you to identify areas of student need and where you may need to obtain professional development to help them improve.

> ***When educators learn, students learn more.***
> *learningforward*

Florida school districts are unique in their expectations for teachers related to professional growth and teacher evaluation. No matter what form is used in your district to record teacher goals, that information can be incorporated into this task. You will be assessed on the following components:

1. [Areas for Instructional Improvement Worksheet](#)
2. [Goals and Strategies for Improvement](#)

Directions

Part 1. Areas for Instructional Improvement and Student Needs:

For this portion of the task, please complete the following steps:

1. Complete the [Self-Assessment of Descriptors/Indicators](#). Based on the [Self-Assessment of Descriptors/Indicators](#), identify areas of strength and areas for improvement. You may be able to tie this portion of the task to your IPDP (Individual Professional Development Plan), Deliberate Practice, teacher professional goals or any professional development plans utilized in your district. Use the [Areas for Instructional Improvement Worksheet](#) to record your data.

2. Review student data to identify areas of need for your class. If you have more than one class, select one for this task to review student data. This can be from standardized assessment data or classroom assessment data. If you are using classroom assessment data, the data must document more than a single lesson or a single day's work. The information may also tie into your IPDP, Deliberate Practice, targeted professional development, etc. Based on this data, identify areas of academic weakness for your students. Use your copy of the Areas for Instructional Improvement Worksheet to record your data.

3. Review your evaluation feedback data and identify areas of strength and areas for improvement. If you don't have evaluation data from your administrator available, you may use observation data from your mentor. This information may be linked to areas identified for Deliberate Practice, IPDP goals, targeted professional development, etc. Return to your copy of the Areas for Instructional Improvement Worksheet to record your data.

Part 2. Goals and Strategies for Improvement:

Based on the areas of need identified from completing your Self-Assessment of Descriptors/Indicators, review of your student data, and review of your evaluation feedback data, you will develop goals for improvement over the time you are in your Professional Development Certification Program. Use the Goals and Strategies for Improvement Worksheet.

Please complete the following steps:
Review your identified areas of need and create a minimum of two goals. These goals should be based on areas for instructional improvement and/or student needs.

> "If you don't know where you're going, you might not get there."
>
> Yogi Berra

1. Develop at least two strategies for mastery of each goal. Strategies for meeting goals can be professional development, meetings with mentor/department chair/veteran teachers, reviewing student data, etc.

2. After completing the Goals and Strategies for Improvement Worksheet share this information with your mentor/department chair/veteran teacher. Revise based on feedback if necessary.

What to submit?

- Task Cover Sheet
- Self-Assessment of Descriptors/Indicators
- Areas for Instructional Improvement Worksheet
- Goals and Strategies for Improvement

(Keep a copy of all submitted materials as you will need the data for <u>Professional Development Goals and Strategies 2</u> to be completed in Block 3.)

Remember to use the rubric below as you complete these assignments since that will help guide your work!

RUBRIC FOR: Professional Development Goals and Strategies 1

This rubric assesses the elements in each task. Each element must be scored. In order for a task to be considered completed, there should be no score of **Not Demonstrated** or **Minimally Demonstrated** on any element.

Areas for Instructional Improvement and Student Needs			
4 - Demonstrated with Proficiency	3 - Demonstrated with Increasing Skill	2 - Minimally Demonstrated	1 - Not Demonstrated
The data sheet, Areas for Instructional Improvement and Student Needs Worksheet, exceeds completion expectations, showing: • The Self-Assessment of Descriptors/Indicators has been fully completed, and descriptors/indicators scored 1 or 2 have been recorded on the Areas for Instructional Improvement section of the worksheet. • Student assessment data have been reviewed and several appropriate needs have been recorded on the Area of Student Needs section of the data sheet.	The data sheet, Areas for Instructional Improvement and Student Needs Worksheet, has been nominally completed, showing: • The Self-Assessment of Descriptors/Indicators has been completed, and descriptors/indicators scored 1 or 2 have been recorded on the Areas for Instructional Improvement section of the worksheet. • Student assessment data have been reviewed and two appropriate needs have been recorded on the Area of Student Needs section of the data sheet. • Teacher evaluation/observ	The data sheet, Areas for Instructional Improvement and Student Needs Worksheet, has been partially completed, showing: • The Self-Assessment of Descriptors/Indicators has been partially completed, and descriptors/indicators scored 1 or 2 have been recorded on the Areas for Instructional Improvement section of the worksheet. • Student assessment data have been reviewed and one or two needs have been recorded on the Area of Student Needs section of the data sheet.	The data sheet, Areas for Instructional Improvement and Student Needs Worksheet, is incomplete or inaccurate, and do not meet the following expectations: • The Self-Assessment of Descriptors/Indicators has been fully completed, and descriptors/indicators scored 1 or 2 have been recorded on the Areas for Instructional Improvement section of the worksheet. • Student assessment data have been reviewed and several needs have been recorded on the Area of Student Needs section of the data sheet. Teacher evaluation/observ

This rubric assesses the elements in each task. Each element must be scored. In order for a task to be considered completed, there should be no score of **Not Demonstrated** or **Minimally Demonstrated** on any element.

• Teacher evaluation/observation data (from administrator or mentor) have been reviewed and areas for improvement have been selected and recorded in the Areas for Instructional Improvement Based on Evaluation/Observation Data.	ation data (from administrator or mentor) have been reviewed and areas for improvement have been selected and recorded in the Areas for Instructional Improvement Based on Evaluation/Observation Data.	• Teacher evaluation/observation data (from administrator or mentor) have been reviewed and areas for improvement have been selected and recorded in the Areas for Instructional Improvement Based on Evaluation/Observation Data.	ation data (from administrator or mentor) have been reviewed and areas for improvement have been selected and recorded in the Areas for Instructional Improvement Based on Evaluation/Observation Data.

Goals and Strategies for Improvement			
4 - Demonstrated with Proficiency	3 - Demonstrated with Increasing Skill	2 - Minimally Demonstrated	1 - Not Demonstrated
• Two or more goals have been fully and appropriately developed based on data drawn the Areas for Instructional Improvement Worksheet. • Two or more detailed strategies have been developed for each goal.	• Two or more goals have been developed but one of the goals is not fully developed or is only tangentially based on data from Areas for Instructional Improvement Worksheet. • Two or more strategies have been developed for each goal.	• Two goals have been developed but neither of the goals is fully developed or is only tangentially based on data from Areas for Instructional Improvement Worksheet. • Two strategies for each goal are included but one strategy has not been developed completely or appropriately (e.g., they are not based on both areas for instructional improvement **and** student needs).	• Nether of the two goals is complete or based on data from the areas for improvement, or only one goal has been developed. **AND/OR** • The strategies are inappropriate and/or are not based on both the areas for instructional improvement and student needs.

Lesson Plan Format Template

Name: _____   Date: _____

Task Title: _____

Note: Use the "Additional Information" section at the end of this lesson plan if additional clarification or explanation is specified in the task. Example: Unit 1 requires 3 lesson plans and you will need to note which lesson plan matches each requirement.

This lesson plan template will expand when text is entered to adapt to individual lesson needs. For an explanation of the required content for each cell, see *Lesson Plan Format (expanded).*

Unit:	
Subject:	
Grade Level:	
Lesson Plan Title:	
Priority Florida Standards For This Lesson:	
Topic/Concept/Skill:	
Lesson Objective(s), Goal(s), Essential Question(s), etc.:	
Current Student Knowledge Regarding Topic:	

Skill(s) for Review:	
Lesson Adaptations/ Differentiation:	
Assistive Technology (for Targeted Students):	
Technology Equipment for Teacher and/or Students:	
Resources/Materials for Teacher and/or Students:	
Time Allowance:	
Lesson Introduction:	
Lesson Procedures:	
Lesson Closure/Summary:	
Lesson Extension/ Enrichment:	
Assessment (Formative and Summative):	

Additional Information:

Lesson Plan Format (Expanded)

Unit:	What unit of study guides this lesson?
Subject:	What curriculum subject area is this lesson intended for?
Grade Level:	
Lesson Plan Title:	
Priority Florida Standards for This Lesson:	What priority Florida Standards will be taught and assessed during this lesson? (suggested 1-3 standards)
Topic/Concept/Skill:	What is the topic, concept, or skill to be taught in this lesson?
Lesson Objective(s), Goal(s), Essential Question(s), etc.:	For each prioritized standard, create at least one objective for your students to meet by the end of the lesson.
Current Student Knowledge Regarding Topic:	What do your students already know about the topic/concept/skill?
Skill(s) for Review:	What prior skills or background knowledge will your students need to review in order to be successful with this lesson?
Lesson Adaptations/ Differentiation:	What adaptations of instruction, assessment, and/or activities will you make to meet your students' learning needs? (Example: students with special needs, learning styles, interests, etc.)
Assistive Technology (for Targeted Students):	If you have students for whom assistive technology is needed* or required, what assistive technology will you use? (Example: amplification system, reading magnifier, specialized software, etc.) *Include students who can benefit from the use of these technologies even if not required.
Technology Equipment for Teacher and/or Students:	What hardware/software will you need? (Example: computer, white board, projector, CD player, TV, DVD player, etc.)

Resources/Materials for Teacher and/or Students:	What will you need to be able to teach this lesson? (Example: books, web links, magazines, videos, handouts, etc.)
Time Allowance:	Approximately how much time are you allowing for this lesson? (Example: minutes, hours, class periods, etc.)
Lesson Introduction:	How will you initially engage the students in the lesson? (Anticipatory set, hook, attention grabber, etc.)
Lesson Procedures:	This is the main part/body of the lesson. What strategies and activities are you going to do with your students?
Lesson Closure/Summary:	How will you bring the lesson to a close? How will you involve the students in summarizing the lesson? How will you quickly evaluate if students "got" the material?
Lesson Extension/ Enrichment:	What extension or enrichment activity will you use for your students for continued exploration of the topic, concept, or skill?
Assessment (Formative and Summative):	• What formative assessment(s) will you use to monitor student learning during instruction? • What final/summative assessment will you use to determine your students' levels of mastery of lesson objective(s)?

PDCP Tasks: Work Required

This chart groups the Professional Development Certification Program tasks by the type of work required and may be useful in completing your tasks.

Requires Student Work	Student Contact Not Required	Work Done In School Setting	Tasks That Are Or Include Prerequisites	Requires Self-created Documents	Requires Lesson Plans	Observations
Differentiated Instruction 1	Introduction to the PDCP	Collaborating for Student Achievement	Professional Development Goal and Strategies 1	Communication Plan	Rubric-based Assessment	Classroom Management System
Differentiated Instruction 2	Introduction to the FEAPs	Professional Development 1	Professional Development Goals and Strategies 2	Higher Order Thinking	Unit Plan 1 (requires 3)	Student/Parent/Teacher Conference
Rubric-based Assessment	Introduction to the State Content Standards	Professional Development 2	Differentiated Instruction 1	Unit 1	Higher Order Thinking	Teacher and Student Interactions
Unit Plan 1	Ethics		Differentiated Instruction 2		Deepening and Enriching Content Knowledge	Deepening and Enriching Content Knowledge *(includes a video)*
Unit Plan 2			Differentiated Instruction 3		Differentiated Instruction 3	Differentiated Instruction 3
Student Evidence of Learning						
Higher Order Thinking						