Professional Development Certification Program (PDCP) Handbook

2013 - 2014

“Who dares to teach must never cease to learn.”
Joseph Cotton Dana
INTRODUCTION

Welcome to the Professional Development Certification Program (PDCP) for the School District of Palm Beach County. The program is designed to develop quality teachers for the District’s classrooms, by offering professional education preparation via distance learning and peer support, to newly hired educators with subject area expertise. In committing to this program, you are making a long-term investment in your students’ futures. The program promotes the development of a collaborative school community that will more effectively support student achievement.

In the dual role of both teacher of record and adult learner, each participant in the Professional Development Certification Program 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 challenging to the new educator. Combining the multi-dimensional responsibilities of an educator with total immersion into a high standards program of content and assessment may, at times, seem overwhelming.

In spite of the demands on PDCP participants, adult learners do have a unique advantage over the traditionally trained educator – PDCP teachers are engaged in a highly dynamic learning experience within the “real-time” clinical laboratory of their own classrooms. 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 challenges with other PDCP colleagues provides an opportunity for participants to gain additional insight into good teaching practices which will eventually help to increase morale levels throughout the school’s organizational culture.

Professional Development Certification Handbook

The PDCP Handbook is located on the Professional Development web site http://www.palmbeachschools.org/staffdev/AlternativeCertification.asp

Qualifications

In order to qualify for the PDCP, a candidate must meet the following minimum requirements:

- Be a paid full-time K-12 instructional employee of The School District of Palm Beach County in a teaching assignment that does not vary from day to day.
- Hold a temporary teaching certificate from the Florida Department of Education.
- Should have a minimum of two years remaining on temporary teaching certificate.
- Hold a bachelor’s degree in an area for which a certificate may be issued.
- Attend a PDCP Orientation Meeting to learn about the requirements of the program.
- Submit a PDCP Application, signed by the current administrator.
- Participate in a screening interview to determine if the PDCP Program is the most appropriate program for the candidate.
Application Process

Interested personnel should adhere to the application process below:

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<tr>
<th>Cohort</th>
<th>PDCP Orientation</th>
<th>PDCP Application Deadline</th>
<th>PDCP Interviews</th>
<th>PDCP Acceptance Notification By</th>
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<td>1</td>
<td>August 21, 2013 4:30-6:30pm Rear of the Cafeteria Fulton-Holland</td>
<td>September 13, 2013</td>
<td>Week of September 16, 2013</td>
<td>September 27, 2013</td>
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<td>2</td>
<td>November 13, 2013 4:30-6:30pm Rear of the Cafeteria Fulton-Holland</td>
<td>December 6, 2013</td>
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<td>4</td>
<td>April 30, 2014 4:30-6:30pm Rear of the Cafeteria Fulton-Holland</td>
<td>May 14, 2014</td>
<td>Week of May 19, 2014</td>
<td>June 2, 2014</td>
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The PDCP Application (Form 2441) can be found on the School District of Palm Beach County’s Alternative Certification webpage at: http://www.palmbeachschools.org/staffdev/AlternativeCertification.asp

Program Components

The PDCP is a four-part program that includes the following:
1. Achieving a passing score on the Professional Education Test, Subject Area Exam, and General Knowledge Exam.
2. Completing all professional development activities and assessments including Reading Competency 2 and Tips on Classroom Management for Beginning Teachers (Tips 1).
3. Teaching full-time in a district school, under the supervision of a trained PDCP Support Team, for the entire time of participation in the PDCP.
4. Demonstrating the Florida Educator Accomplished Practices (FEAPs).
Successful completion of the Professional Development Certification Program is accomplished by the following:

1. Completion of the *Tips on Classroom Management for Beginning Teachers (Tips 1).*
2. Demonstration of competency in each of the Florida Educator Accomplished Practices (FEAPs) as verified through the successful completion of the 20 online Assessment Tasks. Scores for each task can be found on the FPDCP site.
3. Evidence of successful completion of *Reading Competency 2.*
4. Demonstration of competency of each of the Florida Educator Accomplished Practices through successful teaching performance as verified by the building level Administrator and evidenced by observations and on the Personal Growth Plan. The building level Administrator combines the cumulative data from the rubrics with data from on-going observations to answer the ultimate question – *Has the participant successfully demonstrated mastery of all competencies that Florida requires of a novice educator?* Successful demonstration and competency of the FEAPs is verified by the building Administrator as evidenced on the Competency Verification Report. The process for making this determination is a critical one. Each PDCP participant must successfully demonstrate competency in each of the FEAPs to satisfy the essential requirements for the Professional Educator Certificate.
5. Achievement of a passing score on the Professional Education Test, Subject Area Exam, and General Knowledge Test.

It is the PDCP participant’s responsibility to keep copies of all the tasks in his/her electronic portfolio and upload to the Train U website. Upon completion of the program, tasks will be stored on the Train U website for 5 years. The deadline for completing the final portfolio is the second Friday in April of the year of expiration of the temporary certificate.

The following items must be included and uploaded to Train U for the final portfolio:

1. Documentation of passing the Professional Education test, Subject Area Exam, and the General Knowledge Test.
2. The Professional Growth Plan (PGP).
3. The Competency Verification Report.
4. The Document Verification form.
5. Evidence of completing Reading Competency 2.
6. Participation in *Tips on Classroom Management for Beginning Teachers (Tips 1).* Participation will be verified by the PDCP Coordinator.
7. The Final Portfolio Checklist signed by your Area Mentor and Administrator. The Final Portfolio Checklist is to ensure the portfolio is complete before submitting it to the District PDCP Coordinator.

The final portfolio will not be returned. It is kept on file for state audit. Participants are encouraged to keep a separate portfolio for their records.
Suggestions for Final Portfolio Assembly (I Teach Participants only):

a. All 20 “What to Submit Task Checklists” placed at the front of the portfolio with the completed Final Portfolio Checklist placed on top.
b. All work placed in a three-ring binder or on a Flash Drive/Disk.
c. Please refrain from enclosing documentation in plastic sheets.
d. Tasks arranged in block order with clearly labeled/highlighted sections.
e. Work (including narratives, reflections and analyses) should be typed in Times New Roman or Arial 12 pt. font.
f. All confidential information (student/parent/guardian last names, student ID numbers, phone numbers, and home or e-mail addresses) should be eliminated.

Professional Development Certification Program (PDCP) and Educator Support Program (ESP)

The new educator must complete both the Professional Development Certification Program (PDCP) and the Educator Support Program (ESP).
COMPONENTS OF THE PDCP

Florida Educator Accomplished Practices (FEAPs)

The new FEAPs were adopted by Florida’s State Board of Education in December 2010 and specify what the State expects teachers to know and be able to do. The updated FEAPs can be found on the Florida Department of Education website at http://www.fldoe.org/profdev/FEAPs/.

Tips on Classroom Management for Beginning Teachers (Tips 1)

The Tips on Classroom Management for Beginning Teachers (Tips 1) provides new educators with initial preparation identified as essential to their survival during the first few weeks in the classroom. The information presented includes a review of the FEAPs, Code of Student Conduct, rules and procedures, routines, working with groups through community groups/cooperative learning, building relationships with students and parents, and diversity in the classroom. PDCP Participants should register for the course via TrainU.

The Code of Ethics

The Code of Ethics outlines the expected behavior and deportment of all Florida educators. Carefully read the document and discuss any areas you are unsure of with your administrator or mentor.

https://vodcast.palmbeachschools.org/player/KKPZS

Personal Growth Plan

Each year, all teachers and instructional personnel must develop and maintain a Professional Growth Plan (PGP) as required by Florida Statute 1012.98. The PGP will address one district element of focus and one element chosen by the individual.

A PGP is an individual educator's plan that defines an element that the individual would like to improve on and links the professional development to the needs of the educator, the students, the school, and the School District. The responsibility for developing the plan and completing and documenting professional development activities belongs to the individual educator. The principal/administrative designee is responsible to review the plan and evaluate the success of the plan.

For more information please visit the Department of Professional Development’s website at: http://www.palmbeachschools.org/staffdev/
PARTICIPANTS

District PDCP Coordinator/On-line Assessor

The District PDCP Coordinator reviews applications, assigns passwords for access to the online curriculum content (FPDCP), checks on program implementation in each school, reviews and suggests updates to the material, and scores tasks. The District PDCP Coordinator establishes a source of support for the School-site Administrator. The District PDCP Coordinator sends a progress report of task completion to the participant and the building administrator three times a year. All final portfolios are submitted to the District PDCP Coordinator who exits participants from the program.

Area Mentor/On-Line Assessor

There are five PDCP Area Mentors, one for each area. The Area Mentor is the conduit between the District PDCP Coordinator and the participants in his/her group. The Area Mentor provides on-going support and guidance for task completion, facilitates cohort meetings, and may preview tasks and the portfolio prior to final submission to the District Alternative Certification Coordinator. The Area Mentor guides and assists participants as they progress through the FPDCP tasks, and refers them to resources as needed.

*Should a conflict arise between a PDCP participant and an Area Mentor, the participant may appeal to the District Professional Development Certification Program Coordinator for a replacement.

Building Administrator

The principal or PDCP/ESP Administrator arranges a time to conduct an initial observation. A meeting is scheduled with the new educator prior to the observation to discuss the process and answer questions. The building Administrator maintains contact with the new educator, offers support, and completes the final observation. The principal and PDCP/ESP Administrator complete the Competency Verification Report.

School-Site Mentor

This mentor is the primary school-site support for the PDCP participant. The School-site Mentor is part of the support team that conducts classroom observations, is readily available to assist the participant with immediate classroom advice and serves as a source for local school and community resources.
UNITS OF STUDY AND ASSESSMENT

Online Professional Preparation Content

Each participant completes Assessment Tasks in the content-specific FPDCP, an online professional preparation curriculum that addresses each of the FEAPs. These activities provide the learner with a “reflective practitioner” experience that parallels some aspects of the process for obtaining certification from the National Board for Professional Teaching Standards. The Florida Professional Development Certification Program begins at the Florida Department of Education FPDCP site at http://tracking.altcertflorida.org.

The FEAPs form the basis of the PDCP and are listed as follows:

- Instructional Design and Lesson Planning
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

The Assessment Tasks are the first opportunity you have to practice what you are reading about or experiencing in the classroom with some concrete and detailed feedback to help you improve. There are two types of assessment tasks:

- **Product assessments**
- **Performance assessments**
  These assessments are designed to provide information to both the PDCP participant and the support team on how well the participant is learning and demonstrating the FEAPs. The Area Mentor will guide the participant through the FPDCP. The District Professional Development Certification Program Coordinator/Online Assessor will provide feedback on assignments, apply the rubrics to the Assessment Tasks, maintain the assessment data from the rubrics, and inform the support team of each participant's on-going progress.

Each Assessment Task has several parts which include the following:

- **Task Description**: This is a brief summary of what the task is all about, including the product that you are to submit for evaluation or information about the observation process for performance assessments.

- **Standards Alignment**: Each of the Florida Educator Accomplished Practices has a set of indicators. To make sure that the assessment system covers the intent, depth, and breadth of the practice, each assessment task has been correlated to the indicators for that practice.
- **Rubric**: For each task in this assessment system, there is a rubric that gives all the criteria the District PDCP Coordinator will apply to your tasks. Thus, you have the opportunity to evaluate your own work before anyone else looks at it, knowing exactly what is required for optimal performance. PDCP Participants should pay close attention to the rubric and the "What to Submit Checklist" for each task.

- **Improvements Needed**: The Assessor has the opportunity to advise you on what you need to do to improve your work. If any aspect of the assessment is "unacceptable," you must address the improvements identified in these suggestions.

- **Comments**: The District PDCP Coordinator/Online Assessor will use this area to make specific comments.

**TIMELINE, TASKS, TEXTS, CONTACT INFORMATION AND SURVEYS**

**Timeline**

The suggested two-year time frame for program completion reflects activities, observations, the person responsible for each activity, and the time period in which activities are to be completed. The PDCP is designed to be completed in two years.

**Reading Component**

Each PDCP participant is required to complete Reading Competency 2: *Foundations of Research-Based Practices*. The course is designed to deliver current, relevant, scientifically-based and classroom-based information in reading to Pre-K-12 teachers. Evidence of successful completion of Reading Competency 2 is required.

**Professional Education Test, General Knowledge, and Subject Area Test**

Participants must achieve a passing score on the above mentioned tests in order to successfully complete the PDCP. The PDCP participant is responsible for registering, taking, and passing these tests prior to the expiration of his/her Temporary Certificate and prior to successful completion of the PDCP. (The General Knowledge Test must be taken and passed within the first year of employment and the Subject Area exam has to be taken and passed before the expiration of the temporary certificate.) Go to [www.fl.nesinc.com](http://www.fl.nesinc.com) to register for the tests.

* PDCP participants are required to self-register for Reading Competency 2: Foundations of Research-Based Practice. The Reading course must be completed within the PDCP Timeline.
List of Tasks by Portfolio

**Portfolio #1  Block 1**

- Introduction to the Professional Development Certification Plan
- Introduction to Florida Educator Accomplished Practices
- Introduction to State Content Standards
- Professional Development Goals and Strategies
- Classroom Management System
- Differentiated Instruction 1
- Communication Plan
- Collaborating for Student Achievement

**Portfolio #2  Block 2**

- Differentiated Instruction 2
- Parent – Teacher - Student Conference
- Rubric-Based Assessment
- Unit Plan 1
- Teacher and Student Interactions
- Ethics
- Student Evidence of Learning
- Higher Order Thinking
- Deepening and Enriching Content Knowledge

**Portfolio #3  Block 3**

- Unit Plan 1
- Professional Development Goals and Strategies
- Differentiated Instruction 3
Contact Information

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Victoria Brioc
District PDCP Coordinator
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Victoria.brioc@palmbeachschools.org

- **FPDCP Web Site**
  
The URL to access the Florida Alternative Certification Program (FACP) content is [http://tracking.altcertflorida.org](http://tracking.altcertflorida.org). Access the FACP content by clicking on “FACP” in the menu or “FACP Content” on the main page.

- **Palm Beach County Alternative Certification Web Site**

- **Palm Beach County Professional Development Web Site**

- **Reading Competency 2: Foundations of Research-Based Practice.** The course is currently offered by:
  

  Palm Beach State College

  The School District of Palm Beach County at: [http://courseregistration.palmbeach.k12.fl.us/](http://courseregistration.palmbeach.k12.fl.us/)