


# Professional Education Certification Program (PEC) for Mentors and Teachers

	<h2>Professional Education Competence Program (PEC) Statement of Eligibility</h2>
<p>Secure your SOE</p>	<p>The Official Statement is valid for three years and has two functions:</p> <ul style="list-style-type: none"> <li>• to officially state whether or not "you are eligible" for a Temporary Certificate or a Professional Certificate in the subject area you requested, and</li> <li>• to provide you with a customized list of the requirements you must complete to be issued full state certification in Florida.</li> </ul>
<p>SOE Requirements</p>	<p>The individual who has been teaching under a Temporary Certificate can move to the Professional Certificate with one of these pathways:</p> <ol style="list-style-type: none"> <li>1. Valid Certificate Issued by <a href="#">American Board for Certification of Teacher Excellence (ABCTE)</a> and Demonstration of Professional Education Competence in the Classroom</li> <li>2. <a href="#">Florida Professional Development Certification Program</a> and <b>Passing Florida Certification Examinations</b></li> <li>3. College Professional Training Option, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Passing Florida Certification Examinations</li> <li>4. Professional Preparation College Courses, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Passing Florida Certification Examinations</li> </ol>
<p>Tests</p>	<p><u><a href="#">FTCE - Florida Teacher Certification Examinations</a></u>: The FTCE is administered to educators seeking initial certification in the K-12 system. Educator candidates take one of 42 Subject Area examinations, as well as the General Knowledge Test and Professional Education Test. <b><i>The GK (all 4 sections) must be passed within one year of the hire date. The PET and SAE must be passed prior to program completion date.</i></b></p>
<p>PEC Program</p>	<p>A candidate for a Florida Professional Educator’s Certificate must demonstrate mastery of each of the six FEAPs. Individuals hired from other careers can use this program as on-the-job training to acquire the beginning teacher foundation for continued growth as a professional Florida educator. In addition to the course content, each new teacher is supported by a school-based mentor who will offer many opportunities to learn both as a reflective practitioner and through interactive dialogue with other teachers. Upon successful program completion, each participant will be able to apply for a Florida Professional Educator’s Certificate.</p>

# Professional Education Competence Program (PEC)

## Mentor's Guide

### Important Forms

#### Support Team Agreement

A team of two members, assigned by the site administrator (principal) is necessary to provide the support required by the district's New and Beginning Teacher Induction Program. The Principal will assign the school BT Administrator to monitor and evaluate the teacher. The signed agreement for authorizes in-service points toward teacher recertification. The Support Team Agreement form must be submitted to the Human Resources/Staff Development Department by September 30th.

#### PEC Mentor's Log

This log is used to guide mentor in planning a timeline for providing the required services to the new or beginning teacher (BT). Also, the log is used to document the dates and times services were delivered. Submit the completed log to the Human Resources/Staff Development Department by the April 30<sup>th</sup>.

#### Classroom Observation Documentation - Teacher Assessment –Part 1

- Use **Classroom Observation Documentation (Part 1 Teacher Assessment) Marzano Teacher Evaluation Plan Domains 1 and 2** as a tool to prepare the BT for the BT Administrator's classroom observations. Meet with BT prior to each of the observations. Review the form and discuss ways to demonstrate each "indicator" assessed.
- Schedule the first classroom observation prior to the administrator's first observation.
- Use Domains 1 and 2 to record notes of observation of the BT's classroom instruction.
- Provide feedback to the BT after each of the observations.
- After each observation, complete Domains 1 and 2 and provide a copy to the BT and the BT Administrator. Keep a copy for the portfolio.

#### Face to Face Conference -Teacher Assessment-Part 2

- Use **Face to Face Conference (Part 2-Teacher Assessment) Marzano Domains 3 and 4** to prepare the BT for the BT Administrator's face-to-face conference. Prior to the BT Administrator's conference, meet with the BT to review the form and discuss ways to demonstrate each "indicator" assessed.
- Guide the BT in collecting the appropriate materials and data to take to the BT Administrator's conference.
- Complete the Domains 3 and 4 with the BT to document preparation for the administrator's conference. Provide copies to the BT and the BT Administrator. Keep a copy for the portfolio.

#### PEC Documentation Checklist/Verification Form

Use this form to review and approve the BT's documentation folder. This form requires the principal's signature to verify completion of the PEC Program requirements.

## **PEC Program Overview for the Mentor**

### **Purpose of the PEC Program**

The PEC Program is designed for teachers holding temporary certificates who are required by the State to complete a professional education competence program and to complete three or fewer college education courses in order to earn a Florida Educator's Professional Certificate.

**Note:** Completion of the PEC Program does not ensure eligibility for a professional certificate. Upon completion, the PEC teacher is solely responsible for completing the remaining requirements stipulated on his/her Official Statement of Eligibility (SOE) issued by the Florida Department of Education (FDOE).

The year-long program provides district-and school-based support leading to effective teacher performance and student achievement. Each PEC teacher will work with a school-based support team to demonstrate mastery of the Professional Education Competencies embedded in the Florida Accomplished Practices (FEAP). PEC teachers will learn through one-on-one mentoring by the PEC Mentor, online coursework, and on-site training provided by the school. The district provides additional support to the BTs, along with training and support for PEC Mentors.

### **Eligibility Requirement**

To be eligible for the PEC Program, BTs must meet the following criteria:

- Hold a valid Florida Educator's Temporary Certificate.

### **PEC Program Costs**

Teachers who elect to participate in the PEC Program are fully responsible for paying the costs of examinations, FLDOE application fees, and college education courses.

### **Florida Teacher Certification Examinations**

State law requires teachers with temporary certificates to pass three examinations: The General Knowledge (GK); the Subject Area Examination (SAE); and the Professional Education Test. The GK must be passed within Year 1 of the program start date. The required Subject Area Examination and Professional Education Test must be passed by the end of the program completion date.

## **BT Training**

### **PEC Survival Training**

- Investigation of District website and Human Resources/Staff Development pages
- Introduction to Policies/Laws Regulating Professional Conduct, including Reporting Child Abuse
- Legal Mandates---ESOL/ELL Training Requirements and Exceptional Student Education Requirements
- Introduction to the Florida Accomplished practices (FEAP)
- Understanding Your Statement of Status of Eligibility (SOE)

### **Beacon Online Courses for PECs**

- Classroom Management
- Professional Practices for Educators
- Student Advocacy and Legal Issues

## **On-Site Training**

- Preparation for **Classroom Observation Documentation (Part 1 Teacher Assessment) Marzano Teacher Evaluation Plan Domains 1 and 2**
- Preparation for **Face to Face Conference (Part 2-Teacher Assessment) Marzano Teacher Evaluation Plan Domains 3 and 4**

## **Assessment of BT's Progress**

Copies of the following assessments will be used to document the PEC teacher's progress toward demonstrating mastery of the FEAP and Professional Education Competencies:

- Copy of the Individual Professional Development Plan (IPDP), Educator's Professional Learning Plan on <http://my.paec.org/>, or Deliberate Practice Score Plan (signed by administrator)
- Copy of **Marzano Teacher Evaluation Plan Domains 1 and 2** observations  
√ 2 by PEC Mentor and 2 by BT Administrator
- Copies of **Marzano Teacher Evaluation Plan Domains 3 and 4**  
√ 1 face-to-face conference with PEC Mentor and 1 with BT Administrator

## **Documentation Portfolio**

The district obligates the BT to document completion of the program requirements. As PEC teacher completes each requirement, he/she will place the documentation in his/her binder and submit to the PEC Mentor upon completion due date. Use the PEC Documentation Checklist/Verification form to review and approve portfolio.

## **PEC Program Completion Due Date**

Prior to the Principal's reappointment deadline or by April 30<sup>th</sup>, portfolios should be ready for approval.

## **PEC Program Support**

The PEC program support provides the training and guidance for the beginning teacher's success in the program and in the classroom. An administrator, generally a principal, and an experienced teacher (mentor) serve on the Support Team. The district provides additional support for the BTs and their mentors, while Beacon Educator, the distance learning provider, employs online facilitators to assist BTs in completing required online courses.

## **Support Team**

The team meets on a regular basis throughout the year to assess the PEC's needs; monitor progress in meeting program requirements and in documenting mastery of the FEAP; and to plan appropriate support activities or interventions as needed.

## **PEC Mentor**

The PEC Mentor is responsible for training and guiding the BT. The duties are assigned as follows:

- Design and coordinate on-site training sessions based on BT's needs and program requirement.
- Answer questions and offer guidance on issues related to academic content, classroom management, school culture/expectations, and continuous improvement.
- Conduct classroom observations using Marzano's Domains 1 - 4 to document mastery of the FEAP and to prepare BT for the administrator's observation. (Crosswalk is available.)

- Monitor BT's progress in meeting program requirements including completion of online courses and passing required tests.
- Review BT's program documentation folder, using the PEC Documentation Checklist/Verification form.
- Approve documentation portfolio and verify program completion
- Submit documentation folder to the Human Resources/Staff Development Department
- Submit PEC Mentor Log

### **BT Administrator**

The major role is to evaluate the participant's mastery of the FEAP using the following:

- **Marzano Teacher Evaluation Plan Domains 1 and 2** (classroom observations)
- **Marzano Teacher Evaluation Plan Domains 3 and 4** (face-to-face conference)
- Individual Professional Development Plan (IPDP), Educator's Professional Learning Plan on <http://my.paec.org/>, or Deliberate Practice Score Plan (signed by administrator)
- The BT Administrator also provides feedback, notes progress, and plans interventions for the BT.

### **District Support**

Members of the Gadsden County Schools Staff Development Department

- Oversee participant enrollment
- Provide training and support for the BT and BT Mentors.
- Coordinate and monitor program implementation at the district and school levels.
- Work collaboratively with the consultants from Beacon Educator.
- Coordinate services of collaborative partners who provide university and community support.
- Provide Human Resources/Staff Development Department documentation of PEC Program completion.

### **Beacon Educator Online Support**

Beacon Educator employs and trains experienced teachers to provide support as PEC teacher completes the three (#) required online courses. These facilitators

- Answer questions from BT to clarify issues within the online courses.
- Maintain a course log documenting BT's completion of assignments for each course.
- Assess BT's completed assignments for each course.
- Discuss specific concerns.
- Provide additional assignments needed to ensure BT's successful demonstration of each FEAP.

# Support Team Agreement

Beginning Teacher \_\_\_\_\_ Date of Hire \_\_\_\_\_

School \_\_\_\_\_ Certification Area(s) \_\_\_\_\_

Beginning Teacher Program Selection     ACP             COE             PEC

Teaching Assignment \_\_\_\_\_ BT Signature \_\_\_\_\_

A team of two members, selected by the school principal, is necessary to provide the support required by the district's new teacher induction programs. The following persons have agreed to serve on this teacher's Support Team:

## Building-Level Administrator

Name \_\_\_\_\_ Position \_\_\_\_\_

Certification Area(s) \_\_\_\_\_

Building-Level Administrator Signature \_\_\_\_\_

## Beginning Teacher Mentor

Name \_\_\_\_\_ Position \_\_\_\_\_

Certification Area(s) \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Note: This form is to be completed by the BT mentor and submitted to the Human Resources/Staff Development Department by September 30<sup>th</sup>. The BT Mentor will be awarded 60 in-service points upon the Beginning Teacher's successful completion of the program.

### Mail or scan completed form to:

Human Resources/Staff Development Department  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351  
Phone: 850.627.9651  
Fax: 850.627. 2760

# Reflection Log

Beginning Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Discussion Topic:	Start Time:	End Time:	Total Time:	Date:
Write a reflection about one new understanding based on your activity (meeting with mentor, in-service, video, and other training). Explain how you applied your new understanding in the classroom.				

Discussion Topic:	Start Time:	End Time:	Total Time:	Date:
Write a reflection about one new understanding based on your activity (meeting with mentor, in-service, video, and other training). Explain how you applied your new understanding in the classroom.				

Discussion Topic:	Start Time:	End Time:	Total Time:	Date:
Write a reflection about one new understanding based on your activity (meeting with mentor, in-service, video, and other training). Explain how you applied your new understanding in the classroom.				

# Professional Education Competence Program (PEC) Checklist/Verification Form

Beginning Teacher: \_\_\_\_\_ School: \_\_\_\_\_

	Section Title	Mentor's Signature	Administrator's Signature
1	<p>Test Score Documentation <b><i>*Indicate date of completion in space next to each requirement.</i></b></p> <p>Copies of score reports for:</p> <p>____ General Knowledge Test: Math, Reading, Language, Essay sections</p> <p>____ Subject-area Examination</p> <p>____ Professional Education Test</p>		
2	<p>Survival Training (no written documentation required) <b><i>*Indicate date of completion in space next to each requirement.</i></b></p> <p>____ Exploration of Gadsden District website, Human Resources/Staff Development pages, and FLDOE website as it pertains to certification and teachers  <a href="http://www.fldoe.org/teaching/certification/">http://www.fldoe.org/teaching/certification/</a>  <a href="http://www.fldoe.org/teaching/just-for-teachers-community/">http://www.fldoe.org/teaching/just-for-teachers-community/</a>  <a href="http://www.fldoe.org/academics/standards/">http://www.fldoe.org/academics/standards/</a></p> <p>____ Policies/Laws Regulations professional Conduct</p> <p>____ Introduction to FEAP/Professional Education Competencies or Completion Statement for <b><i>FEAP Mastery through the Gadsden County Teacher Induction Program</i></b> form</p> <p>____ Legal Mandates</p> <p>____ Understanding the Statement of Eligibility</p>		
3	<p><b>Classroom Observation Documentation of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 through 4</b> <b><i>*Indicate date of completion in space next to each requirement.</i></b></p> <p><b>Copies of:</b></p> <ul style="list-style-type: none"> <li>• Marzano Teacher Evaluation Teacher Assessment - Domains 1 and 2 (planning and <i>classroom observation</i>) – PEC Mentor (preparation purposes only) ____</li> <li>• Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and <i>classroom observation</i>) – PEC Administrator ____</li> </ul>		



	<b>Section Title</b>	<b>Mentor's Signature</b>	<b>Administrator's Signature</b>
4	<p><b>Face-to-Face Conference of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 through 4</b>  <i>*Indicate date of completion in space next to each requirement</i>  <b>Copies of:</b></p> <ul style="list-style-type: none"> <li>• Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference, reflection and collegiality/professionalism) – PEC Mentor (preparation purposes only)___</li> <li>• Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference, reflection and collegiality/professionalism) – PEC Administrator___</li> </ul>		
	<ul style="list-style-type: none"> <li>• Individual Professional Development Plan (IPDP); Educator's Professional Learning Plan on <a href="http://my.paec.org/">http://my.paec.org/</a>, or Deliberate Practice Score Plan ___</li> </ul>		
5	<p><b>Beacon Online Courses</b>  <i>*Indicate date of completion in space next to each requirement.</i>  Program transcript for:  ___ Classroom Management  ___ Professional Practices for Educators  ___ Student Advocacy and Legal Issues</p>		
6	<p><b>On-site Training Reflection Journal</b>  <i>*Indicate date of completion in space next to each requirement.</i>  Copies of  <b>Reflections on Meetings with BT Mentor</b>  ___ Preparation for <b>Classroom Observation of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 - 4</b>  ___ Preparation for <b>Face-to-Face Conference of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 - 4</b>  Others  ___ <b>Standards Resources</b> from <a href="http://fldoe.org">fldoe.org</a> and <b>Marzano Learning Map Resources</b>  ___ <b>6A-10.081 Principles of Professional Conduct for the Education Profession in Florida</b>  ___ <b>FEAP and Marzano Crosswalk</b></p>		

# Verification of PEC Program Completion

and demonstration of Professional Education Competence

Program Completion Verified by _____ <i>Mentor</i>	Date _____
Program Completion/Mastery of FEAP/Professional Education Competencies	
Approved by _____ <i>Principal</i>	Date _____

Note to PEC Mentor:

Place the completed Verification Form in the front of the BT Portfolio along with completed Mentor log and other required documents and submit to Human Resources/Staff Development Department for final approval.

**HR Department Use Only --- Received**

Human Resources/Staff Development Office Representative Approved by \_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**

# Professional Education Competence (PEC) Program

## Mentor's Log

Beginning Teacher (print) \_\_\_\_\_ School \_\_\_\_\_

Mentor (print) \_\_\_\_\_ Mentor Signature \_\_\_\_\_

This log verifies the required mentoring services I have provided for the above named PEC Beginning Teacher assigned to me this year.

	<b>Required Mentoring Services for PEC</b> <i>(Before, During and After Contract Hours)</i>	Date	Start Time – End Time
1	Welcomed BT and provided opportunities for BT to meet other teachers.		
2	Completed BT's Support Team Agreement and sent form to HR/SD Office.		
3	Set up my documentation folder to keep BT's completed documents on file.		
4	Met with BT to review the requirements of the PEC Program; helped create a plan for meeting requirements by the due date, including On-Site Training sessions.		
5	Met with BT to assist in scheduling FDOE tests for earliest possible dates.		
6	Met with BT's team leader or department head to discuss BT's grade-level and subject-area needs.		
7	Assisted BT in developing school-based IPDP.		
8	Met with BT to study the Domains 1 and 2 forms; gave suggestions for preparing for observation; set date for first observation (prior to BT Administrator's observation).		
9	Held first pre-observation conference with BT.		
10	Held first classroom observation using Domains 1 and 2.		
11	Held first post-observation conference with BT, providing feedback.		
12	Completed mentor Observation #1 form; provided copies to BT and to the BT Administrator.		
13	Met with BT Administrator, to review findings from administrator's first classroom observation.		
14	With BT Administrator, planned interventions---if needed.		
15	Met with BT to review Support Team's findings from first classroom observations.		
16	With BT, discussed interventions or additional support, if needed.		
17	Met with BT to review competency study packet---		
18	Met with BT to study and complete Domains 3 and 4 ---to prepare BT prior to the administrator's evaluation conference. Provided copies to BT and BT Administrator.		
19	Met with BT to discuss his/her progress in completing program requirements, using the PEC Checklist/Verification form. Check progress in completing Beacon online courses.		
20	Held second pre-observation meeting with BT.		
21	Held second classroom observation using Domains 1 -4.		
22	Held second post-observation meeting with BT, providing feedback.		
23	Completed Mentor Observation # 2 form; provided copies to BT and BT Administrator.		
24	Met with BT to monitor progress in completing PEC Program requirements (Using PEC Documentation Checklist/Verification form).		
25	Met with BT for final review of BT's PEC Program documentation folder/checklist; signed the FEAP Mastery Verification Form completed by BT.		

26	Met with the Principal to obtain his/her signature on the both--- the FEAP Mastery Verification Form and Program Completion Verification form.		
27	Submitted approved PEC documentation portfolio to Human Resources / Staff Development Department.		

Teacher \_\_\_\_\_ Date \_\_\_\_\_

**Florida Educators Accomplished Practices Mastery  
Verification Documentation**

*Please document satisfactory or unsatisfactory demonstration of the Florida Educators Accomplished Practices.*

**Satisfactory/Unsatisfactory**

<b>S/U</b>	<b>Accomplished Practice</b>
	<b>Quality of Instruction</b>
	<p><b>1. Instructional Design and Lesson Planning</b>  <b>Applying concepts from human development and learning theories, the effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>• Aligns instruction with state-adopted standards at the appropriate level of rigor;</li> <li>• Sequences lessons and concepts to ensure coherence and required prior knowledge.</li> <li>• Designs instruction for students to achieve mastery;</li> <li>• Selects appropriate formative assessments to monitor learning;</li> <li>• Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and</li> <li>• Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li> </ul>
	<p><b>2. The Learning Environment</b>  <b>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>• Organizes, allocates, and manages the resources of time, space, and attention;</li> <li>• Manages individual and class behaviors through a well-planned management system;</li> <li>• Conveys high expectations to all students;</li> <li>• Respects students' cultural, linguistic and family background;</li> <li>• Models clear, acceptable oral and written communication skills;</li> <li>• Maintains a climate of openness, inquiry, fairness and support;</li> <li>• Integrates current information and communication technologies;</li> <li>• Adapts the learning environment to accommodate the differing needs and diversity of students; and</li> <li>• Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</li> </ul>

	<p><b>3. Instructional Delivery and Facilitation</b>  <b>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</b></p>
	<ul style="list-style-type: none"> <li>• Deliver engaging and challenging lessons;</li> <li>• Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</li> <li>• Identify gaps in students’ subject matter knowledge;</li> <li>• Modify instruction to respond to preconceptions or misconceptions;</li> <li>• Relate and integrate the subject matter with other disciplines and life experiences;</li> <li>• Employ higher-order questioning techniques;</li> <li>• Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</li> <li>• Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</li> <li>• Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and</li> <li>• Utilize student feedback to monitor instructional needs and to adjust instruction.</li> </ul>
	<p><b>4. Assessment</b>  <b>The effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>• Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;</li> <li>• Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</li> <li>• Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</li> <li>• Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;</li> <li>• Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and</li> <li>• Applies technology to organize and integrate assessment information.</li> </ul>
<p><b>Continuous Improvement, Responsibility and Ethics</b></p>	
	<p><b>5. Continuous Professional Improvement</b>  <b>The effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>• Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;</li> <li>• Examines and uses data-informed research to improve instruction and student achievement;</li> <li>• Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</li> <li>• Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and implements knowledge and skills learned in professional development in the teaching and learning process.</li> </ul>
	<p><b>6. Professional Responsibility and Ethical Conduct</b>  <b>The effective educator consistently:</b></p>
	<p>Understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.</p>

**DOCUMENT OF COMPLETION STATEMENT FOR FEAP MASTERY THROUGH  
GADSDEN COUNTY  
TEACHER INDUCTION PROGRAM**

**TEACHER'S NAME:** \_\_\_\_\_

**SOCIAL SECURITY NUMBER:** \_\_\_\_\_

**START DATE:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**TEACHING ASSIGNMENT:** \_\_\_\_\_

It is my professional opinion that \_\_\_\_\_, a beginning teacher in the Gadsden County School District \_\_\_\_\_ HAS \_\_\_\_\_ HAS NOT successfully mastered the FEAP through the Gadsden County Teacher Induction Program.

\_\_\_\_\_ 1<sup>st</sup> Year in Program – 2016 -2017

\_\_\_\_\_ 2<sup>nd</sup> Year in Program – 2017 -2018

\_\_\_\_\_ 3<sup>rd</sup> Year in Program – 2018 -2019

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

# Florida Educator Accomplished Practices (FEAP)

*(For mentor's use only)*

## **What are the Florida Educator Accomplished Practices (FEAP)?**

The Florida Educator Accomplished Practices (FEAP) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected to know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on (1) high expectations, (2) knowledge of subject matter, and the (3) standards of the profession. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. (FDOE)

## **History of Florida's Educator Accomplished Practices**

The FEAP were established in 1998 through State Board of Education Rule 6A-5.065. They were updated in December 2010 to reflect contemporary research on educational practice. The Educator Accomplished Practices serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems. (FDOE)

## **What are the Indicators?**

Each FEAP includes a brief description of the practices and lists of indicators (critical skill areas). The indicators are samples of actions or behaviors that evaluators (professors, cooperating teachers, principals etc.) may be looking for when they evaluate your work. This helps them to determine if you are mastering the FEAP. (FDOE)

## **How are the FEAPs used in the PEC program?**

Many of your assignments will be designed to help you develop these skills. The PEC Mentor will be evaluating progress on the FEAPs through completion. The portfolio artifacts are based on the FEAP. The BT must demonstrate competency in all (6) to complete the program and be recommended for certification.

## **FEAP Self-Assessment:**

Attached is a FEAP self-assessment. Review each of the practices and indicate BT's current level of competency in each critical skill area. (This document is to be shared among all support staff and submitted in PEC mentor's portfolio.)



**Florida Educator Accomplished Practices Self-Assessment for Mentor's Documentation**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

PEC Mentor \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:** Beside each critical skill listed below, supply the score that best describes teacher's level of competency in Florida Educator Accomplished Practices (FEAP) at this time.

**SCORING:**

- 1 = Considers teacher a beginner with this skill.
- 2 = Teacher is familiar with this skill but need increased knowledge/practice.
- 3 = Believes that teacher is very competent in this area.

**Competency Target and Critical Skills**

**(A) Quality of Instruction**

- 1. Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

<u>Score</u>	<u>Critical Skills:</u>
_____	(a): Aligns instruction with state-adopted standards at appropriate level of rigor.
_____	(b): Sequences lesson and concepts to ensure coherence and required prior knowledge.
_____	(c): Designs instruction for students to achieve mastery.
_____	(d): Selects appropriate formative assessments to monitor learning.
_____	(e): Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
_____	(f): Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

- 2. The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

<u>Score</u>	<u>Critical Skills:</u>
_____	(a): Organizes, allocates, and manages the resources of time, space, and attention.
_____	(b): (Assessed and evaluated on the Lesson Plan-Management Techniques). Manages individual and class behaviors through a well-planned management system.
_____	(c): Conveys high expectations to all students.
_____	(d): Respects students' cultural, linguistic and family background.
_____	(e): Models clear, acceptable oral and written communication skills.
_____	(f): Maintains a climate of openness, inquiry, fairness and support.
_____	(g): Integrates current information and communication technologies.
_____	(h): Adapts the learning environment to accommodate the differing needs and diversity of students.
_____	(i): Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Deliver and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

<u>Score</u>	<u>Critical Skills:</u>
_____	(a): Deliver engaging and challenging lessons.
_____	(b): Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
_____	(c): Identify gaps in students' subject matter knowledge.
_____	(d): Modify instruction to respond to preconceptions or misconceptions.
_____	(e): Relate and integrate the subject matter with other disciplines and life experiences.
_____	(f): Employ higher-order questioning techniques.
_____	(g): Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
_____	(h): Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
_____	(i): Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
_____	(j): Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment.** The effective educator consistently:

<u>Score</u>	<u>Critical Skills:</u>
_____	(a): Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
_____	(b): Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
_____	(c): Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
_____	(d): Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
_____	(e): Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
_____	(f): Applies technology to organize and integrate assessment information.

**(B) Continuous Improvement, Responsibility and Ethics**

**1. Continuous Professional Improvement.** The effective educator consistently:

<u>Score</u>	<u>Critical Skills:</u>
_____	(a): Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs.
_____	(b): Examines and uses data-informed research to improve instruction and student achievement.
_____	(c): Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
_____	(d): Engages in targeted professional growth opportunities and reflective practices.
_____	(e): Implements knowledge and skills learned in professional development/TCP in the teaching and learning process.

- 2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

Score

Critical Skills:

- \_\_\_\_\_ (a): I make reasonable effort to protect the student from conditions harmful to learning and/or the students' mental and/or physical health and/or safety.
- \_\_\_\_\_ (b): I encourage a student's independent action in pursuit of learning.
- \_\_\_\_\_ (c): I provide for a student access to diverse points of view.
- \_\_\_\_\_ (d): I take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- \_\_\_\_\_ (e): I do not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- \_\_\_\_\_ (f): I do not use institutional privileges for personal gain or advantage.
- \_\_\_\_\_ (g): I do not –on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background- deny to colleagues professional benefits or advantages or participation in any professional organization.
- \_\_\_\_\_ (h): I support a colleague's right to exercise political or civil rights and responsibilities.

# Professional Education Competence Program (PEC)

## Teacher's Section

Some of the forms and information needed are in the Mentor's Section pages 1 – 10.

# PEC Program Overview for the Beginning Teacher

## Requirements

### Purpose of the PEC Program

The PEC Program is designed for teachers holding temporary certificates who are required by the State to complete a professional education competence program and to complete three or fewer college education courses in order to earn a Florida Educator’s Professional Certificate.

**Note:** Completion of the PEC Program does not ensure eligibility for a professional certificate. Upon completion, the PEC teacher is solely responsible for completing the remaining requirements stipulated on his/her Official Statement of Eligibility (SOE) issued by the Florida Department of Education (FDOE).

The year-long program provides district-and school-based support leading to effective teacher performance and student achievement. Each PEC teacher will work with a school-based support team to demonstrate mastery of the Professional Education Competencies embedded in the Florida Accomplished Practices (FEAP). PEC teachers will learn through one-on-one mentoring by the PEC Mentor, online coursework, and on-site training provided by the school. The district provides additional support to the BTs, along with training and support for PEC Mentors.

### Eligibility Requirement

To be eligible for the PEC Program, BTs must meet the following criteria:

- Hold a valid Florida Educator’s Temporary Certificate.

### PEC Program Costs

Teachers who elect to participate in the PEC Program are fully responsible for paying the costs of examinations, FLDOE application fees, and college education courses.

## PEC Program Requirements:

### 1. Florida Teacher Certification Examinations

State law requires teachers with temporary certificates to pass three examinations:

- General Knowledge (GK);
- Subject Area Examination (SAE);
- Professional Education Test.

Note: The GK must be passed within Year 1 of the program start date. The required Subject Area Examination and Professional Education Test must be passed by the end of the program completion date.

1. **The General Knowledge Test** assesses the skills and knowledge all candidates need to begin effective careers as professional educators. See [www.fl.nesinc.com](http://www.fl.nesinc.com)

<b>Format</b>	Computer-based test (CBT); Essay Subtest: 1 essay ELS Subtest: approximately 40 multiple-choice questions Reading Subtest: approximately 40 multiple-choice questions Mathematics Subtest: approximately 45 multiple-choice questions
<b>Time</b>	Essay Subtest: 50 minutes ELS Subtest: 40 minutes Reading Subtest: 55 minutes

	Mathematics Subtest: 1 hour and 40 minutes If you take all 4 subtests in a single session, you will receive a 15-minute break.
<b>Passing Score</b>	Essay Subtest: At least 8 out of 12 points ELS, Reading, and Mathematics Subtests: a scaled score of at least 200 per subtest Examinees must pass all 4 subtests to pass the GK
<b>Test Fee</b>	<b>First attempt</b> ⓘ: \$130 (any combination of subtests) <b>Retake</b> ⓘ: \$150 (any combination of subtests)

**Special note:** Florida law requires that you pass the GK within one year of the first hire date in a Florida public school. If you do not meet that deadline, you will not be able to teach in any Florida public school while you hold a temporary certificate.

**Note:** Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in [Rule 6A-4.0021\(12\), F.A.C.](#), on test sections of the GRE® revised General Test

- GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay
- GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics
- GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

## 2. Subject-Area Test

You may demonstrate mastery of Subject Area Knowledge as follows:

**For Bachelor's degree level subjects:** Achievement of a passing score on the appropriate subject area examination\* earned no more than ten (10) years prior to the date of application

**For Master's degree level subjects:** Completion of the required degree and content courses listed in State Board rule for the subject and achievement of a passing score on the appropriate Florida subject area examination\* earned no more than ten (10) years prior to the date of application

### For all subject areas:

Hold a valid standard certificate in the subject area applied for from a US state or territory (See Reciprocity), or

Hold a valid certificate in the subject area applied for issued by the National Board for Professional Teaching Standards (See Chart) or the American Board for Certification of Teacher Excellence

**\*Note:** There are a few subject areas for which no examination has been developed. For these areas the Bureau will provide you with specific instructions for completing subject requirements after you have applied for a certificate.

<b>Format</b>	Computer-based test (CBT); approximately 120 = 220 multiple-choice questions; English - multiple-choice section: approximately 80 multiple-choice questions and Written Performance Section: 1 essay; Foreign Language - Computer-based test (CBT); approximately 80 multiple-choice questions, 1 essay, 5 speaking assignments
<b>Time</b>	2 hours and 30 minutes - 4 hours 30 minutes
<b>Passing Score</b>	A scaled score of at least 200
<b>Test Fee</b>	<b>First attempt</b> ⓘ: \$200 <b>Retake</b> ⓘ: \$220 (varies for subtests)

## 3. Professional Education Test

<b>Format</b>	Computer-based test (CBT); approximately 120 multiple-choice questions
<b>Time</b>	2 hours and 30 minutes Any time taken for breaks is considered part of your available testing time.
<b>Passing Score</b>	A scaled score of at least 200; Written Performance Section: At least 8 out of 12 points You must pass both sections in order to pass this examination.
<b>Test Fee</b>	<b>First attempt</b> ⓘ: \$150 <b>Retake</b> ⓘ: \$170

**Table of Competencies, Skills, and Approximate Percentages of Questions**

<b>Competency/Skills</b>	<b>Approximate %</b>
Knowledge of instructional design and planning	<b>18%</b>
Knowledge of appropriate student-centered learning environments	<b>15%</b>
Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter	<b>18%</b>
Knowledge of various types of assessment strategies for determining impact on student learning	<b>14%</b>
Knowledge of relevant continuous professional improvement	<b>12%</b>
Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida	<b>9%</b>
Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)	<b>7%</b>
Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning	<b>7%</b>

**2. BT Training, refer to pages 3-4 in Mentor’s Section.**

**PEC Survival Training...required**

**Beacon Online Courses for PEC Program**

**On-Site Training**

**Assessment of BT’s Progress**

**PEC Program Completion Due Date**

**PEC Program Support, refer to pages 4-5 in Mentor’s Section**

The PEC program support provides the training and guidance for the beginning teacher’s success in the program and in the classroom. An administrator, generally a principal, and an experienced teacher (mentor) serve on the Support Team. The district provides additional support for the BTs and their mentors, while Beacon Educator, the distance learning provider, employs online facilitators to assist BTs in completing required online courses.

**Documentation**

**Data Collection** – Place copies of your score reports indicating **passing** scores on each of the tests and test sections listed above.

**Florida Educator Accomplished Practices - Gadsden County Instructional Evaluation System’s Connection to Florida Educator Accomplished Practices**

Gadsden School District strives to improve student academic performance by identifying specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding instructional personnel both for using these practices and for successfully raising student achievement. The operating premise is that all instructional personnel can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and achievement outcomes includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been aligned in a crosswalk format for each

**Florida Educator Accomplished Practices** in accordance with [Rule 6A-5.030(2) (b) 3. F.A.C.], ensuring the appropriateness of the Marzano model for measuring FEAP.

[http://www.marzanoevaluation.com/files/FEAPs\\_Crosswalk\\_Marzano.pdf](http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf)

**A. Self-Assessment**

The Florida Educator Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems. They are set forth in rule as Florida’s core standards for effective educators. For each of the indicators, indicate what you feel is your current level of ability in doing what’s described by that statement. For scoring purposes, use the following guide:

- 1 = I consider myself a beginner with this skill.
- 2 = I am familiar with this skill but need increased knowledge/practice.
- 3 = I believe that I am very competent in this area.

Mentor teachers will document/verify performance using a separate form to share with administrator and beginning teacher as progress is made through the entire program.

**B. Florida Educator Accomplished Practices Monitoring Sheet for *Mentor’s Use***

Mentor Teacher will supply a score that best describes teacher’s level of competency in the Educator Accomplished Practice (FEAP) after each observation for progress monitoring the final verification/documentation which is shared with administrator and beginning teacher.

**C. Classroom Observations (Teacher Assessment)**

Marzano Teacher Evaluation Plan (Part 1 Teacher Assessment) - To complete the PEC Program, the teacher must be able to demonstrate mastery of the FEAP and Professional Education Competencies which are aligned to the Marzano Teacher Evaluation Model that Gadsden County currently uses. Teachers will be observed using Domains 1-4.

<b>Marzano Observation Instruments</b>	<b>Location in Evaluation Plan</b>	<b>Cycle</b>
<b>Domain 1:</b> Overall Classroom Strategies and Behavior Form	Appendix D	2, 5, 8
<b>Domain 2:</b> Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E	1
<b>Domain 2:</b> Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F	4
<b>Domain 2:</b> Planning Conference Structured Interview Enacting on the Spot	Appendix G	7
<b>Domain 3:</b> Planning Conference Structured Interview Reflecting on Teaching	Appendix H	3, 6, 9
<b>Domain 4:</b> Planning Conference Structured Interview Collegiality and Professionalism	Appendix I	10



The PEC Mentor will help prepare teacher for the administrator's observation. Prior to the administrator's visits, the mentor will review Domains 1-4 with teacher; conduct a classroom observation; and provide feedback to teacher on each element listed on the form.

### **Data Collection**

The BT Administrator and PEC Mentor will use the Marzano Teacher Evaluation Plan (Domains 1-4) to record data collected from the following sources:

- Discussion with teacher and current students
- Lesson plan reviews
- Classroom observations of lessons presented to students

### **PEC Mentor's Observations**

The PEC Mentor's first observation will help you prepare for the administrator's first observation. Meet with the mentor to review the Marzano Plan (Domains 1-4 forms) and plan the observation. After the observation, the mentor will provide feedback to make sure you are ready for the BT Administrator's first formal observation.

The PEC Mentor will conduct one additional observation in classroom (using the same observation tools). After the observation, the mentor will provide feedback to make sure BT is ready for the BT Administrator's second formal observation (usually in the second semester).

The mentor may elect to conduct additional classroom observations as needed to mark level of preparedness or competency on the Marzano Teacher Evaluation Plan.

### **BT Administrator's Observations**

The principal generally serves as BT Administrator or may appoint another administrator to serve in that role. The first formal classroom observation is during the first semester of the current school year. Following the Gadsden County Instructional Evaluation System assures adherence to protocol. Meeting prior to observation to discuss lesson plans and afterwards for reflection are standard practice and expected. Lesson plans and all documentation forms are to be archived in the portfolio. The BT will conduct one or more observations within the first 90 days after the hire date. Marzano Domain forms will be used to further document mastery of required FEAP. Other observations may follow as needed to earn a Highly Effective or Effective evaluation.

### **Classroom Observations Required for the PEC Program**

The program requires four classroom observation:

- Two by the PEC Mentor (*preparation purposes only*)
- Two by the BT Administrator

Keep copies of completed forms in the PEC Portfolio.

### **D. Face to Face Conference (Teacher Assessment) continues**

#### **Purpose of the Conference**

To further document/demonstrate competency of the FEAP, the BT Administrator will meet with BT in a face-to-face conference for elicit responses to specific questions and to collect documents to support answers.

#### **Documentation**

Along with the documentation to support Marzano's Domains 1-4, documentation from **Florida Educator Accomplished Practices Self -Assessment** demonstration growth and competency may be used for this purpose. **Standards Resources** from [fldoe.org](http://fldoe.org) and **Marzano Learning Map Resources** may also serve as documentation to fulfill this requirement.

#### **Data Collection**

The BT Administrator and PEC Mentor will use the Marzano Teacher Evaluation Plan to record data collected from the following sources:

- Individual conference
- Individual Professional Development Plan (IPDP), Educator’s Professional Learning Plan on <http://my.paec.org/>, or Deliberate Practice Score Plan
- Review of daily lesson plans
- Copies of classroom assessments previously administered by BT
- Sample emails to and from parents of students
- Parent contact log
- Evidence of completion of all three of the Beacon online courses:  
Classroom Management  
Student Advocacy and Legal Issues  
Professional Practices for Educators
- Evidence of adherence to **6A-10.081 Principles of Professional Conduct for the Education Profession in Florida**

**PEC Mentor’s Conference**

PEC Mentor will engage BT in a conference to assist in preparing for the BT Administrator’s conference for further documenting/demonstrating competency of the FEAP. BT meets with PEC Mentor to

- Review FEAP and Marzano Teacher Evaluation Plan documentation (Appendices D-I, and M).
- Plan data sources that will be taken to administrator’s conference.
- Discuss responses needed during the administrator’s conference.

BT Administrator’s Evaluation Conference should be conducted within 90 days after hire date. After the conference has been conducted, the administrator will provide BT with a completed assessment form (Appendix M - Gadsden County Annual Evaluation Report for Category I Teachers: 1-3 Years of Service) for the documentation folder.

Additional conferences may be scheduled if needed to document mastery of the FEAP.

**Conference Requirement for the PEC Program**

- One by the PEC Mentor (*preparation purposes only*)
- One by the BT Administrator
- 

**E. Beacon Educator Online Courses for PEC Program**

**Required Courses**

The following online courses are required for completion of the PEC Program. They focus on several of the FEAP and Professional Education Competencies:

Classroom Management – Explore the need for a proactive management system and design management tools for the classroom. Learn management strategies, explore a maintenance program and develop routines for the beginning and ending of class.

Professional Practices for Educators – practice decision-making skills on issues such as school safety and security procedures, educational liability, professional responsibilities, and ethics in video-based course.

Student Advocacy and legal issues – Explore the teacher’s role as student advocate. Examine the ethical expectations and obligations. Investigate the legal issues in district policies, state statutes, and federal guidelines.

**Documentation of Course Completion**

Submit with the program documentation a copy of your program transcript which is available on the Beacon website. The transcript verifies the courses you have completed and allows print access to the online exercises you submitted during each courses.

**F. On-site Training with PEC Mentor**

The PEC Program requires your participation in at least three (3) training sessions planned by the PEC Mentor. The on-site training will emphasize the following areas of professional development:

- The Florida Educator Accomplished Practices (FEAP) and the critical skills you need in order to demonstrate mastery of those practices.
- Indicators that must be demonstrated during classroom observations (Domains 1 and 2)
- Indicators that must be demonstrated outside the class face-to-face conferences (Domain 3 and 4)
- The knowledge, skills, strategies, and techniques needed to impact student achievement in reading, writing, mathematics, and science as well as in BT's subject-area or grade-level content.

The face-to-face sessions with the PEC mentor will include the following session:

- Preparation for Observation Domains 1 – 4
- Understanding the Statement of Status of Eligibility

#### **G. Reflection Sessions**

Complete a reflection journal for at least three on-site training sessions with the PEC Mentor. Record the date and topic of each along with reflection paragraphs on at least one thing learned in the session---how you used the learning in your classroom.

#### **H. Review of Program Documentation with PEC Mentor**

##### **Documentation Requirement**

The district requires that the BT document completion of the PEC Program. Upon completion, place items in a portfolio that will be submitted to the PEC Mentor on or before the completion due date.

##### **Folder Preparation/ Folder Submission**

Use the PEC Documentation/Verification Checklist as a guide for arrangement of portfolio. Copy before submitting; submit originals.

Make sure appropriate names/signatures are on each required document. When PEC mentor approves portfolio, submit to the Human Resources/Staff Development Department. You will receive notification of successful completion of the Professional Educator Competence Program.

# Florida Educator Accomplished Practices Self-Assessment for Teachers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Beside each critical skill listed below, supply the score that best describes your level of competency in the Florida Educator Accomplished Practice (FEAP) at the present time. This self-assessment is designed to familiarize you with the six (6) Florida Educator Accomplished Practices that are in the integral part of the teaching and evaluative processes.

**SCORING:**

- 1 = I consider myself a beginner with this skill.
- 2 = I am familiar with this skill but need increased knowledge/practice.
- 3 = I believe that I am very competent in this area.

Quality of Instruction:

<b>FEAP 1- Instructional Design and Lesson Planning</b>	<b>To apply concepts from human development and learning theories...</b>	<b>SCORE</b>
a. I align instruction with state-adopted standards at the appropriate level of rigor.		
b. I sequence lesson and concepts to ensure coherence and required prior knowledge.		
c. I design instruction for students to achieve mastery.		
d. I select appropriate formative assessments to monitor learning.		
e. I use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.		
f. I develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.		

Notes:

<b>FEAP 2- The Learning Environment</b>	<b>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative...</b>	<b>SCORE</b>
a. I organize, allocate, and manage the resources of time, space, and attention.		
b. I assessed and evaluated on the Lesson Plan-Management Techniques). I manage individual and class behaviors through a well-planned management system.		
c. I design instruction for students to achieve mastery.		
d. I select appropriate formative assessments to monitor learning.		
e. I use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the		
f. I maintain a climate of openness, inquiry, fairness and support.		
g. I integrate current information and communication technologies.		
h. I adapt the learning environment to accommodate the differing needs and diversity of students.		
i. I utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.		

Notes:

<b>FEAP 3- Instructional Delivery and Facilitation</b>	<b>To consistently utilize a deep and comprehensive knowledge of the</b>	<b>SCORE</b>
a. I deliver engaging and challenging lessons.		
b. I deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter		
c. I identify gaps in student’s subject matter knowledge.		
d. I modify instruction to respond to preconceptions or misconceptions.		
e. I relate and integrate the subject matter with other disciplines and life experiences.		
f. I employ higher-order questioning techniques.		
g. I apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.		
h. I differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.		

Notes:

<b>FEAP 4- Assessment</b>	<b>To collect and use data gathered from both traditional and alternate assessment strategies...</b>	<b>SCORE</b>
a. I analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.		
b. I design and align formative and summative assessments that match learning objectives and lead to mastery		
c. I use a variety of assessment tools to monitor student progress, achievement and learning gains		
d. I modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge		
e. I share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).		
f. I apply technology to organize and integrate assessment information.		

Notes:

<b>FEAP 5: Continuous Professional Improvement</b>	<b>To participate in a lifelong learning process characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan...</b>	<b>SCORE</b>
a. I design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.		
b. I examine and use data-informed research to improve instruction and student achievement.		
c. I collaborate with the home, school and larger communities to foster communication and to support student learning and continuous		
d. I engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues		
e. I implement knowledge and skills learned in professional development in the teaching and learning process.		

Notes:



<b>FEAP 6: Professional Responsibility and Ethical Conduct</b>	<b>Understanding that educators are held to a high moral standard in a community , the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Educational Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C...</b>	<b>SCORE</b>
a. I understand that educators are held to a high moral standard in a community, the effective educator adheres to the Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C.		
b. I fulfill the expected obligations to students, the public and the education profession.		

Notes:

## Appendix

To complete the *individual professional development plan* or *educator's professional learning plan*; go to <http://my.paec.org/>.

1. Log in under Menu/ePDC
2. Click transcript (this action populates Menu)
3. Click Professional Learning Plan

## Educator's Professional Learning Plan

A Professional Learning Plan (PLP) is an individual educator's written plan that defines the educator's professional learning focus for growth each school year. (s. 1012.98(4)(b)(5) F.S.)

Educator Name:

Fiscal Year:

School:

District: GADSDEN

### INITIAL REVIEW

#### Section 1: Professional Learning Protocol Standards

Below are the professional educator expectations found in the Florida Department of Education Professional Development System Evaluation Protocol Standards. You are to utilize these as a guide when developing, implementing, and evaluating the impact of your professional learning on the needs of your students and your individual professional learning needs. Indicate which standards below will be included in your plan.

##### Planning (Check all that apply.)

- I am reflecting on my professional practices and I have disaggregated and analyzed my student data.
- I am meeting with my administrator to jointly create the focus of my professional learning goals and activities.
- I am developing my Professional Learning Plan for this fiscal year.

##### Learning (Check all that apply.)

- I am participating in a Professional Learning Community (PLC).
- I am focusing my study on a specific content area.
- I am focusing my study on new instructional or behavioral strategies.
- I am participating in professional learning activities that are rigorous and of a sustained duration.  
(i.e., knowledge building, guided practice, implementation, and ongoing reflection)
- I am using technology throughout my professional learning as available.  
(i.e., blogs, webinars, distance learning activities/courses, Edmodo, mobile devices as tools, websites with professional resources, Facebook, videoconferences, wikis, podcasts, video clips)
- I am participating in professional learning during the work days designated by the district.  
(i.e., professional learning days, professional learning early release days, PLCs, lesson studies, etc.)
- I manage my own professional learning systematically through available methods such as district/school offerings, professional learning portfolio, PAEC electronic Professional Development Connections (ePDC).

##### Implementing (Check all that apply.)

- I commit to implementing new professional learning in my classroom and/or within the scope of my job responsibilities.
- I commit to participating in coaching and mentoring support that may be provided to assist in the high-fidelity implementation of my new professional learning.
- I commit to using web-based resources that are available, demonstrated, and practiced during professional learning activities.  
(i.e., data tools, distance learning, CPALMS database, curriculum planning and support tools and materials, etc.)

##### Evaluating (Check all that apply.)

- I will provide evidence of the degree of fidelity of my individual PLP implementation.
- I will provide evidence of the changes in my educator practices due to my professional learning.
- I will provide evidence of the changes in my students progress related to my new learning.
-

# Sample

## INITIAL REVIEW CONTINUED

### Section 2: Teaching/Job Assignment

Your needs as an educator, your current students' needs, and your school and district goals will be addressed within your plan by completing each section below. You will be asked to reflect on your current practices and your student data.

Current Assignment:

Highly Qualified:  Yes  No

In Field:  Yes  No

Beginning Teacher (0-3 years)

Experienced Educator (More than 3 years)

New to District

New Assignment

### Section 3a: Student Performance Data

What specific student performance data indicates areas for improvement? Include disaggregated data and/or formative or summative data for students currently assigned to you.

Student performance data:

### Section 3b: Student Performance Goals

Identify your SMART (Specific, Measureable, Attainable, Reasonable, Timely) student achievement goals. (Example: By spring 2015, 71% of my fifth grade students will be at level 3 or above in scientific thinking as evidenced by the Discovery Education Assessment (DEA) class summary report.) A minimum of two SMART goals are recommended.

Student Goal 1:

Student Goal 2:

Other Goal(s):

# Sample

## INITIAL REVIEW CONTINUED

### Section 4a: Instructional or Professional Practice Data

Describe specific educator evaluation, instructional practice, and/or professional practice data which have been identified for your professional learning through the appraisal system. Write your Instructional/Professional Practices goal below. (Include data from your prior year's performance evaluation. Beginning educators include data from six Florida Educator Accomplished Practices (FEAPs) self-assessment.)

Instruction/Professional Practice Data:

### Section 4b: Instructional Practice Goals (Deliberate Practice)

Deliberate Practice is an educator's proficiency at implementing quality professional learning practices with fidelity. What professional practice(s) will you enhance/develop in order to improve student performance? First, select the FEAPs you will address. Then, identify specific, thinly focused areas of study you will implement to gather student data which supports your goals. (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> A.1. Instructional Design and Lesson Planning | <input type="checkbox"/> B.1. Continuous Improvement                          |
| <input type="checkbox"/> A.2. The Learning Environment                 | <input type="checkbox"/> B.2. Professional Responsibility and Ethical Conduct |
| <input type="checkbox"/> A.3. Instructional Delivery and Facilitation  |   |
| <input type="checkbox"/> A.4. Assessment                               |   |

Instruction/Professional Practice Data:

Other Goal(s), if applicable:

# Sample

## INITIAL REVIEW CONTINUED

### Section 4d: Professional Learning and Deliberate Practice

What professional learning activities will you engage in to improve your knowledge and skills for the professional practices identified? Indicate and describe all evidence based activities you will participate in to accomplish your goals. Check each activity that applies and provide an explanation in the column on the right. (For each activity explanation include workshop or training titles, topics for deliberate practice, area of study to enhance student performance, frequency of learning sessions, level of collaboration, and other specific details related to your active participation and completion.) Professional Learning Activities.

	Activity Explanation:
<input type="checkbox"/> Action Research Project	<input type="text"/>
<input type="checkbox"/> Lesson Study Group	<input type="text"/>
<input type="checkbox"/> Peer Coaching	<input type="text"/>
<input type="checkbox"/> School Coaching	<input type="text"/>
<input type="checkbox"/> District Coaching	<input type="text"/>
<input type="checkbox"/> Professional Learning Communities	<input type="text"/>
<input type="checkbox"/> PD360	<input type="text"/>
<input type="checkbox"/> Other Distance Learning	<input type="text"/>
<input type="checkbox"/> Independent Study	<input type="text"/>
<input type="checkbox"/> Face-to-Face Professional Learning	<input type="text"/>
<input type="checkbox"/> College Courses	<input type="text"/>
<input type="checkbox"/> Other	<input type="text"/>

Initial Review Date

Educator Signature

Administrator Signature

# Sample

## MID-YEAR REVIEW

### Section 5a: Evidence of Results (Evaluation)

Report your formative assessment data for each goal.

Student Goal Data:

Other Student Goal Data, if applicable:

Instructional or Professional Practices Goal Data:

Other Instructional or Professional Practices Data, if applicable:

### Section 5b: Reflections and Feedback

Does the academic or behavioral evidence indicate your students have benefited from your professional learning? Reflect on the contributing factors for your answer.

Educator Mid-Year Reflections:

Revised Goals, if applicable:

Administrator Mid-Year Feedback:

Mid-Year Review Date

Educator Signature

Administrator Signature

# Sample

## END of YEAR REVIEW

### Section 6a: Evidence of Results (Evaluation)

Report your summative assessment data for each goal.

Student Goal Data:

Other Student Goal Data, if applicable:

Instructional or Professional Practices Goal Data:

Other Instructional or Professional Practices Data, if applicable:

### Section 6b: Reflections and Feedback

Does the academic or behavioral evidence indicate your students have benefited from your professional learning? Reflect on the contributing factors for your answer.

Educator End of Year Reflections:

Administrator End of Year Feedback:

Final Review Date

Educator Signature

Administrator Signature



## Important Web Sites/Pages

<http://www.gcps.k12.fl.us/> - Gadsden County Schools

[www.fl.nesinc.com](http://www.fl.nesinc.com) - [FTCE/FELE Home](#)

<http://www.fldoe.org/teaching/certification/>

<http://www.fldoe.org/teaching/just-for-teachers-community/>

<http://www.fldoe.org/academics/standards/>

[http://www.marzanoevaluation.com/files/FEAPs\\_Crosswalk\\_Marzano.pdf](http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf)

<http://www.fldoe.org/> - Florida Department of Education

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1012/Sections/1012.56.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.56.html) - 1012.56  
Educator certification requirements.

<http://my.paec.org/>