

# **Florida Association of Academic Nonpublic Schools Comprehensive Program**

## **Professional Education Competency Demonstration Program**

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**PRINT COPIES OF THE INDIVIDUAL PLAN FOR  
THE DEVELOPING TEACHER,  
THE MASTER TEACHER,  
AND THE PECD ADMINISTRATOR**

**THE VERIFICATION FORM IS TO BE SENT  
TO THE DISTRICT OFFICE WHEN THE  
PECD IS COMPLETED**

# Comprehensive Program

## Guidelines

### Professional Education Competency Demonstration

The following guidelines are presented in conjunction with the program for teachers seeking certification from the Florida Department of Education.

- 1) Teachers, who are seeking certification and need to demonstrate the competencies, will submit a **CG-10 Application (\$56)** in order to obtain a temporary certificate. This will allow them to obtain a **Statement of Eligibility** which will be their plan of operation in order to obtain the **Professional Certificate**. It will be the responsibility of the Florida Department of Education (FDOE) to review the transcript of credits.

A Teacher

- a) who has graduated from a teacher preparation program in the State of Florida;
- or
- b) who has graduated from a teacher preparation program and taught two years under a certificate from that State;
- or
- c) who has applied for **Fast Track** consideration;

are exempt from this Demonstration of the Competencies.

- 2) Teachers, who are seeking certification and need to demonstrate the competencies, will submit their fingerprints so that they can be reviewed by the proper national and state law enforcement agencies.

After the **fingerprint card and check (\$45)** has been obtained from the teacher/administrator, the administrator submits this documentation to the Florida Department of Education with the CG 10 Application.

- 3) Since the **Florida Performance Measurement System (FPMS)** and the **Summative Observation Instrument (SSOI)** are part of the criteria for demonstration, the administrator at the local school/center needs to have at least **one staff member or preferably two, qualified as a trained SSOI observer and updated in accordance with the schedules from the FDOE**. It is also recommended that all mentoring teachers working with Developing Teachers and Interns being certified as **Clinical Educators**. Contact your District Inservice Office for training opportunities.
- 4) Since the Florida Performance Measurement System (FPMS) and the formative observations from the six domains are part of the criteria for demonstration, the administrator at the local school/center is encouraged to have master teachers trained in the Domains so that they can work with the

teachers who are enrolled in this program. It is also recommended that all mentoring teachers working with Developing Teachers and Preprofessional Teachers (Interns) be certified as **Clinical Educators**. Contact your District Inservice Office for training opportunities

- 5) When the competencies have been demonstrated, the District Inservice Officer must complete and submit the **Verification of the Demonstration of Professional Education Competence CT-118**.
- 6) **Review Process:** On an annual basis, the District Superintendent will direct the designated individual of the Association to ascertain whether additional demonstrations should be added to a Competency. The District Superintendent will convene the Review Committee to review these submissions. If approved by the Review Committee and if found appropriate, distributed to the local schools/centers.
- 7) Domain 1: Competency 8  
Domain 2:  
Domain 3: Competency 13,14  
Domain 4: Competency 15  
Domain 5: Competency 14  
Domain 6: Competency 13,14  
SSOI:#6,#7 Competency 14  
SSOI:#11,#12,#13,#14 Competency 15

**Attachments:**

- (1) Information on Certification Process and PECD (FDOE)
- (2) Resource Articles for Demonstration of Competencies
- (3) Domains: 1-6/Concepts and Formative Instruments
- (4) FDOE Forms: Application Form: CG-10  
Fingerprint Card and Instructions  
Issuance Form for Certificate  
Competency Form

**Members of the Standing Committee:**

- Dr. Jerome Chermak/Association of Independent Schools of Florida
- Dr. Raymond Bloom/Central Agency for Jewish Education
- Dr. Barbara Johnson/Central Florida Association of Non-Public Schools
- Mr. Larry Keough/Florida Catholic Conference
- Dr. Sandy Trinca/Florida Kindergarten Council
- Rev. Robert J. Kroll, OFM/Catholic Dioceses of St. Petersburg

**Florida Association of Academic Nonpublic Schools  
Association of Christian Schools International**

**Comprehensive Program**

**II. Competencies**

**Assessments**

**Formative Observation Forms  
Summative Observation Forms**

# Florida Association of Academic Non-Public Schools

## COMPREHENSIVE PROGRAM

### Recommended Assessments for the Professional Education Competency Demonstration (PECD)

#### The Developing Teacher (DT)

##### Competency Number 1:

**The ability to write in a logical and understandable style with appropriate grammar and sentence structure. (Components: 50190200, 50192200)**

1. DT successfully passed **the Language Arts section of the CLAST** or the Alternate procedures as outlined in the Florida State Board of Education Administrative Rules 6A-4.0021 (2), subsection 10 (d) and (e).

##### Competency Number 2:

**The ability to read, comprehend, and interpret professional and other written material. (Components: 50190200, 50192200)**

1. DT successfully passed the **Professional Education Test**.
2. DT discussed the contents of a professional journal article with a support team member.
3. DT wrote a review of a professional journal article.

##### Competency Number 3:

**The ability to comprehend and work with fundamental mathematical concepts. (Components: 50801500, 50802500)**

1. DT. Successfully passed **the Mathematics section of the CLAST** or the Alternate procedures as outlined in the Florida State Board of Education Administrative Rules 6A-4.0021 (2), subsection 10 (d) and (e).

##### Competency Number 4:

**The ability to recognize signs of severe emotional distress in students and to apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development. (Components: 50118200, 50119400, 50120200, 50121200, 50122400)**

1. DT attended an inservice on recognizing signs of severe emotional distress in students.
2. DT attended an inservice on suicide prevention.
3. DT became familiar with crisis intervention materials available at the school and/or central office under the guidance of the student services staff.
4. DT read, summarized, and discussed an article about suicide with a support team member.
5. DT met with guidance counselor or other qualified professionals and discussed signs of severe emotional distress in students and ways to build positive self-concept.

**Competency Number 5:**

**The ability to recognize signs of alcohol and drug abuse in students and to apply counseling techniques with emphasis on intervention and prevention of future abuse. (Components: 50116200)**

1. DT attended an inservice program on recognizing signs of alcohol and drug abuse in students.
2. DT read, summarized, and discussed an article about alcohol and drug abuse with a support team member.
3. DT met with guidance counselor or other qualified professionals to discuss signs of alcohol and drug abuse in students.

**Competency Number 6:**

**The ability to recognize the physical and behavioral indicators of child abuse and neglect, to know the rights and responsibilities regarding reporting, to know how to care for a child's needs after a report is made, and to know recognition, intervention, and prevention strategies pertaining to child abuse and neglect which can be related to children in a classroom setting in a nonthreatening, positive manner. (Components: 50117200, 50119400, 50120200, 50122200)**

1. DT attended an inservice on child abuse and the laws pertaining to reporting it.
2. DT met with guidance counselor and/or other qualified professionals and discussed signs of child abuse and neglect, reviewed preventive strategies, and researched the State of Florida requirements for reporting abuse.

**Competency Number 7:**

**The ability to comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and to counsel these same students concerning their needs in these areas. (Components: 53001200, 53002600, 53003200, 53004200, 58202300, 58401200)**

1. DT examined student records and developed assignments that met the individual needs based on information obtained in these records.
2. DT explained to the support staff the community and school resources and alternative programs available for special needs students.
3. DT explained to the support staff the main theories on stages of human development and how these related to appropriate classroom activities and materials.
4. DT involved students in planning appropriate learning activities based on student interests and abilities, and provided direction concerning their needs and future careers.
5. DT interpreted and explained results of standardized achievement tests to support staff.
6. DT developed individualized activities for special needs students in consultation with special education teachers.
7. DT conferred with the guidance counselor and/or qualified professional staff member regarding a student who was being referred for an exceptional education program.

**Competency Number 8:**

**The ability to recognize and be aware of the instructional needs of exceptional students. (Components: 53001200, 53002600, 53004200)**

1. DT demonstrated knowledge of category 1.5 on **Domain One**.
2. DT implemented lesson plans or Individual Education Plans (IEP) indicating entry level skills based on diagnostic tests, teacher observation, or student records.
3. DT developed a classroom assessment to identify the levels of specific knowledge or skills.

**Competency Number 9:**

**The ability to comprehend patterns of normal development in students and employ appropriate intervention strategies for the disorders of development. (Components: 53004200)**

1. DT demonstrated knowledge of physical, social, and academic development patterns to meet the instructional needs of individual students in the classroom and to advise students about these needs.
2. DT selected, adapted, and/or developed instructional materials for a given set of instructional objectives and student learning needs.
3. DT selected, developed, and sequenced learning activities that are appropriate to instructional objectives and student needs.

**Competency Number 10:**

**The ability to identify and comprehend the codes and standards of professional ethics, performance, and practices as adopted pursuant to s.231.546(2)(b), the grounds for disciplinary action provided by s.231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal processes. (Component: 50111200)**

1. DT reviewed and discussed *The Code of Ethics and Professional Conduct of the Education Profession in Florida*, and s.231.28, Florida statutes, discussed reasons for revocation of certificates, and/or demonstrated how the Principles apply or effect employment.
2. DT attended a seminar on Professional Ethics in the State of Florida and employment practices of the association and/or school.

**Competency Number 11:**

**The ability to recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies. (Components: 51701500)**

1. DT reviewed the requirements of the consent decree and how these requirements are implemented through an ESOL plan.
2. DT reviewed the requirements for ESOL as an endorsement on one's professional certificate.
3. DT attended a seminar on strategies for the needs of students who have limited proficiency in English.

**Competency Number 12:**

**The ability to use appropriate technology in teaching and learning processes. (Components: 52201200, 52203500, 52207500, 52206500)**

1. DT demonstrated the integration of appropriate technology to achieve instructional and curricular goals and objectives.
2. DT attended a seminar on the appropriate technology for the teaching/learning processes.

**Competency Number 13:**

**The ability to use assessment strategies to assist the continuous development of the learner. (Components: 50111200, 50103500, 50104200, 70127200, 53004200)**

1. DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 6.0 in categories 6.1, 6.2, and/or 6.3.
2. DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 3.0 in categories 3.2, 3.4, 3.5, and 3.6.
3. DT developed alternative strategies for assessing continuous development of the learner.
4. DT attended a seminar on alternative assessment strategies.

**Competency Number 14:**

**The ability to use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background. (Components: 58006100, 53001200, 51701500)**

1. DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #6 and #7.
2. DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 3.0 in categories in 3.4 and 3.5.
3. DT demonstrated sufficient tallies on the left side of formative instrument for Domain 5.0 in categories 5.5.
4. DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 6 in categories 6.1 and/or 6.3.
5. DT developed activities to identify the contributions of various ethnic, cultural, and socio-economic groups.
6. DT attended a seminar on developing a positive support structure for students.
7. DT provided learning activities which enabled each student to experience success.

**Competency Number 15:**

**The ability to demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the student performance standards approved by the State Board. (Components: 50103500, 50104200, 50101500)**

1. DT successfully passed the **Subject Area Test**.
2. DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #11, #12, #13, and #14.
3. DT demonstrated sufficient tallies on the left side of the fomative instrument for Domain 4 in categories 4.1, 4.2, 4.3, and/or 4.4.

**Competency Number 16:**

**Formulates a standard for student behavior in the classroom. (Components: 58201300, 58202300, 58401200)**

1. DT demonstrated sufficient tallies on the left side of formative instrument for Domain 2 in category 2.1.
2. DT has developed a set of classroom rules and consequences.
3. DT has developed a classroom management plan, policies, and procedures in written form.

**Competency Number 17:**

**Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum. (Components: 58201300, 58202300, 58401200)**

1. DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #20 or #21.
2. DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 2 in category 2.2-2.4, 2.6-2.7, and/or 2.8.



## **Florida Performance Measurement System Domain**

- 1.0 Planning for Instruction**  
Preclassroom teacher activities that develop schema for classroom activities
  - 1.1 Content coverage
  - 1.2 Utilization of Instructional Materials
  - 1.3 Activity Structure
  - 1.4 Goal Focusing
  - 1.5 Diagnosis
  
- 2.0 Management of Student Conduct**  
Teacher actions that minimize the frequency of disruptive student conduct
  - 2.1 Rule Explication and Monitoring
  - 2.2 Teacher Withitness
  - 2.3 Overlapping
  - 2.4 Quality of Desist
  - 2.5 Group Alert
  - 2.6 Movement Slowness
  - 2.7 Movement Slow-Down
  - 2.8 Effective Praise
  
- 3.0 Instructional Organization and Development**  
Teacher performance that provides for conservation of class time, organization, and Delivery of instruction, and teacher-related interaction
  - 3.1 Efficient Use of Time
  - 3.2 Review of Subject Matter
  - 3.3 Lesson Development
  - 3.4 Teacher Treatment of Student Talk
  - 3.5 Teacher Academic Feedback
  - 3.6 Management of Seatwork/Homework
  
- 4.0 Presentation of Subject Matter**  
Manipulation of the content of instruction to induce learning
  - 4.1 Presentation of Interpretative Knowledge
  - 4.2 Presentation of Explanatory Knowledge
  - 4.3 Presentation of Academic Rules
  - 4.4 Presentation of Value Knowledge
  
- 5.0 Communication: Verbal and Nonverbal**  
Verbal and nonverbal teacher behavior that evokes and expresses information and Personal relationships
  - 5.1 Control of Discourse
  - 5.2 Emphasis
  - 5.3 Task Attraction and Challenge
  - 5.4 Teacher's Speech
  - 5.5 Body Language
  
- 6.0 Evaluation of Achievement**  
A systematic process of assessing and reporting the extent to which instructional Objectives are achieved
  - 6.1 Preparation for Testing
  - 6.2 Test Administration
  - 6.3 Formative Feedback

PLANNING DATA FORM

Teacher \_\_\_\_\_ Interviewer \_\_\_\_\_  
Date of Interview - \_\_\_\_\_

Directions: This form should be completed for the lesson that will be discussed in the scheduled planning interview. Please return it to the interviewer prior to the date of the interview.

Content to be taught: \_\_\_\_\_

I. Analysis of Content

1. Place a check beside each form of knowledge that will be taught in this lesson.

- Concept - go to item #2
- Principle - go to item #3
- Rule - go to item #4
- Skill - go to item #5

2. Concept

a) Define the concept as you will define it during instruction.

\_\_\_\_\_  
\_\_\_\_\_

b) Identify the attributes of the concept.

\_\_\_\_\_  
\_\_\_\_\_

c) Name the examples that you plan to provide and/or elicit from your students.

\_\_\_\_\_  
\_\_\_\_\_

d) Name the non-examples that you plan to provide and/or elicit from students.

\_\_\_\_\_  
\_\_\_\_\_

e) Indicate any related concepts that you will distinguish from the concept you are teaching.

\_\_\_\_\_  
\_\_\_\_\_

3. Principles

a) State the principle exactly as you will present it to your students.

\_\_\_\_\_  
\_\_\_\_\_

4. Rule

a) State the rule exactly as you will present it to your students.

\_\_\_\_\_  
\_\_\_\_\_

b) Place a check beside each of the alternatives that describe how you will provide for rule application.

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher provides situation | <input type="checkbox"/> Teacher provides application |
| <input type="checkbox"/> Students provide situation | <input type="checkbox"/> Students provide application |

5. Skill

a) Name the skill(s) you will be teaching in this lesson.

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b) List the steps necessary to perform the skill in the sequence you will present them during the lesson.

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II. Identification of Materials

1. List the materials that you and your students will use during the lesson.

Materials to be used by the teacher

Materials to be used by the students

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

III. Identification and Sequencing of Activities

1. List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur in the lesson.

Teacher Activities

Student Activities

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**PLANNING QUESTIONNAIRE**

1. What do you plan to teach in this period of instruction?
2. What should the students know or be able to do as a result of instruction over this content?
3. What factors were considered in selecting content for this lesson?
4. How did you determine that students were ready for this lesson?
5. How did you decide how much content would be taught in this period of instruction?
6. How is this content related to previous and/or future lessons?
7. What elements of content will be emphasized in the lesson?
8. What materials are to be used for instruction and why were these selected?
9. What preparation of materials is required prior to the beginning of the lesson?
10. What plans have you made for managing materials during instruction?
11. What activities will be included in this lesson and for what purposes?
12. How will you conduct each of these activities?
13. What is the sequence of activities to be used in this lesson?
14. How will the class be organized for instructional activities?
15. How will you determine that the intended learning has taken place?

**1.0 INSTRUCTIONAL PLANNING**  
**Florida Performance Measurement System**

Identification and Format Information	
Teacher's Name _____	Date: _____
School: _____	Department/Team: _____
Interviewer's Name: _____	Length of Instructional Period: _____

This instrument is designed to record indicators of effective teacher performance in the domain of Instructional Planning. The questions included in the interview are formulated to gather information concerning these major components of planning: Content coverage, materials utilization, activity structuring, goal focusing, and diagnosis and evaluation of learning.

**Directions:**

1. Give the teacher a copy of the Planning Data Form and the Planning Questionnaire. Explain the procedure for completing the Data Form and clarify the questions in the Questionnaire. Set a date for the planning interview.
2. Collect the completed Data Form prior to the interview and attach it to the Formative Instrument. Use the information from this form to complete the appropriate sections of the Formative Instrument. See questions 1, 7, 8, 11, and 13.
3. Interview the teacher, using the questions. Some questions will have been partially answered by the analysis of the information provided on the Planning Data Form, so that it is only necessary to address them if there is need for further information or clarification. Others may require probing to obtain adequate information to determine which indicators should be checked.
4. Place a check on the line preceding each indicator for which evidence is present. Space has been provided for recording responses to questions where the responses will be narrative.
5. Write a summary statement of the teacher's planning, indicating areas of strength and areas in which the teacher may need to prepare more thoroughly.

Alternative Procedures

1. The teacher may complete the Planning Data Form and prepare written responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze both documents and complete the Formative Instrument. The interviewer should consult the teacher for clarification on any questions or indicators for which additional information is needed.
2. The teacher may complete the Planning Data Form and tape record responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze the Data Form and the tape recording and complete the Formative Instrument. The interviewer should consult the teacher for clarification on any questions or indicators for which additional information is needed.

These directions pertain to the use of the Formative Instrument as a diagnostic instrument for gathering data that will help the Support Team determine where specific problems with planning exist. It is not a summative screening/evaluative instrument.

**DOMAIN 1.0**

<p>Focus: A specific item of content and associated expected learner outcomes should be identified. The teacher's responses, those made during the interview and on the Planning Data Form, should be considered in checking the indicators found on the right.</p> <p>Competency: 11</p> <p>Domain Indicator: 1.1.1., 1.4.1</p> <p>Question 1: What do you plan to teach in this period of instruction</p> <p>Question 2: What should the students know or be able to do as a result of instruction over this content?</p>	<p align="center"><b>Indicators</b></p> <p>____ related content is consistent with adopted curriculum materials and state and district goals</p> <p>____ expected learner outcome is identified</p>
<p>Focus: Responses to Question #3 should reveal the rationale used by the teacher in selecting and evaluating the appropriateness of content to be taught.</p> <p>Competency: 10,11</p> <p>Domain Indicator: 1.1.3, 1.5.2</p> <p>Question 3: What factors were considered in selecting content for this lesson?</p> <p>*If learner state is included in the response to this question, proceed to question #4; if it is not included, proceed to question #5.</p>	<p align="center"><b>Indicators</b></p> <p>____ Learner state*</p> <p>____ Relation of content to other content in sequence or hierarchy of tasks</p> <p>____ Curriculum guides or text materials</p> <p>____ Timelines</p> <p>____ Content coverage of standardized test(s)</p> <p>____ Other (specify): _____</p> <p>_____</p>
<p>Focus: The interviewer is seeking information to indicate that the teacher has specifically considered learner entry state in deciding on the content to be taught, making use of appropriate diagnostic methods and available information.</p> <p>Competency: 9</p> <p>Domain Indicator: 1.5.1</p> <p>Question 4: How did you determine that students were ready for this lesson?</p>	<p align="center"><b>Indicators</b></p> <p>____ Pre-test was given and results analyzed</p> <p>____ Analysis of previous work (assignments, practice, homework)</p> <p>____ Observation: learner performance, attitude, interest</p> <p>____ On-going evaluation of learner capability: General ability, exceptionalities, etc.</p>

**Domain One**

<p>Focus: Teacher decisions about pacing of content should be described in the responses to this question. The teacher may indicate he/she considered one or a combination of factors in deciding how much content would be covered in this period of instruction.</p> <p>Competency: 11</p> <p>Domain Indicator: 1.1.5, 1.5.2</p> <p>Question 5: How did you decide how much of this content would be taught in this period of instruction?</p>	<p align="center"><b>Indicators</b></p> <p>____ Learner state</p> <p>____ Long- or short-term constraints (amount of time available or a date or deadline)</p> <p>____ Organization of curriculum materials (For example: They have to have the post-test over these sounds before they start learning the next ones, so I am giving the test on Friday. That way we can start a new skill on Monday.)</p> <p>____ Principle of learning (For example: I don't want them to go on to the next part until I've had a chance to give them some feedback on what they've done, so I'm going to stop here and evaluate their work to this point before I give them the next section.)</p>
<p>Focus: The teacher's ability to specify the relationship between the content to be taught in this lesson and that taught in previous or future lessons indicates an awareness of current content sequence and, in some instances, the application of principles of learning (i.e., remediation, extension, prerequisites, consolidation).</p> <p>Competency: 1, 11</p> <p>Domain Indicator: 1.1.4</p> <p>Question 6: How is this content related to previous and/or future lessons?</p>	<p align="center"><b>Indicators</b></p> <p>____ Remediation</p> <p>____ Extension</p> <p>____ Practice</p> <p>____ Prerequisite</p> <p>____ Consolidation (review)</p> <p>____ Enrichment</p> <p>____ Non-related (Content that is selected on the basis of timeliness, such as that connected with an unexpected event may not be related to previous or future content but still be appropriate)</p> <p>____ Other (including not related/not appropriate): _____</p> <p>_____</p> <p>_____</p>
<p>Focus: The teacher's responses to questions about analysis of Content on the Planning Data Form (Section I) should indicate whether the analysis of content that is made during planning supports effective treatment of concepts, principles, rules, and skills during instruction.</p> <p>Competency: 11</p> <p>Domain Indicator: 1.1.2</p> <p>Question 7; What elements of content will be emphasized in the lesson?</p>	<p align="center"><b>Indicators</b></p> <p>____ Concept analysis includes:</p> <p>    ____ Formulation of definitions</p> <p>    ____ Identification of examples/         non-examples</p> <p>    ____ Determination of related concepts</p> <p>____ Principle/rule statement contains linking word(s)</p> <p>____ Application of principle/rule is planned.</p> <p>____ Correct sequence of steps for skill teaching is identified.</p>

**Domain One**

<p>Focus: The teacher's response to this question will enable the interviewer to determine: (1) the extent to which the teacher has selected, reviewed, and evaluated available instructional materials; and (2) the degree to which the materials have been matched with student needs, content to be taught, and instructional activities.</p> <p>Competency: 12</p> <p>Domain Indicator: 1.2.1, 1.2.2, 1.2.3, 1.4.2</p> <p>Question 8: What materials are to be used for instruction?</p> <p>*A list of materials should be found on the Planning Data Form which the teacher has completed prior to the interview.</p>	<p align="center"><b>Indicators</b></p> <p>The teacher considered the following criteria in selecting materials.</p> <p>___ Approved for use in the school.</p> <p>___ Previewed by teacher</p> <p>___ Judged to meet instructional objectives</p> <p>___ Selected/adapted for regular/exceptional students in this classroom.</p> <p>___ Chosen to provide a variety of materials</p> <p>___ Chosen to provide alternative for teaching and reteaching.</p> <p>___ Other (specify) _____</p> <p>_____</p> <p>_____</p>
<p>Focus: The answer to this question should allow the teacher to demonstrate awareness of the need for collecting/preparing, arranging, and checking materials so that all is in readiness for instruction.</p> <p>Competency: 3,12</p> <p>Domain Indicator: 1.2.4</p> <p>Question 9: What preparation of materials is required prior to the beginning of the lesson?</p>	<p align="center"><b>Indicators</b></p> <p>The teacher has:</p> <p>___ Located textbooks, reference materials</p> <p>___ Assembled realia, films, tapes, games, flashcards, charts, etc.</p> <p>___ Arranged for any A-V/technology materials to be available at the time needed.</p> <p>___ Checked any equipment for operational defects.</p> <p>___ Produced/obtained an adequate supply of any materials to be used.</p>
<p>Focus: The teacher's answer provides evidence that consideration has/has not been given to organization of teacher and student materials to insure optimum time-on-task and to lessen the chances for student disruptive behavior.</p> <p>Competency: 3, 12</p> <p>Domain Indicator: 1.2.4</p> <p>Question 10: What plans have you made for managing materials during instruction?</p>	<p align="center"><b>Indicators</b></p> <p>The teacher can describe:</p> <p>___ His/her system for distribution and collection of materials</p> <p>___ Routines for use of materials for independent activities (labs, checking stations, learning centers, etc.)</p> <p>___ Order and placement of materials to be used by the teacher during instruction</p>

**Domain One**

<p>Focus: The teacher's response to this question should help the interviewer determine if the allocation and utilization of instructional time for academic tasks has been considered, and if provision has been made for lesson development, practice, and review through these activities.</p> <p>Competency: 13, 14, 16</p> <p>Domain Indicator: 1.3.1, 1.3.3, 1.3.4, 1.3.5, 1.4.2</p> <p>Question 11: What activities will be included in this lesson and for what purpose?</p> <p>A list of activities, numbered by sequence, should be provided on the Planning Data Form. This information will determine if the indicators are present.</p>	<p align="center"><b>Indicators</b></p> <p>____ Student and teacher activities that comprise this lesson have been identified prior to instruction.</p> <p>____ Number of activities is reasonable/feasible for time allocated.</p> <p>____ Activities have an academic focus.</p> <p>____ Lesson development activities focus on treatment of subject matter.</p> <p>____ Practice activities are appropriate for content and expected learner outcomes</p> <p>____ Review activities are planned (beginning of lesson, topic summary, or end of lesson review)</p>
<p>Focus: The teacher's response to question #11 should provide evidence that activities have been organized to include such things as ways of involving students with content, checking comprehension during instruction, and the management of assignments.</p> <p>Competency: 13, 18, 19</p> <p>Domain Indicator: 1.3.3</p> <p>Question 12: How will you conduct each of these activities?</p>	<p align="center"><b>Indicators</b></p> <p>____ Activities provided for active student involvement with selected content (responding to questions, discussion, choral/independent practice, seatwork, homework)</p> <p>____ Activities provided for checking comprehension during lesson development.</p> <p>____ Independent practice is to be supervised and assisted</p> <p>____ Provisions have been made for giving feedback to students during or after practice</p>
<p>Focus: The teacher's answer to this question should enable the interviewer to determine if the pattern of activities for the lesson supports an effective flow of content and has potential for keeping students engaged throughout the instructional period.</p> <p>Competency: 13</p> <p>Domain Indicators: 1.3.2, 1.3.4</p> <p>Question 13: What is the sequence of activities to be used in this lesson? *</p> <p>*The Planning Data Form should provide a list of activities numbered in order of intended use.</p>	<p align="center"><b>Indicators</b></p> <p>____ Sequence of activities permits instruction to move from one phase to another in logical manner. (For example: Lesson development - review - practice; review - lesson - development - practice)</p> <p>____ Sequence of activities maintains an academic focus throughout the lesson.</p>



**Domain One**

<p>Focus: The teacher's response to this question should indicate whether the teacher has/has not selected a suitable format for each instructional activity and made provisions essential to the management of instruction for multiple groups where needed.</p> <p>Competency: 3</p> <p>Domain Indicator: 1.3.6</p> <p>Question 14: How will the class be organized for instructional activities?</p>	<p style="text-align: center;"><b>Indicators</b></p> <p>_____ Class organization fits selected activity</p> <p>_____ Organization provides opportunity for academic engagement of all students throughout the instructional period</p>
<p>Focus: The answer to this question will indicate whether or not the teacher has identified criteria for acceptable performance and some way(s) of formal or informal assessment of student's attainment of the desired level of performance.</p> <p>Competency: 24</p> <p>Domain Indicator: 1.5.3</p> <p>Question 15: How will you determine that the intended learning has taken place?</p>	<p style="text-align: center;"><b>Indicators</b></p> <p>_____ Test</p> <p>_____ Culminating activity (product/performance)</p> <p>_____ Demonstration</p> <p>_____ Application or extension of knowledge or skill</p>

## FORMATIVE CLASSROOM OBSERVATION INSTRUMENT 2.0 MANAGEMENT OF STUDENT CONDUCT

Identification and Format Information	
Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson Purpose or Content _____	
_____	
_____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Management of Student Conduct. The instrument is divided into five categories: Rule Explication and Monitoring; Withitness; Desist, Quality, Overlapping; Group Alert; Movement Smoothness/Slowdown; and Praise.

**Directions:**

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective are on the right.)
  
2. Mark an item each time it is observed. One behavior may relate to more than one item. When this occurs, mark each item that applies. For example, a teacher may reprimand a student for an infraction of a known rule (2.1) by giving a firm order to stop the deviancy (2.2).
  
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

### DATA SUMMARY

CATEGORY	Effective	Ineffective
2.1 Rule Explication and Monitoring		
2.2-2.4 Withitness, Desist, Quality, Overlapping		
2.5 Group Alert		
2.6-2.7 Movement Smoothness/Slowdown		
2.8 Praise		
Total		

**Domain 2.0**

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
<b>2.1 Rule Explication and Monitoring</b>	Specifies a rule			Does not specify when rule is needed
	Clarifies a rule			Does not clarify rule
	Practices a rule			
	Reprimands rule infraction			Does not correct rule infraction
<b>2.2-2.4 Withitness: Desist, Quality, Overlapping</b>	Stops deviant behavior			Does not stop deviancy/ deviancy spreads
	Corrects worse deviancy			Corrects lesser deviancy
	Desists students causing disruption			Desists onlooker or wrong student
	Suggests alternative behavior			Uses rough, angry, punitive desists
				Uses approval-focused desists
	Attends task and deviancy simultaneously			Ignores deviancy, continues task/ignores task, engrosses in intrusion
	Attends to two instructional tasks simultaneously			Ignores other students needing help/ drops task, engrosses in intrusion
<b>2.5 Group Alert</b>	Poses question - Selects reciter			Selects reciter, poses question
	Alerts class - calls on one reciter			Alerts group - unison response
	Alerts non-performers			Ignores non-performers
<b>2.6-2.7 Movement Smoothness/ Slowdown</b>	Ignores irrelevancies/ Continues on task			Reacts to or interjects irrelevancies /flip-flops/ dangles
	Gives short, clear non-academic directions			Overdwells or fragments non-academic directions
	Moves whole/subgroup			Fragments group movements
<b>2.8 Praise</b>	Praises specific conduct			Uses general conduct praise
	Praises non-deviant, on-task behavior			
	Gives low-key, quiet praise			Uses loud praise
	Uses contingency praise			
	Uses authentic, varied, warm praise			
	Controls class reaction to Misconduct			Allows class to reinforce misconduct

**FORMATIVE CLASSROOM OBSERVATION INSTRUMENT  
3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT**

Identification and Format Information

Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson Purpose or Content _____	
_____	
_____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Instructional Organization and Development. The instrument is divided into five categories: Use of Time; Review/Summary; Lesson Development; Teacher Treatment of Student Talk/Feedback; Homework/Seatwork.

**Directions:**

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective are on the right.)
2. Mark an item each time it is observed. One behavior may relate to more than one item. When this occurs, mark each item that applies. For example, a teacher may reprimand a student for an infraction of a known rule (2.1) by giving a firm order to stop the deviancy (2.2).
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

**DATA SUMMARY**

CATEGORY	Effective	Ineffective
3.1 Use of Time		
3.2 Review/Summary		
3.3 Lesson Development		
3.4 -3.5 Teacher Treatment of Student Talk/Feedback		
3.6 Homework/Seatwork		
Total		

**Domain 3.0**

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
<b>3.1 Use of Time</b>	Begins classwork promptly			Delays starting the lesson
	Provides activities and attend students			Delays new topic or activity/ students wait for instructions or teacher assistance
	Has materials in order, minimal time spent passing out papers, etc.			Searches for or does not have handouts, materials, equipment in order - disorganized
<b>3.2 Review/ Summary</b>	Conducts lesson - initiating review			
	Conducts topic summary within the lesson			
	Conducts review at the end of the lesson			
<b>3.3 Lesson Development</b>	Orients students to classwork/ specifies purposes and activities			
	Indicates change of topic/activities			
	Talks on subject matter			Talks or questions off-subject
	Questions Student comprehension	Low order High order		Extends talk or changes topic without comprehension check
	Provides independent/ choral/ unison practice			
	Pauses before soliciting answers to complex questions			Solicits immediate response in complex question
<b>3.4-3.5 Teacher Treatment of Student Talk/ Feedback</b>	Gives corrective feedback for incorrect response			Ignores response/ gives harsh feedback for incorrect response
	Gives specific praise for correct response			Uses general/ non-specific praise
	Probes, amplifies, restates student response			Accepts inarticulate, incongruent or incorrect answers
	Asks for peer response			Engages only select students in dialogue
<b>3.6 Homework/ Seatwork</b>	Gives homework/ seatwork directions/ due date			Assigns homework/ seatwork without directions/due date
	Checks comprehension of directions			Directs students to start without checking comprehension
	Circulates and assists students			Remains at desk- inadequate circulation - assistance
	Checks errors or gives feedback on homework/ seatwork			Does not give feedback on homework/ seatwork

## FORMATIVE CLASSROOM OBSERVATION INSTRUMENT

### 4.0 PRESENTATION OF SUBJECT MATTER

Identification and Format Information	
Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson Purpose or Content _____	
_____	
_____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Presentation of Subject Matter. It is divided into four categories: Presentation of conceptual knowledge (CONCEPTS); Presentation of explanatory knowledge (LAWS/PRINCIPLES); Presentation of academic rules (ACADEMIC RULES); and Presentation of value knowledge (VALUES).

**Directions:**

1. Conference with teacher prior to observation to determine the topics being planned. Write the names of the topics in the spaces provided.
2. Observe the teacher instructing a planned lesson. Record the observation data as follows:
  - a. Determine the topic, then the corresponding concept and indicator and record the observation in the targeted cell. For example, if the first topic is electrical resistance and the teacher tests a piece of wood and the students see that electrical current does not pass through the wood, place a mark in column one, cell three of concepts.
  - b. If the teacher treats subject matter not in the planned lesson, write in the additional topic(s) in the space provided at the top of the instrument, and record the treatment of those topics as well as the planned topics.
  - c. Code behaviors each time they occur. For example, if the teacher tested wood, plastic, and rubber to determine their resistance, code three times in column one, cell three of concepts.
  - d. One behavior may be coded in more than one cell. If a behavior applies to more than one concept and indicator, record it in all relevant cells - this occurs infrequently.
  - e. When a teacher treats more than one topic during a lesson (this occurs frequently) an example of one concept may be a non example of another concept. When this occurs, code under the topic you judge the teacher is explicating at that point in time.
3. Once the observation is completed, analyze the data for quality (i.e., completeness) of treatment.
  - a. Guidelines for determining quality of treatment include:
    - 4.1 CONCEPTS: stating only a definition or an example is incomplete (0). Stating both a definition and example(s) is adequate (1). Citing attributes, non examples and/or distinguishing from related concepts together with defining and giving examples of the concept is high-order treatment (2).
    - 4.2 LAWS/PRINCIPLES: Statement of cause and effect without a linking word is incomplete (0). Use of a linking word between the cause and effect statement is adequate (1). Statement of cause and effect with a linking word plus application is high-order treatment (2).

4.3 ACADEMIC RULES: Simple statement of the rule is incomplete (0). Description of situations when rules are applicable and application of the rule is high-order treatment (2).

4.4 VALUES: Making a value judgment without criteria or evidence is incomplete (0). Making a value judgment with evidence is adequate (1). Making a value judgment with Criteria and by assembling facts about a value object called for by criteria is high-order Treatment (2).

4. Using the data analysis procedure in #3 above, compute a mean (x) quality score of the topics taught within each concept (4.1-4.4) and record it in the table provided below. Then compute a summed mean score (Ex) of the observed lesson. The summed mean score is a measure of quality of the lesson presented.

Concepts	Inadequate *0-.5	Adequate .6-1.5	High Order 1.6-2.0
4.1			
4.2			
4.3			
4.4			

Quality score (EX 4.1-4.4) \_\_\_\_\_

\*Note: The quantitative parameters listed in the table are tentative estimates.

### 4.0 Presentation of Subject Matter

Topics		1.	2.	3.	4.	5.	6.	7.	8.
<b>4.1 Concepts</b>	States definitions								
	Gives example(s)								
	Tests examples; gives non examples or attributes; distinguishes from related concepts;								
<b>4.2 Laws/ Principles</b>	Discusses causes								
	Discusses effects								
	Uses linking word								
	Applies law or principle								
<b>4.3 Academic Rules</b>	Describes the situation								
	Applies rule								
<b>4.4 Values</b>	States a value question								
	Develops judgmental criteria								
	Assembles facts								
	Makes a value judgment								



**FORMATIVE CLASSROOM OBSERVATION INSTRUMENT  
5.0 COMMUNICATION: VERBAL AND NONVERBAL**

Identification and Format Information	
Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson Purpose or Content _____	
_____	
_____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Communication: Verbal and Nonverbal. The instrument is divided into four categories: Control of Discourse; Emphasis; Task Attraction and Challenge/Teacher Speech; and Body Language.

**Directions:**

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective are on the right.)
2. Mark an item each time it is observed.
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

**DATA SUMMARY**

CATEGORY	Effective	Ineffective
5.1 Control of Discourse		
5.2 Emphasis		
5.3 Task Attraction and 5.4 Challenge/Teachers Speech		
5.5 Body Language		
Total		

## 5.0 Communication: Verbal and NonVerbal

	<b>Effective Indicators</b>	<b>Frequency</b>	<b>Frequency</b>	<b>Ineffective Indicators</b>
<b>5.1 Control of Discourse</b>				Uses scrambled discourse
				Uses vagueness words
	States single questions			States long/multiple questions
<b>5.2 Emphasis</b>	States an emphatic expression			
	Uses an emphatic technique			
	Repeats important points			
<b>5.3/5.4 Task Attraction and Challenge/ Teacher Speech</b>	Expresses verbal enthusiasm			Uses loud, piercing, grating speech
	States a task oriented challenge			Does not vary tone, intensity, volume or pace Speaks too softly - inaudible
<b>5.5 Body Language</b>	Smiles, eye contact - body behavior that shows interests, excitement			Deadpan expression / lethargic posture or movement

**FORMATIVE CLASSROOM OBSERVATION INSTRUMENT**  
**6.0 Testing: Student Preparation, Administration, Feedback**

Identification and Format Information	
Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson Purpose or Content _____	
_____	
_____	

This instrument contains a performance observation schedule. The observation schedule is divided into three categories: Student Preparation, Administration, and Feedback.

**Directions:**

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective are on the right.)
2. Mark an item each time it is observed.
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

Note: Items on the Observation Instrument are observed at varying times. They are as follows:

- 6.1 Student Preparation. Observed one to three days before testing.
- 6.2 Administration. Observed during the period students take an examination.
- 6.3 Feedback. Observed two or more days after an examination.

**DATA SUMMARY**

CATEGORY	Effective	Ineffective
6.1 Student Preparation		
6.2 Administration		
6.3 Feedback		
Total		

## 6.0 Testing Observation Instrument

	Effective Indicators	Frequency	Frequency	Ineffective Indicators
<b>6.1 Student Preparation Observed Prior to Testing</b>	States test purpose(s)			
	Explains use of test results			Relates test purpose to grading
	Explains importance of results			Threatens reprisals for failure
	States positive expectations			Makes negative comments about student ability
	States content to be tested			Uses vague / general terms to describe test content or review
	Reviews test content			
	Cites study references or provides study guide			Emphasizes test difficulty
	Describes item type(s)			
	Gives test-taking strategies			Makes indefinite statements about test format - directions
	Provides test-taking practice			
<b>6.2 Administration Observed during the testing period</b>	Arranges chairs to provide space among students			Allows close proximity
	Controls temperature and ventilation			Disregards room temperature extremes
	Provides lighting			Disregards shadows, reflections or other poor lighting
	Clarifies student questions			Refuses to help or respond to test-related questions
	Offers assistance to individuals with questions			
	Monitors students while taking exam			Leaves the room during testing
	Controls noise and interruptions			Occupied with other tasks/ loses awareness of student behavior
<b>6.3 Feedback Observed when test results are returned</b>	Reviews test items/ gives reasons for answers			Uses tokens as feedback
	Listens to alternative responses			
	Clarifies misconceptions			
	Makes positive comments about student ideas			

**FLORIDA ASSOCIATION OF ACADEMIC NONPUBLIC  
SCHOOLS COMPREHENSIVE PROGRAM**

**III. Individual Plan and Form**

**Individual Professional Development Plan  
Verification Form**

**PRINT COPIES OF THIS SECTION FOR  
THE DEVELOPING TEACHER,  
THE MASTER TEACHER,  
AND THE PECD ADMINISTRATOR**

**THE VERIFICATION FORM IS TO BE SENT  
TO THE DISTRICT OFFICE WHEN THE  
PECD IS COMPLETED**

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 1

The ability to write in a logical and understandable style with appropriate grammar and sentence structure.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT successfully passed the Language Arts section of the CLAST or the Alternate procedures as outlined in the Florida State Board of Education Administrative Rules: 6A-4.0021 (2), subsection 10 (d) and (e).

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 2

The ability to read, comprehend, and interpret professional and other written material.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT successfully passed the Professional Education Test.

\_\_\_\_\_ DT discussed the contents of a professional journal article with a support team member.

\_\_\_\_\_ DT wrote a review of a professional journal article.

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 3

The ability to comprehend and work with fundamental mathematical concepts.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT successfully passed the Mathematics section of the CLAST or the Alternate procedures as outlined in the Florida State Board of Education Administrative Rules: 6A-4.0021 (2), subsection 10 (d) and (e).

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_



# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 4

The ability to recognize signs of severe emotional distress in students and to apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)  
in students and ways to build positive self-concept.

\_\_\_\_\_ DT attended an inservice on recognizing signs of severe emotional distress in students.

\_\_\_\_\_ DT attended an inservice on suicide prevention.

\_\_\_\_\_ DT became familiar with crisis intervention materials available at the school and/or central office under the guidance of the student services staff.

\_\_\_\_\_ DT read, summarized, and discussed an article about suicide with a support team member.

\_\_\_\_\_ DT met with guidance counselor or other qualified professionals and discussed signs of severe emotional distress

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 5

The ability to recognize signs of alcohol and drug abuse in students and to apply counseling techniques with emphasis on intervention and prevention of future abuse.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT attended an inservice program on recognizing signs of alcohol and drug abuse in students.

\_\_\_\_\_ DT read, summarized, and discussed an article about alcohol and drug abuse with a support team member.

\_\_\_\_\_ DT met with guidance counselor or other qualified professionals to discuss signs of alcohol and drug abuse in students.

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 6

The ability to recognize the physical and behavioral indicators of child abuse and neglect, to know the rights and responsibilities regarding reporting, to know how to care for a child's needs after a report is made, and to know recognition, intervention, and prevention strategies pertaining to child abuse and neglect which can be related to children in a classroom setting in a nonthreatening, positive manner.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT attended an inservice on child abuse and the laws pertaining to reporting it.

\_\_\_\_\_ DT met with guidance counselor and/or other qualified professionals and discussed signs of child abuse and neglect, reviewed preventive strategies, and researched the State of Florida requirements for reporting abuse.

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan Competency 7

The ability to comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and to counsel these same students concerning their needs in these areas.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

- \_\_\_\_\_ DT examined student records and developed assignments that met the individual needs based on information obtained in these records.
- \_\_\_\_\_ DT explained to the support staff the community and school resources and alternative programs available for special needs students.
- \_\_\_\_\_ DT explained to the support staff the main theories on stages of human development and how these related to appropriate classroom activities and materials.
- \_\_\_\_\_ DT involved students in planning appropriate learning activities based on student interests and abilities, and provided direction concerning their needs and future careers.
- \_\_\_\_\_ DT interpreted and explained results of standardized achievement tests to support staff.
- \_\_\_\_\_ DT developed individualized activities for special needs students in consultation with special education teachers.
- \_\_\_\_\_ DT conferred with the guidance counselor and/or qualified professional staff member regarding a student who was being referred for an exceptional education program.
- \_\_\_\_\_ Other (specify): \_\_\_\_\_

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 8

The ability to recognize and be aware of the instructional needs of exceptional students.

---

(1) Planned related activities to meet the competency: (List activities and resources)

---

(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

---

(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated knowledge of category 1.5 on Domain One.

\_\_\_\_\_ DT implemented lesson plans or Individual Education Plans (IEP) indicating entry level skills based on diagnostic tests, teacher observation, or student records.

\_\_\_\_\_ DT developed a classroom assessment to identify the levels of specific knowledge or skills.

\_\_\_\_\_ Other (specify):

---

(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 9

The ability to comprehend patterns of normal development in students and employ appropriate intervention strategies for the disorders of development.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated knowledge of physical, social, and academic development patterns to meet the instructional needs of individual students in the classroom and to advise students about these needs.

\_\_\_\_\_ DT selected, adapted, and/or developed instructional materials for a given set of instructional objectives and student learning needs.

\_\_\_\_\_ DT selected, developed, and sequenced learning activities that are appropriate to instructional objectives and student needs.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 10

The ability to identify and comprehend the codes and standards of professional ethics, performance, and practices as adopted pursuant to s.231.546(2)(b), the grounds for disciplinary action provided by s.231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal processes.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT reviewed and discussed *The Code of Ethics and Professional Conduct of the Education Profession in Florida*, and s.231.28, Florida statutes, discussed reasons for revocation of certificates, and/or demonstrated how the Principles apply or effect employment.

\_\_\_\_\_ DT attended a seminar on Professional Ethics in the State of Florida and employment practices of the association and/or school.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 11

The ability to recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT reviewed the requirements of the consent decree and how these requirements are implemented through an ESOL plan.

\_\_\_\_\_ DT reviewed the requirements for ESOL as an endorsement on one's professional certificate.

\_\_\_\_\_ DT attended a seminar on strategies for the needs of students who have limited proficiency in English.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_



# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 12

The ability to use appropriate technology in teaching and learning processes.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated the integration of appropriate technology to achieve instructional and curricular goals and objectives.

\_\_\_\_\_ DT attended a seminar on the appropriate technology for the teaching/learning processes.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 13

The ability to use assessment strategies to assist the continuous development of the learner.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 6.0 in categories 6.1, 6.2, and/or 6.3.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 3.0 in categories 3.2, 3.4, 3.5, and 3.6.

\_\_\_\_\_ DT developed alternative strategies for assessing continuous development of the learner.

\_\_\_\_\_ DT attended a seminar on alternative assessment strategies.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 14

The ability to use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #6 and #7.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 3.0 in categories in 3.4 and 3.5.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of formative instrument for Domain 5.0 in categories 5.5.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 6 in categories 6.1 and/or 6.3.

\_\_\_\_\_ DT developed activities to identify the contributions of various ethnic, cultural, and socio-economic groups.

\_\_\_\_\_ DT attended a seminar on developing a positive support structure for students.

\_\_\_\_\_ DT provided learning activities which enabled each student to experience success.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 15

The ability to demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the student performance standards approved by the State Board.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT successfully passed the Subject Area Test.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #11, #12, #13, and #14.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 4 in categories 4.1, 4.2, 4.3, and/or 4.4.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 16

Formulates a standard for student behavior in the classroom

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of formative instrument for Domain 2 in category 2.1.

\_\_\_\_\_ DT has developed a set of classroom rules and consequences.

\_\_\_\_\_ DT has developed a classroom management plan, policies, and procedures in written form.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

# Professional Education Competency Demonstration Individual Professional Development Plan

## Competency 17

Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.

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(1) Planned related activities to meet the competency: (List activities and resources)

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(2) Method of Assessment

\_\_\_\_\_ observation

\_\_\_\_\_ conference

\_\_\_\_\_ written materials

\_\_\_\_\_ other (specify) \_\_\_\_\_

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(3) Check below the criteria used for demonstrating the competency: (Only one is needed.)

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the summative instrument (SSOI) for #20 or #21.

\_\_\_\_\_ DT demonstrated sufficient tallies on the left side of the formative instrument for Domain 2 in category 2.2-2.4, 2.6-2.7, and/or 2.8.

\_\_\_\_\_ Other (specify):

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(4) Anticipated Date of Completion: \_\_\_\_\_

(5) Date Completed: \_\_\_\_\_

(6) Signature of Assessor: \_\_\_\_\_

(7) Signature of Developing Teacher: \_\_\_\_\_

**Florida Association of Academic Non-Public Schools**

**Comprehensive Program**

**Professional Education Competency Demonstration  
PECD**

**Individual Professional Development Plan  
VERIFICATION FORM**

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**Signature/Developing Teacher**

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**Name - Developing Teacher**

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**Social Security Number- Developing Teacher**

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**Signature/PECD Administrator**

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**Dates of the PECD Mentorship**

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**Signature/Master Teacher (If applicable)**

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**Signature/Other Educator (If applicable)**

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**Name of School**

**Send this Verification Form to Dr. Barry Morris, 5422 E.  
Riverhills Dr. Temple Terrace, FL 33617**