

# Alternative Certification Program (ACP) for Mentors and Teachers

	<h2 style="color: red;">Alternative Certification Program (ACP) Statement of Eligibility</h2>
Secure your SOE	<p><b>The Official Statement is valid for three years and has two functions:</b></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>
SOE Requirements	<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>
Tests	<p><b><u>FTCE - Florida Teacher Certification Examinations:</u></b> 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>
ACP Program	<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>
Teacher Experience	<p>As a full-time teacher, you will meet the requirement for Teaching Experience upon the completion of the ACP.</p>

# 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 \_\_\_\_\_ Teacher Assignment \_\_\_\_\_

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

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

Note: This form is to be completed by the beginning teacher mentor and submitted to the Human Resources/Staff Development Department by September 30<sup>th</sup>. The beginning teacher 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

# Alternative Certification Program Overview of Requirements for the Beginning Teacher

## I. Purpose of the ACP

The ACP is designed for teachers holding temporary certificates who are required by the State to complete an alternative certification program in which the state allows three years in order to earn a Florida Educator's Professional Certificate. This option through the Gadsden School District is a two-year program.

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

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

### Eligibility Requirement for Participants

To be eligible for the ACP, the teaches must meet the following criteria (regardless of teaching experience):

- Hold a valid Florida Educator's Temporary Certificate.
- Teaching assignment must be in a K-12 program.
- Teaching assignment should be in the subject-area covered by the temporary certificate.
- Official SOE must stipulate the requirement of four (4) or more college courses.
- Must have documentation of registering for the Florida Teacher Certification Examinations.
  1. General Knowledge Test
  2. Subject-Area Examination and
  3. Professional Education Test

### ACP Costs

Teachers who elect to participate in the ACP are fully responsible for paying the costs of examinations and FDOE application fees. Failure to complete assigned college education courses will result in a fee if teacher has to be re-enrolled.

## II. ACP Assessment Requirements

### A. 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. Other information below.

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>	First attempt ⓘ: \$200 Retake ⓘ: \$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>	First attempt ⓘ: \$150 Retake ⓘ: \$170

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

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

### B. Beginning Teacher Needs Assessments

- **FEAP Self-Assessment** to be completed by teacher
- **Individual Action Plan (IAP)** to be completed by the Mentor and teacher

### C. Training

#### 1. ACP Survival Training...(to be completed as soon as possible)

- Exploration of Gadsden District website, Human Resources/Staff Development pages, and FLDOE.org website as it pertains to certification and teachers
  1. <http://www.fldoe.org/teaching/certification/>
  2. <http://www.fldoe.org/teaching/just-for-teachers-community/>
  3. <http://www.fldoe.org/academics/standards/>
- Introduction to Policies/Laws Regulating Professional Conduct, including Reporting Child Abuse

- Legal Mandates---ELL (ESOL) Training Requirements and Exceptional Student Education Requirements
- Introduction to the Florida Accomplished practices (FEAP)

## 2. Beacon Online Courses for ACP

### Year 1

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

### Year 2

- Foundations of Assessments
- Standards-Based Planning
- ESOL Methods
- Reading 2: Research-Based practices Parts A & B
- Learning Theory and Practice
- Enhancing the Classroom with Technology
- Implementing Reading, Writing and Mathematics Strategies

## 3. On-Site Training with ACP Mentor

- **Preparation for Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation)**
- **Preparation for Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference reflection and collegiality/professionalism)**
- **Strategies for Improving Student Achievement**
- **Teacher’s Commitment to Continuous Improvement**
- **Preparation for the Professional Education Test - [www.fl.nesinc.com/FL\\_TIGS.asp](http://www.fl.nesinc.com/FL_TIGS.asp)**

## 4. Assessment of ACP Teacher’s Progress

- Individual Action Plan
- Individual Professional Development Plan (IPDP), Educator’s Professional Learning Plan on <http://my.paec.org/>, or Deliberate Practice Score Plan
- Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation)
- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference with reflections and collegiality/professionalism)
- ACP Checklist/Verification form
- Passing score on the Professional Education Test

## 5. ACP Portfolio

The district obligates the ACP teacher to document completion of the program requirements.

- Maintain ACP portfolio containing documentation of all completed requirements.
- Meet with Mentor to discuss portfolio.
- Use the Portfolio Documentation Checklist/Verification form to review the documents.

## **ACP Completion Due Date**

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

### **III. ACP Support**

The ACP 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 teachers and their mentors, while Beacon Educator, the distance learning provider, employs online facilitators to assist teachers in completing required online courses.

#### **1. Support Team**

The teacher, mentor and a school administrator make up the team. The Principal serves as the Beginning Teacher Administrator or will appoint an administrator to serve in that role. The team meets on a regular basis throughout the year to assess the ACP teacher's needs; monitor progress in meeting program requirements and in documenting mastery of the 6 FEAP; and plan appropriate support activities or interventions as needed.

#### **2. ACP Mentor**

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

- Design and coordinate on-site training sessions based on teacher's needs and program requirements.
- Reviews teacher's responses to the FEAP Self-Assessment
- Develop the Individual Action Plan with the teacher
- Answer questions and offer guidance on issues related to academic content, classroom management, school culture/expectations, and continuous improvement
- Conduct classroom observations using Marzano Teacher Evaluation Plan (Domains 1 and 2) to document mastery of the FEAP and to prepare teacher for the administrator's observation
- Conduct face-to-face conferences using Marzano Teacher Evaluation Plan (Domains 3 and 4) to document mastery of the FEAP and to prepare teacher for the administrator's conference
- Use the IAP to monitor teacher's progress in meeting program requirements including completion of online courses and passing required tests
- Review teacher's program documentation folder, using the ACP 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
- Resource - [http://www.marzanoevaluation.com/files/FEAPs\\_Crosswalk\\_Marzano.pdf](http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf)

#### **3. ACP Administrator**

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

- Classroom Observation Documentation of Marzano Teacher Evaluation Plan Domains 1 and 2

- Face-to-Face Conference using Marzano Teacher Evaluation Plan Domain 3 and 4
- Individual Professional Development Plan (IPDP), Educator’s Professional Learning Plan on <http://my.paec.org/>, or Deliberate Practice Score Plan
- Others - Florida Educator Accomplished Practices Self Pre-Assessment

The ACP Administrator also provides feedback, notes progress, and plans interventions for the teacher.

#### 4. District Support

Members of the Gadsden County Schools Staff Development Department

- Oversee participant enrollment
- Provide training and support for the teachers and mentors.
- Coordinate and monitor program implementation at the district and school levels.
- Work collaboratively with the consultants from Beacon Educator, the distance learning provider.
- Coordinate services of collaborative partners who provide university and community support.
- Provide Human Resources/Staff Development Department documentation of ACP Program completion.
- Maintain on file all completed ACP documentation portfolios.
- Prepare the annual program evaluation report for stakeholders.

#### 5. Beacon Educator Online Support

Beacon Educator employs and trains experienced teachers to provide support as ACP teacher completes the required online courses. The online facilitators

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

### IV. Classroom Observation Requirements

#### Year 1:

The program requires **four (4)** classroom observations and **two (2)** face-to-face conferences:

- Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation) – ACP Mentor (preparation purposes only)
- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference, reflections and collegiality/professionalism) – ACP Mentor (preparation purposes only)
- Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation) – ACP Administrator
- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference, reflections and collegiality/professionalism) – ACP Administrator

#### Year 2:

- Marzano Teacher Evaluation Teacher Assessment – Domains 1 through 4 (planning, classroom observation, reflection and collegiality/professionalism ) – ACP Mentor (preparation purposes only)

- Marzano Teacher Evaluation Teacher Assessment –Domains 1 and 4 (planning, classroom observation, reflection and collegiality/professionalism) – ACP Administrator

**A. 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)

**B. Self-Pre-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.

**C. 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.

**D. Classroom Observation Documentation**

Marzano Teacher Evaluation Plan - To complete the ACP, 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

#### E. Face to Face Conferences - Marzano Teacher Evaluation Plan

**Documentation** - Along with the documentation to support Marzano’s Domains 1-4, documentation from **Florida Educator Accomplished Practices Self Pre-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.

#### F. Data Collection

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

- Individual conference
- Individual Professional Development Plan (IPDP)
- Review of daily lesson plans
- Copies of assessments previously administered by teacher
- Sample emails to and from parents of students
- Parent contact log
- Evidence of completion of the Beacon online courses
- Evidence of adherence to **6A-10.081 Principles of Professional Conduct for the Education Profession in Florida**

ACP Administrator’s Evaluation Conference should be conducted within 90 days after hire date. After the conference has been conducted, the administrator will provide teacher 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.

#### G. Beacon Educator Online Courses for ACP

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 course.

#### H. On-site Training with ACP Mentor

The ACP requires your participation in at least three (3) training sessions planned by the ACP 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 during face-to-face conferences and outside the class (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 teacher's subject-area or grade-level content.

### **I. Documentation of Sessions**

Complete a reflection journal for at least three on-site training sessions with the ACP 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.

#### **Review of Program Documentation with ACP Mentor**

**Documentation Requirement** - The district requires that the teacher document completion of the ACP. Upon completion, place items in a portfolio that will be submitted to the ACP Mentor on or before the completion due date.

**Folder Preparation/ Folder Submission** - Use the ACP 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 ACP mentor approves portfolio, submit to the Human Resources/Staff Development Department. You will receive notification of successful completion of the Professional Educator Competence Program.

### **Program Completion Due Date**

ACP teachers are allowed up to two years to complete program requirements (provided that the completion date is prior to the expiration date of your temporary certificate ). However, the program may be completed sooner since some of the requirements can be completed during the summer.

Successful completion of the ACP is determined and verified by the school principal, with input from the School Support Team. However, completion of the beginning teacher program does not guarantee reappointment.

**Submit completed ACP portfolio to the Human Resources/Staff Development Department by April 30<sup>th</sup>.**

# Alternative Certification Program (ACP)

## 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 ACP Beginning Teacher assigned to me this year.

	<b>Required Mentoring Services for ACP</b> <i>(Before, During and After Contract Hours)</i>	Date	Start Time – End Time
1	Completed teacher's Support Team Agreement and sent form to Human Resources/Staff Development Office.		
2	Met with teacher to review completion of the requirements of the ACP; made initial entry on Individual Action Plan (IAP) and got administrator signature.		
3	Pre-Observation meeting to prepare BT for mentor observation		
4	Classroom Observation (informal---by mentor)		
5	Post-Observation meeting to discuss strengths/areas of concern		
6	Met with teacher and administrator to discuss mentor observation, plan training/intervention (if needed), Updated IAP (Individual Action Plan) and got administrator signature		
7	Met with teacher throughout year to provide support and answer questions and helped him/her prepare for administrator formal observation Meeting date/time _____ Meeting date /time _____ Meeting date/time _____		
8	Met with teacher to check progress on completing Beacon Courses and preparation for passing the Professional Educator Test. Updated IAP and got administrator signature.		
9	Met with teacher for final review of the ACP Portfolio, and final entry on IAP		
10	Met with administrator to review portfolio and got signature on IAP and Verification of Completion Checklist		
11	Submit portfolio and mentor log to Human Resources/Staff Development Office.		

ACP mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Note : If the teacher does not complete ACP requirements, please hand-deliver the teacher's portfolio along with your mentor log to the Human Resources/Staff Development Office.

Mentor's Log due to the Human Resources/Staff Development Office. No later than April 30<sup>th</sup>.

# 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.				

# 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:

## Alternative Certification Program (ACP) Checklist/Verification Form

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

	Section Title	Mentor's Signature	Administrator's Signature
1	<p><b>Test Score Documentation</b> <i>*Indicate date of completion in space next to each requirement.</i></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><b>Individual Action Plan (IAP)</b> <b>Submit completed IAP (one initial entry and three additional entries required)</b></p> <p>___ IAP form reflecting review of progress toward completing program requirements, documenting areas of strength or corn, plans for additional training, etc.</p>		
3	<p><b>Survival Training (to be completed as soon as possible)</b> <i>*Indicate date of completion in space next to each requirement.</i></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>___ Legal Mandates</p> <p>___ Introduction to FEAP and FEAP Self Assessment/Professional Education Competencies or Completion Statement for <b>FEAP Mastery through the Gadsden County Teacher Induction Program</b> form</p> <p>___ Introduction to Classroom Management</p> <p>___ Understanding Your Statement of Status of Eligibility</p> <p>___ Completion Statement for FEAP Mastery</p>		

4A	<p><b>Year 1: Teacher Assessment - Marzano Teacher Evaluation Plan Domains 1 through 4 - Classroom Observations and Face-to-Face Conferences</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>• Observation - Marzano Teacher Evaluation - Domains 1 through 4 (planning and <i>classroom observation</i>) – ACP <b>Mentor</b> (<i>preparation purposes only</i>) ____</li> <li>• Observation - Marzano Teacher Evaluation – Domains 1 through 4 (<i>planning and classroom observation</i>) – ACP <b>Administrator</b> ____</li> <li>• Conference - Marzano Teacher Evaluation– Domains 1 through 4 (<i>face-to-face conference, reflection and collegiality/professionalism</i>) – ACP <b>Mentor</b> (<i>preparation purposes only</i>) ____</li> <li>• Conference - Marzano Teacher Evaluation– Domains 1 through 4 (<i>face-to-face conference, reflection and collegiality/professionalism</i>) – ACP <b>Administrator</b> ____</li> </ul>		
4B	<p><b>Year 2: Teacher Assessment - Marzano Teacher Evaluation Plan Domains 1 through 4 - Classroom Observations and Face-to-Face Conferences</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 – Domains 1 through 4 (<i>planning and classroom observation, face-to-face conference, reflection and collegiality/professionalism</i>) – ACP <b>Mentor</b> (<i>preparation purposes only</i>) ____</li> <li>• Marzano Teacher Evaluation – Domains 1 and 4 (<i>planning and classroom observation, face-to-face conference, reflection and collegiality/professionalism</i>) – ACP <b>Administrator</b> ____</li> </ul>		
5	<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>		
6A	<p><b>Beacon Online Courses</b>  <i>*Indicate date of completion in space next to each requirement.</i>  Program transcript for:  <b>Year 1</b>  ____ Classroom Management  ____ Professional Practices for Educators  ____ Student Advocacy and Legal Issues</p>		

6B	<b>Year 2</b> <input type="checkbox"/> Foundations of Assessments <input type="checkbox"/> Standards-Based Planning <input type="checkbox"/> ESOL Methods <input type="checkbox"/> Reading 2: Research-Based practices Parts A & B <input type="checkbox"/> Learning Theory and Practice <input type="checkbox"/> Enhancing the Classroom with Technology <input type="checkbox"/> Implementing Reading, Writing and Mathematics Strategies		
7	<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> <input type="checkbox"/> Preparation for Classroom Observation of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 - 4 <input type="checkbox"/> Preparation for Face-to-Face Conference of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 - 4 Others ( <i>at least 1</i> ) <input type="checkbox"/> <b>Standards Resources</b> from <a href="http://fldoe.org">fldoe.org</a> and <input type="checkbox"/> <b>Marzano Learning Map Resources</b> <input type="checkbox"/> <b>6A-10.081 Principles of Professional Conduct for the Education Profession in Florida</b> <input type="checkbox"/> <b>FEAP and Marzano Crosswalk</b>		

## Verification of Alternative Certification Program Completion

and demonstration of Professional Education Competence

Program Completion Verified by _____ <div style="text-align: center;"><i>Mentor</i></div>	Date _____
Program Completion/Mastery of FEAP/Professional Education Competencies	
Approved by _____ <div style="text-align: center;"><i>Principal</i></div>	Date _____

Note to ACP Mentor:

Place the completed Verification Form in the front of the Teacher Portfolio along with completed Mentor's 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**

Alternative Certification Program

# Individual Action Plan

ACP Participant: \_\_\_\_\_

School: \_\_\_\_\_ Subject Area/Grade Level \_\_\_\_\_

**The school support team will use this instrument to plan, monitor and document the ACP participants’s progress toward successful demonstration of the Florida Educator Accomplished Practices (FEAP) toward program completion.**

Directions:

1. Use the results of the participants’s FEAP Self Assessment to develop the Individual Action Plan (IAP) for Year One.
2. Use the following documents collected in the ACP participant’s portfolio to monitor and document progress as the documents become available for review: Gadsden County Instructional Evaluation System; Beacon Educator Online course feedback/ratings; any alternative exercises/assessments assigned by Beacon Course Assessors/Facilitators; and On-Site Training assignments/reflection sheets.
3. In the space provided on the IAP, record the results of each review session.
4. Sign the last page of the of the IAP.

ACP Participant \_\_\_\_\_ School \_\_\_\_\_

## Alternative Certification Program

# Individual Action Plan Year 1: Part 1

School Support Team Members:

ACP Mentor \_\_\_\_\_ ACP Administrator \_\_\_\_\_

### *Initial Planning Session*

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

Review participant's FEAP Self-Assessment:

- List perceived strengths
  
- List perceived areas of concerns

List specific On-Site Training sessions planned for Year One

- Preparation for Marzano Teacher Evaluation Teacher Assessment - Domains 1 and 2 (planning and classroom observation)
- Preparation for Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference reflection and collegiality/professionalism)
- Strategies for Improving Student Achievement
- Teacher's Commitment to Continuous Improvement
- Preparation for the Professional Education Test

Discuss time for completing Beacon online courses required for Year One:

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

# Individual Action Plan: Part 2

*Review Session 1*

Date \_\_\_\_\_

First Beacon online course completed: \_\_\_\_\_

Results of first classroom observation:

- List participant's strengths
  
  
  
  
  
  
  
  
  
- Areas of concern and interventions planned (if needed):

# Individual Action Plan: Part 3

*Review Session 2*

Date \_\_\_\_\_

Second Beacon online course completed: \_\_\_\_\_

Results of second classroom observation:

- Participant's progress since first observations:
  
  
  
  
  
  
  
  
  
- Areas of concern and interventions planned (if needed):

ACP Participant \_\_\_\_\_

## Mentors Only Templates

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  
THE 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)

(On-Site, Survival Training, and/or Monitoring Purposes)

## 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 ACP Mentor will be evaluating progress on the FEAPs through completion. The portfolio artifacts are based on the FEAP. The teacher must demonstrate competency in all (6) to complete the program and be recommended for certification.

## FEAPs Self-Assessment:

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

Score

Critical Skills:

- \_\_\_\_\_ (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:

Score

Critical Skills:

- \_\_\_\_\_ (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): 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
- \_\_\_\_\_ (b): Fulfills the expected obligations to students, the public and the education profession.

### **For the Beginning Teacher**

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 learning 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:

- Action Research Project
- Lesson Study Group
- Peer Coaching
- School Coaching
- District Coaching
- Professional Learning Communities
- PD360
- Other Distance Learning
- Independent Study
- Face-to-Face Professional Learning
- College Courses
- Other


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

Marzano Forms and Domains are found at <http://www.gcps.k12.fl.us/> listed under:

- **Race to the Top** (under Forms)

Marzano Observation Instruments	Location in Evaluation Plan	Cycle
<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

or

- **Human Resources** (under HR Forms; Instructional Evaluation System - 2015-2016 Gadsden County Instructional Evaluation System)

## 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.marzanoievaluation.com/files/FEAPs\\_Crosswalk\\_Marzano.pdf](http://www.marzanoievaluation.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/>