Teacher Induction Resource Guide 2016-2017

Gadsden County Schools

"BUILDING A BETTER FUTURE
As We Prepare Students for Success in Life"

Table of Contents

Overview	
♦ Welcome to Gadsden County Schools	3
♦ Vision, Mission, and Belief Statements	3
Teacher Guidelines	
♦ Program Goals and Objectives	4
♦ Legislation	5
♦ Important Dates, Professional Development Certification Programs	12
♦ Roles and General Responsibilities	12
♦ Mentors	14
♦ Beginning Teacher Resources	16
Teacher Certification	
♦ Certificates	21
♦ Understanding My Florida Statement of Status of Eligibility	22
Instructional Practices	
♦ Florida Standards/Standards and Instructional Support	26
♦ Florida Standards Resources	27
♦ Florida Educator Accomplished Practices (FEAPs)	30
♦ Marzano Instructional Framework	33
♦ Marzano Learning Map Resources and Resources	36
♦ Principles of Professional Conduct for the Education Profession in Florida	41
♦ Marzano Domains	44
Appendix	
♦ Certification Application Fee Schedule	53
♦ Public Schools Common Language of Instruction	55
♦ Gadsden County Schools Glossary of Common Terms and Abbreviations	64
♦ Gadsden County Schools Calendar 2014-2015	67
♦ Gadsden Equal Opportunity Employer Disclaimer	68

.

Welcome to Gadsden County Schools!

Gadsden County Schools Teacher Induction

Welcome to Gadsden County Schools **Teacher Induction**. You will begin to learn the principles and hone the skills needed to become an effective educator and impact *all* students. Thank you for choosing to teach and lead Gadsden County School students as they prepare for the 21st Century!

Your **Gadsden County Teacher Induction Resource Guide** offers you an overview of district initiatives, educator certification, TEACHER INDUCTION guidelines, and effective teaching resources as you begin to plan   your work.

Vision Statement

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

Mission Statement

To develop well-rounded, productive citizens who will make a better world. It is the mission of the School Board of Gadsden County to work together with stakeholders (students, parents, faculty, staff, community members, etc.) to achieve and maintain excellence in its programs and practices. All policies are adopted to encourage use of the basic principles of due process. Consistent, fair, flexible and equitable practices are expected by all involved in order to foster respect for self, the school system, and the society.

Belief Statements

The Gadsden County School District believes that . . .
• All students can learn.
• Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
• The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
• Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
• Education is the key to opportunity and social mobility.
• A safe and supportive learning environment promotes student achievement
• Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
• The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)
• The development of a caring school community should be a priority for our school system.
• The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

Teacher Induction Guidelines

Program Goals

The goals of the Gadsden County Teacher Induction process are to build capacity for district and school-based new teacher support programs that help assist new first-time and veteran educators in meeting the needs of 21st Century learners. For teachers with temporary certification, Teacher Induction provides guidance for the development, demonstration and documentation of the Professional Education Competence (PEC) program. The program components are designed to provide support to new educators as they master the criteria of the **Florida Educator Accomplished Practices (FEAPs)**. The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide guidance on what educators are expected to know and be able to do.

These standards are based on three principles that focus on:

⇒ High expectations

⇒ Knowledge of subject matter

⇒ The standards of the profession

These practices promote a common language and expectation for quality instruction and professional responsibility. **TEACHER INDUCTION** is based on the premise that the professional development of new teachers is best achieved through planned, supportive programs provided through district and school-based efforts.

Objectives

- To increase retention of new teachers

- To provide individual support to all new teachers

- To foster self-assessment and reflection

- To acquaint new teachers with services and resources within the school, district, and around the state

- To improve understanding of effective teaching behaviors, accomplished practices, and educational competencies to improving student learning outcomes

4

Legislation

Chapter 1012. D.   Educator Certification for Public Schools; Renewal; Duties

1012.53   Duties of instructional personnel.—
   (1)   The primary duty of instructional personnel is to work diligently and faithfully to help students meet or exceed annual learning goals, to meet state and local achievement requirements, and to master the skills required to graduate from high school prepared for postsecondary education and work. This duty applies to instructional personnel whether they teach or function in a support role.
   (2)   Members of the instructional staff of the public schools shall perform duties prescribed by rules of the district school board. The rules shall include, but are not limited to, rules relating to a teacher's duty to help students master challenging standards and meet all state and local requirements for achievement; teaching efficiently and faithfully, using prescribed materials and methods, including technology-based instruction; recordkeeping; and fulfilling the terms of any contract, unless released from the contract by the district school board.
   History.—s. 725, Ch. 2002-387.

1012.54   Purpose of instructional personnel certification.—
It is the intent of the Legislature that school personnel certified in this state possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools. The purpose of school personnel certification is to protect the educational interests of students, parents, and the public at large by assuring that teachers in this state are professionally qualified. In fulfillment of its duty to the citizens of this state, the Legislature has established certification requirements to assure that educational personnel in public schools possess appropriate skills in reading, writing, and mathematics, and adequate pedagogical knowledge, including the use of technology to enhance student learning, and relevant subject matter competence so as to demonstrate an acceptable level of professional performance. Further, the Legislature has established a certificate renewal process which promotes the continuing professional improvement of school personnel, thereby enhancing public education in all areas of the state.
   History.—s. 726, Ch. 2002-387.

1012.55   Positions for which certificates required.—
 (1)(a)   The State Board of Education shall classify school services, designate the certification subject areas, establish competencies, including the use of technology to enhance student learning, and certification requirements for all school-based personnel, and adopt rules in accordance with which the professional, temporary, and part-time certificates shall be issued by the Department of Education to applicants who meet the standards prescribed by such rules for their class of service.
 (b)   Each person employed or occupying a position as school supervisor, school principal, teacher, library media specialist, school counselor, athletic coach, or other position in which the employee serves in an instructional capacity, in any public school of any district of this state shall hold the certificate required by law and by rules of the State Board of Education in fulfilling the requirements of the law for the type of service rendered. Such positions include personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment.

A person operating under a *temporary certificate* must be under the mentorship of a state-certified school administrator during the term of the temporary certificate.
(2)(a)   Each person who is employed and renders service as an athletic coach in any public school in any district of this state shall hold a valid temporary or professional certificate or an athletic coaching certificate. The athletic coaching certificate may be used for either part-time or full-time positions. The provisions of this subsection do not apply to any athletic coach who voluntarily renders service and who is not employed by any public school district of this state.

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement. Pursuant to s. 120.60, the department shall issue within 90 calendar days after the stamped receipted date of the completed application:

(a) If the applicant meets the requirements, a professional certificate covering the classification, level, and area for which the applicant is deemed qualified and a document explaining the requirements for renewal of the professional certificate;

(b) If the applicant meets the requirements and if requested by an employing school district or an employing private school with *a professional education competence demonstration program* pursuant to paragraphs (6)(f) and (8)(b), a temporary certificate covering the classification, level, and area for which the applicant is deemed qualified and an official statement of status of eligibility; or

(C) If an applicant does not meet the requirements for either certificate, an official statement of status of eligibility. The statement of status of eligibility must advise the applicant of any qualifications that must be completed to qualify for certification. Each statement of status of eligibility is valid for 3 years after its date of issuance, except as provided in paragraph (2) (d).

(2) ELIGIBILITY CRITERIA.—to be eligible to seek certification, a person must:

(a) Be at least 18 years of age.

(b) File an affidavit that the applicant subscribes to and will uphold the principles incorporated in the Constitution of the United States and the Constitution of the State of Florida and that the information provided in the application is true, accurate, and complete. The affidavit shall be by original signature or by electronic authentication. The affidavit shall include substantially the following warning:

WARNING: Giving false information in order to obtain or renew a Florida educator's certificate is a criminal offense under Florida law. Anyone giving false information on this affidavit is subject to criminal prosecution as well as disciplinary action by the Education Practices Commission.

(c) Document receipt of a bachelor's or higher degree from an accredited institution of higher learning, or a non-accredited institution of higher learning that the Department of Education has identified as having a quality program resulting in a bachelor's degree, or higher. Each applicant seeking initial certification must have attained at least a 2.5 overall grade point average on a 4.0 scale in the applicant's major field of study. The applicant may document the required education by submitting official transcripts from institutions of higher education or by authorizing the direct submission of such official transcripts through established electronic network systems. The bachelor's or higher degree may not be required in areas approved in rule by the State Board of Education as non-degreed areas. The State Board of Education may adopt rules that, for purposes of demonstrating completion of specific certification requirements, allow for the acceptance of college course credits recommended by the American Council for Education (ACE), as posted on an official ACE transcript.

(d) Submit to background screening in accordance with subsection (10). If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.

(e) Be of good moral character.

(f) Be competent and capable of performing the duties, functions, and responsibilities of an educator.

(g) Demonstrate mastery of general knowledge, pursuant to subsection (3).

(h) Demonstrate mastery of subject area knowledge, pursuant to subsection (5).

(i) Demonstrate mastery of professional preparation and education competence, pursuant to subsection (6).

(3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of demonstrating mastery of general knowledge are:

(a) Achievement of passing scores on the general knowledge examination required by state board rule;

(b) Documentation of a valid professional standard teaching certificate issued by another state;

(c) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(d) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an

accredited institution or an institution of higher education identified by the Department of Education as having a quality program; or

(e) **Effective July 1, 2015**, achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations.

(4) **ALIGNMENT OF SUBJECT AREAS**.—The State Board of Education shall align the subject area examinations to the Next Generation Sunshine State Standards.

(5) **MASTERY OF SUBJECT AREA KNOWLEDGE**.—Acceptable means of demonstrating mastery of subject area knowledge are:

(a) For a subject requiring only a baccalaureate degree for which a Florida subject area examination has been developed, achievement of a passing score on the Florida-developed subject area examination specified in state board rule;

 (d) For a subject requiring a master's or higher degree, completion of the subject area specialization requirements specified in state board rule and achievement of a passing score on the Florida-developed subject area examination or a standardized examination specified in state board rule;

(e) Documentation of a valid professional standard teaching certificate issued by another state;

(f) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(g) Documentation of successful completion of a United States Defense Language Institute Foreign Language Center program; or

(h) Documentation of a passing score on the Defense Language Proficiency Test (DLPT).

School districts are encouraged to provide mechanisms for middle grades teachers holding only a K-6 teaching certificate to obtain a subject area coverage for middle grades through postsecondary coursework or district add-on certification.

(6) **MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE**.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(a) Successful completion of an approved teacher preparation   at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;

(b) Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;

(c) Documentation of a valid professional standard teaching certificate issued by another state;

(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(e) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;

(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional preparation and education competence program pursuant to paragraph (8)(b), and achievement of a passing score on the professional education competency examination required by state board rule;

(g) Successful completion of a professional development certification and education competency program, outlined in paragraph (8) (a); or

(h) Successful completion of a competency-based certification program pursuant to s. 1004.85 and achievement of a passing score on the professional education competency examination required by rule of the State Board of Education.

The State Board of Education shall adopt rules to implement this subsection by December 31, 2014, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(7) **TYPES AND TERMS OF CERTIFICATION.**

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who meets all the requirements outlined in subsection (2) or, for a professional certificate covering grades 6 through 12, any applicant who:

1.   Meets the requirements of paragraphs (2) (a)-(h).
2.   Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.
3.   Teaches a high school course in the subject of the advanced degree.
4.   Is rated highly effective as determined by the teacher's performance evaluation under s.1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
5.   Achieves a passing score on the Florida professional education competency examination required by state board rule.
(b)   The department shall issue a temporary certificate to any applicant who completes the requirements outlined in paragraphs (2) (a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule.
(c)   The department shall issue one nonrenewable 2-year temporary certificate and one nonrenewable 5-year professional certificate to a qualified applicant who holds a bachelor's degree in the area of speech-language impairment to allow for completion of a master's degree program in speech-language impairment. Each temporary certificate is valid for 3 school fiscal years and is nonrenewable.

(8)   **PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION COMPETENCY PROGRAM.**
(a)   The Department of Education shall develop and each school district may provide a cohesive competency-based professional development certification and education competency program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district and approved by the Department of Education. The program shall include the following:
1.   A minimum period of initial preparation before assuming duties as the teacher of record.
2.   An option for collaboration between school districts and other supporting agencies or educational entities for implementation.
3.   An experienced peer-mentor component. Each individual selected by the district as a peer mentor must hold a valid professional certificate issued pursuant to this section, must have earned at least 3 years of teaching experience in prekindergarten through grade 12, and must have earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34.
4.   An assessment of teaching performance aligned to the district's system for personnel evaluation under s. 1012.34 which provides for:
a.   An initial evaluation of each educator's competencies to determine an appropriate individualized professional development plan.
b.   A summative evaluation to assure successful completion of the program.
5.   Professional education preparation content knowledge that includes, but is not limited to, the following:
a.   The state standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the temporary certificate.
b.   The educator-accomplished practices approved by the state board.
c.   A variety of data indicators for monitoring student progress.
d.   Methodologies for teaching students with disabilities.
e.   Methodologies for teaching students of limited English proficiency appropriate for each subject area identified on the temporary certificate.
f.   Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students.
6.   Required achievement of passing scores on the subject area and professional education competency examination required by State Board of Education rule. Mastery of general knowledge must be demonstrated as described in subsection (3).
(b)1.   Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.

2. The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional development system required under s. 1012.98.

(c) The Commissioner of Education shall determine the continued approval of programs implemented under paragraph (a) based upon the department's periodic review of the following:

1. Evidence that the requirements in paragraph (a) are consistently met; and

2. Evidence of performance in each of the following areas:

a. Rate of retention for employed program completers in instructional positions in Florida public schools.

b. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.

c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b) (2) (C) (v) (II), as a measure of how well the program prepares teachers to work with a variety of students in Florida public schools.

d. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.

e. Production of program completers in statewide critical teacher shortage areas as defined in s.1012.07.

(9) **EXAMINATIONS.**

(a) The Commissioner of Education, with the approval of the State Board of Education, may contract for developing, printing, administering, scoring, and appropriate analysis of the written examinations required.

(b) The State Board of Education shall, by rule, specify the examination scores that are required for the issuance of a professional certificate and temporary certificate. Such rules must define generic subject area competencies and must establish uniform evaluation guidelines.

(c) The State Board of Education shall designate the certification areas for subject area examinations. All required examinations may be taken prior to graduation.

(d) The department shall provide procedures for an applicant who fails an examination developed by the department or by an entity under contract with the department to review his or her examination questions and his or her incorrectly answered responses to the questions. The applicant bears the actual cost for the department to provide an examination review pursuant to this subsection. Notwithstanding any other provisions of law, only an applicant who fails an examination within a score range established by rule of the State Board of Education is entitled to an examination review under this paragraph or to challenge the validity of the examination.

(e) For any examination developed by this state, the Department of Education and the State Board of Education shall maintain confidentiality of the examination, developmental materials, and work papers, which are exempt from s. 119.07(1).

(f) The examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student standards approved by the state board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of competency for demonstration of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

(g) All examination instruments, including developmental materials and work papers directly related thereto, which are prepared, prescribed, or administered pursuant to this section shall be confidential and exempt from the provisions of s. 119.07(1) and from s. 1001.52. Provisions governing access to, maintenance of, and destruction of such instruments and related materials shall be prescribed by rules of the State Board of Education.

(10) **BACKGROUND SCREENING REQUIRED, INITIALLY AND PERIODICALLY.**

(a) Each person who seeks certification under this chapter must be fingerprinted and screened in accordance with s. 1012.32 and must not be ineligible for such certification under s. 1012.315. A person who has been screened in accordance with s. 1012.32 by a district school board or the Department of Education within 12 months before the date the person initially obtains certification under this chapter, the results of which are submitted to the district school board or to the Department of Education, is not required to repeat the screening under this paragraph.

(b) A person may not receive a certificate under this chapter until the person's screening under s. 1012.32 is completed and the results have been submitted to the Department of Education or to the district school superintendent of the school district that employs the person. Every 5 years after obtaining initial certification, each person who is required to be certified under this chapter must be rescreened in accordance with s. 1012.32, at which time the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for federal criminal records checks. If, for any reason after obtaining initial certification, the fingerprints of a person who is required to be certified under this chapter are not retaned by the Department of Law

Enforcement under s. 1012.32(3) (a) and (b), the person must file a complete set of fingerprints with the district school superintendent of the employing school district. Upon submission of fingerprints for this purpose, the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for federal criminal records checks, and the fingerprints shall be retained by the Department of Law Enforcement under s. 1012.32(3) (a) and (b). The cost of the state and federal criminal history checks required by paragraph (a) and this paragraph may be borne by the district school board or the employee. Under penalty of perjury, each person who is certified under this chapter must agree to inform his or her employer within 48 hours if convicted of any disqualifying offense while he or she is employed in a position for which such certification is required.

(c) If it is found under s. 1012.796 that a person who is employed in a position requiring certification under this chapter has not been screened in accordance with s. 1012.32, or is ineligible for such certification under s. 1012.315, the person's certification shall be immediately revoked or suspended and he or she shall be immediately suspended from the position requiring certification.

(11) **NONCITIZENS.**

(a) The State Board of Education may adopt rules for issuing certificates to noncitizens who are needed to teach and who are legally admitted to the United States through the United States Bureau of Citizenship and Immigration Services. The filing of a written oath to uphold the principles of the Constitution of the United States and the Constitution of the State of Florida, required under paragraph (2)(b), does not apply to individuals assigned to teach on an exchange basis.

(b) A certificate may not be issued to a citizen of a nation controlled by forces that are antagonistic to democratic forms of government, except to an individual who has been legally admitted to the United States through the United States Bureau of Citizenship and Immigration Services.

(12) **DENIAL OF CERTIFICATE.**

(a) The Department of Education may deny an applicant a certificate if the department possesses evidence satisfactory to it that the applicant has committed an act or acts, or that a situation exists, for which the Education Practices Commission would be authorized to revoke a teaching certificate.

(b) The decision of the department is subject to review by the Education Practices Commission upon the filing of a written request from the applicant within 20 days after receipt of the notice of denial.

(13) STATE BOARD RULES.—The State Board of Education shall adopt rules pursuant to ss.120.536 and 120.54, as necessary to implement this section.

(14) PRIOR APPLICATION.—Persons who apply for certification are governed by the law and rules in effect at the time of application for issuance of the initial certificate, provided that continuity of certificates is maintained.

(15) **PERSONNEL RECORDS.**—The Department of Education shall maintain an electronic database that includes, but need not be limited to, the academic preparation, professional training, and teaching experience of each person to whom a certificate is issued. The applicant or the district school superintendent shall furnish the information using a format provided by the department.

(16) AUTHORITY OF COMMISSIONER.—The Commissioner of Education may make decisions regarding an applicant's certification under extenuating circumstances not otherwise provided for in statute or by rule. However, an applicant for certification approved by the commissioner must possess the credentials, knowledge, and skills necessary to provide quality education in the public schools.

History.—s. 728, Ch. 2002-387; s. 43, Ch. 2003-391; s. 170, Ch. 2004-5; s. 16, Ch. 2004-295; s. 61, Ch. 2006-74; s. 30, Ch. 2008-108; s. 25, Ch. 2008-235; s. 104, Ch. 2009-21; s. 184, Ch. 2011-5; s. 41, Ch. 2013-27; s. 8, Ch. 2013-185; ss. 3, 4, Ch. 2014-32; s. 1, Ch. 2016-117; s. 4, Ch. 2016-142; s. 31, Ch. 2016-237.

1012.561 Address of record.— Each certified educator or applicant for certification is solely responsible for maintaining his or her current address with the Department of Education and for notifying the department in writing of a change of address. A certified educator or applicant for certification who is employed by a district school board shall notify his or her employing school district within 10 days after a change of address. At a minimum, the employing district school board shall notify the department monthly of the addresses of the certified educators or applicants for certification in the manner prescribed by the department. A certified educator or applicant for certification who is not employed by a district school board shall personally notify the department in writing within 30 days after a change of address. The department shall permit electronic notification; however, it is the responsibility of the certified educator or applicant for certification to ensure that the department has received the electronic notification.

History.—s. 17, Ch. 2004-295; s. 96, Ch. 2014-39.

1012.585 Process for renewal of professional certificates.—

(1)(a) District school boards shall renew state-issued professional certificates as follows:

1. Each district school board shall renew state-issued professional certificates for individuals who hold a state-issued professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

2. The employing school district may charge the individual an application fee not to exceed the amount charged by the Department of Education for such services, including associated late renewal fees.

(b)   The department shall renew state-issued professional certificates for individuals who are not employed by a district school board of this state pursuant to criteria established in subsections (2), (3), and (4) and requirements specified in rules of the state board.

(2)(a)   All professional certificates, except a nonrenewable professional certificate, shall be renewable for successive periods not to exceed 5 years after the date of submission of documentation of completion of the requirements for renewal provided in subsection (3). Only one renewal may be granted during each 5-year validity period of a professional certificate.

(b)   A teacher with national certification from the National Board for Professional Teaching Standards is deemed to meet state renewal requirements for the life of the teacher's national certificate in the subject shown on the national certificate. A complete renewal application and fee shall be submitted. The Commissioner of Education shall notify teachers of the renewal application and fee requirements.

(c)   If the renewal application form is not received by the department or by the employing school district before the expiration of the professional certificate, the application form, application fee, and a late fee must be submitted before July 1 of the year following expiration of the certificate in order to renew the professional certificate.

(d)   The State Board of Education shall adopt rules to allow a 1-year extension of the validity period of a professional certificate in the event of serious illness, injury, or other extraordinary extenuating circumstances of the applicant. The department shall grant such 1-year extension upon written request by the applicant or by the district school superintendent or the governing authority of a university lab school, state-supported school, or private school that employs the applicant.

(3)   For the renewal of a professional certificate, the following requirements must be met:

(a)   The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent in-service points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b) and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for in-service educational training, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

(b)   In lieu of college course credit or in-service points, the applicant may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule.

(c)   If an applicant wishes to retain more than two specialization areas on the certificate, the applicant shall be permitted two successive validity periods for renewal of all specialization areas, but must earn no fewer than 6 college course credit hours or the equivalent in any one validity period.

(d)   The State Board of Education shall adopt rules for the expanded use of training for renewal of the professional certificate for educators who are required to complete training in teaching students of limited English proficiency or students with disabilities and training in the teaching of reading

1012.05   Teacher recruitment and retention. (b)   By September 15 and February 15 each school year, each school district shall electronically submit accurate public school e-mail addresses for all instructional and administrative personnel, as identified in s. 1012.01(2) and (3), to the Department of Education.

Important Dates

New Teacher Orientation Professional Development (District) – July 25-27, 2016
ProPEL Promoting Professional Excellence Support for Beginning Teachers (PAEC) – July 28-29, 2016

Teacher Induction Sessions will be held on:

September, 2016 – Introductory and Plan of Action

November, 2016

January, 2017

March, 2017

May, 2017

Mentors will meet:

September, 2016 – Responsibilities

January, 2017

April, 2017

Professional Development Certification Programs

- Alternative Certification Program (ACP)
- College of Education (COE)
- Professional Education Competence PEC)

Roles and General Responsibilities

A. Beginning Teacher:
- Play an active role in the mentoring relationship. A beginning teacher can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed. A beginning teacher may also decide to share elements of his or her evaluation to discuss goals, receive targeted feedback, and assess progress.
- Seek out help. The beginning teacher must understand that he or she must seek out support from team members, be forthcoming in communicating classroom issues, and remain open to

feedback in order to develop as a professional. The mentor-mentee relationship is meant to be confidential; beginning teachers should take advantage of the relationship and obtain assistance as needed.

- Observe effective teachers at work. The beginning teacher should adhere to a schedule of observations of various effective teachers (could be done through videotaping). The beginning teacher may keep a log to record and reflect on the diversity of their styles.
- Participate regularly in programs organized for beginning teachers. These include peer support groups, professional learning opportunities, and beginning teacher workshops. Additionally, beginning teachers should look for opportunities to share their expertise with colleagues and contribute to a school culture of professional collaboration.

B. Mentor:

- Facilitate a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials, are familiar with routines and schedules, and curriculum expectations.
- Provide instructional support. This includes, but is not limited to:
  1. Regular observation of and conferencing with the beginning teacher.
  2. Modeling instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers (could be done through videotaping).
  3. Provide advice on classroom management and how to handle various behavioral issues.
  4. Support in teaching and learning standards.
  5. Support in achieving proficiency as identified in the Marzano Teacher Evaluation Plan.
- Provide professional support. Beginning teachers need to be informed of district, school, and grade level/content team data and goals.
- Provide personal support. Mentors can help relieve the stress beginning teachers by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.
- Maintain a confidential relationship with the beginning teacher. It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the beginning teacher, not to evaluate him/her.
- Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- Serve as a resource. Inform the beginning teacher of opportunities and supports provided by the school, district, and professional associations.
- Serve as a teacher leader. Mentors are identified leaders within a school community. As such, they share responsibility with administrative leadership and other colleagues to promote a school culture that emphasizes ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students.

C. Principal:

The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would typically assume all of the responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal(s):

- Establish a collegial school culture that supports professional collaboration among beginning

and experienced teachers.

- Ensure reasonable working conditions for the beginning teacher, which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.
- Facilitate the relationship between the mentor and beginning teacher. The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.
- Conduct an orientation program for new teachers and mentors.
- Conduct the formal evaluation of the new teacher. The principal should ensure that the new teacher is informed early in the year about the district's educator evaluation system and procedures and is evaluated on schedule.
- Oversee the selection of mentors. The matching of trained mentors and beginning teachers should take place at the building level using selection criteria developed at the district level. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.
- Communicate regularly with school mentors. While maintaining confidentiality, mentors and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide teachers with consistent and streamlined feedback.

D. Support Team:

- Provide team support for the beginning teacher during the first year that will supplement the support being provided through the mentoring relationship. Note that this support team may be the subject or grade level team with whom the teacher works.
- Meet regularly with the beginning teacher during the first year to answer any questions or address concerns that the beginning teacher may have as well as to ensure that the teacher is aware of the professional knowledge and skills required of all teachers.

E. Other District Sources of Support:

- The department chair is an excellent resource for providing subject-specific assistance and implementation of the curriculum at the secondary school level.
- Other colleagues, including instructional coaches, reading specialists, specialized instructional support personnel (school counselor, school nurse, school psychologist, etc.) who can provide targeted supports to beginning or incoming teachers based on specific areas of need.
- Professional development provider can provide ongoing professional development in both the content area and in pedagogy.

Mentors

Core Mentoring Activities

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. Schools shall be required to provide release time for both the mentor and the beginning

teacher to engage in regular classroom observations and other mentoring activities. These activities should help the beginning teacher improve upon practice and develop an understanding of the Florida Educator Accomplished Practices (FEAPs). The activities may include:

- Assisting the beginning teacher in analyzing student data and reflecting on professional practices
- Meeting frequently (both formally and informally) during the school year to reflect on practice and plan curriculum and lessons.
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher reflect and improve.
- Activities related to observing educator practice, mentoring observations are encouraged to be frequent, short (as brief as ten minutes), targeted (focused on a specific skill, such as transitions), and can be planned or unplanned. Possible observation activities include:
  1. Observing one another's classroom.
  2. Observing the classrooms of other effective educators, including those in other schools and/or districts.
  3. Co-teaching the beginning teacher's class.
  4. Teaching the beginning teacher's class so the beginning teacher can observe another teacher.
  5. Videotaping lessons and the mentor-mentee analyzing the video and reflecting on best practices together.

Mentor Selection, Training, and Assignment
Time should be taken to select individuals to be mentors; prepare these individuals for the relationship and responsibilities through training; and carefully assign mentors to beginning teachers. The proper selection, training, and assignment of mentors is crucial to a successful mentoring relationship. The following sub-sections provide additional considerations for schools in order to support the efficacy of their mentors.

Mentor Selection
Effective teachers should be recruited from all subject areas to serve as mentors. The selection process for mentors should be transparent and clearly communicated. In determining the type of teacher who would perform well as a mentor, it is recommended that a criteria-based selection process be employed. Such a process first outlines the desired characteristics of mentors, including:

- Trained as mentors or clinical supervision educator.
- Completed at least three years of experience.
- Effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations.
- Outstanding, proven teachers whose practice reflects excellent content knowledge of the Florida Standards
- Making student gains as a result of their proven practice.
- Knowledgeable about the Florida Educator Accomplished Practices (FEAPs)
- Effective communicators and problem solvers, especially when working with adults.
- Aware of the merits of different teaching styles and can demonstrate a variety of pedagogical strategies/methods.
- Able to teach to the diverse learning styles of students.
- Knowledgeable about the professional and community resources in the school and district

- Able to maintain a confidential relationship.
- Willing and able to invest time with supports and scheduling adjustments by the school and district to develop mentoring skills and participate in the program for the duration of the year (or into subsequent years as determined by the duration of the program).

Recently retired effective teachers who meet the above criteria and have the knowledge and skills to serve as mentors maybe considered.

Beginning Teachers Resources

TOP TEN STEPS FOR THE NEW TEACHER

1. Lesson Plans - Overplan! Overplan! Overplan!
   You can never go wrong when you have too many activities planned. It is much easier to NOT DO an activity than it is to think of one at the last minute.
2. Vary your activities.
   Alternate a fun activity with a rule/procedure or other teacher activity.
3. Make day of the week folders.
   Use manila folders and label each one in a different color with the day of the week. You could also use colored manila folders. Laminate. Place lesson plans and materials for each day in these folders.
4. Have a substitute folder ready.
   Include procedures and detailed daily schedule, math practice sheet, journal topics, grade level team members' names and room numbers. Place this in the day of the week folder, or agreed upon spot in your school. You can add to this throughout the year, to update.
5. Posters of rules and consequences, agreed upon by the entire class.
   Laminate and hang where students can easily see them.
6. Poster with daily schedule written out.
   Laminate and hang where students can easily see it.
7. Get important student forms.
   Office referral, discipline, counselor referral, Acceptable Use Policy.
8. Organize files in the filing cabinet.
   If you do not do this before school starts, you'll be swamped and will never have the time to do it. Whenever possible, handle paperwork ASAP to avoid losing it, etc.
9. Know what students are going to do with supplies.
   Have a procedure ready when they walk in the door...Keep?...Stack in the corner?...Take up?
10. Welcome notes for students.
    Write out the same note for every student and do not write student names on these. This will save you time and trouble. You may want to include a pencil or other incentive with the note.

TOP TEN WAYS TO KEEP IN TOUCH WITH PARENTS

- Web site
- Voice mail/voice bulletin board
- Newsletters
- Academic calendar
- Email
- Fax
- Bulletin board outside of classroom
- Notes
- Fun stationary with information
- Phone

TOP TEN WAYS TO INVOLVE PARENTS IN THE CLASSROOM

- Tutor students in a specific area
- Read to students
- Guest speaker
- Model real-life applications of concepts learned
- Help monitor learning centers or lad stations
- Help with school-wide events/projects
- Help with culminating activity for a unit of study
- Chaperone a field trip
- Bring in needed supplies for a special project
- Help with classroom clerical tasks.

HOW TO MAKE THE MOST OF AN OPEN HOUSE/PARENT EXPO

ELEMENTARY

1. Have a wish list ready...

Have a fun way of requesting help and supplies from the parents. An easy way is to make an apple wish list. Use the cut to cut out apple shapes. Then, write on each apple one thing that you need for your classroom. Ask the parents to draw one or two apples from either a basket or a tree. If you don't know everything you'll need, keep the apple basket/tree in your room for parents to pick from throughout the year. Let parents know when new items have been added to the basket/tree.

2. Do not hold conferences....

This will take more time than you can imagine. Parents will be lined up in front of your door for hours. In addition, conferences should be done privately, not when other parents and students are wandering around. If parents press you to answer specific questions, ask them to set a parent teacher conference with you at another date where you can feel free to answer their questions fully and confidentially. Write it down on your calendar to show you are serious about meeting them.

3. Don't sit behind your desk...

This may seem tempting with all those papers waiting to be graded, but you want to make a great impression on your parents so that they will work with you in the future. Be accessible!

4. If you plan a specific activity make it short and sweet, and have handouts.
Most families will be drifting in and out of your classroom. While some may stay the whole time, others will only stay a few minutes.

5. Have students act as guides for their parents...
Let the students do all the work during the open house. You have worked hard enough.
Use a couple of days to prepare. Display students work on the walls, and put student projects and papers on their desks for easy viewing. Encourage your students to teach their parents about class activities by looking through their collection of work.

6. Have activities prepared that do not require your direction...
If you feel you need something to keep parents and students busy, find puzzles, math games, flash cards, logic problems and reading games used in your curriculum. Laminate the directions and place them on the tables along with the activity. Make sure the students are aware before they leave school on the day of the open house that they are responsible for entertaining their parents and demonstrating their own work.

SECONDARY

1. Display student work around the room and in the hallways for parents to view...
Parents may or may not look at the work depending on their schedule. You may need to point out that work is displayed and encourage your students to show their parents around.

2. Be prepared to explain your classroom policies and procedures and have handouts.
Generally, middle and high schools have the parents follow their child's schedule. Each session will last no more than 20 minutes. You will have one or 2 sessions with no parents due to your planning and team time. Use this time to catch up on work, or check out the teacher's lounge and see if there are any treats waiting.

3. Make your talk fun and interesting...
Your parents have worked all day too. The last thing they want is to be talked at by some teacher. Give them the information with some humor. Have a few teaching cartoons displayed on the overhead.

4. Have your information typed out for the parents to take home...
Instead of speed talking your way through your classroom expectations, procedures, upcoming units, field trips, etc., type it out for your parents to take home. Highlight a few things in your speech and then encourage parents to read the rest when they get home.

16 WAYS TO BE A SMARTER TEACHER

1. Students take risks when teachers create a safe environment.
Students have to acknowledge what they don't know, take risks and rethink what they thought they knew. That can be uncomfortable - even scary - situation for anyone. A little warmth goes a long way.

2. It's not about you; it's about them - "a guide on the side"
The best teachers see themselves as guides. They share what they know but they understand they are not the focus - their students and their learning are.

3. Study your students.
It's not enough to know your material. You need to know the people you are teaching - their talents, prior experience and needs.

4. Great teachers exude passion as well as purpose.
  The difference between a good teacher and a great one is not expertise. It comes down to
  passion, passion for the material and passion for teaching. The desire is infectious.

5. Students learn when teachers show them how much they need to learn.
  Students need to see the gap between where they are and where they need to be. Once they
  see that, they can begin to learn.

6. Keep it clear even if you can't keep it simple.
  One of the chief attributes of a great teacher is the ability to break down complex ideas and
  make them understandable. The essence of teaching - and learning - is communication.

7. Practice - vulnerability without sacrificing credibility.
  Sometimes the best answer a teacher can give is "I don't know". Instead of losing
  credibility, the teacher gains students' trust and that trust is the basis of a productive relationship.
  Acknowledging what you don't know shows that you are still learning, that the teacher is, in fact, still
  a student.

8. Teach from the heart.
  The best teaching isn't formulaic; it's personal. Develop your own teaching style based on
  your experience and watching exemplary teachers (your mentor, for example).

9. Repeat the important point.
  If you want your listener (student) to remember something, you need to give it to them more
  than once. The first time you say something, it's heard. The second time, it's recognized. The third
  time it's learned, especially if practiced. The challenge then, is to be consistent without becoming
  predictable or boring.

10. Good teachers ask good questions, and keep asking until they really understand.
  Effective teachers understand that learning is about exploring the unknown and that such
  exploration begins with good questions: Questions that open a door to a deeper understanding.

11. You are not passing out information.
  The best instructors are less interested in the answers than in the thinking behind them.
  They help people learn how to think on their own rather than telling them what to think.

12. Stop talking - and start listening.
  Effective learning is a two-way street: it's a dialogue, not a monologue.

13. Learn what to listen for.
  Listening is what the students have to say helps them assemble the information and organize
  their thoughts. Allow them the opportunity to speak to the issues going on in the lesson and the
  class. Contextualized information is more easily understood and retained.

14. Let the students teach each other.
  You are not the only one your student learns from. They also learn on their own and from their
  peers. Allow the students to work together to form deeper understandings.

15. Avoid using the same approach for everyone.
  Good teachers believe that every student can learn, but they understand that students learn
  differently. Some are visual, some grasp the abstract, some learn best by reading. The effective
  teacher must adopt a differentiated approach.

16. You are always teaching.
  Effective teaching is about the quality of the relationship between the teacher and the student. It
  does not begin and end with the bell. Your every action and word with students is teaching. Be aware
  of your influence at all times: in the hall, the cafeteria, the playground, etc.

Important Topics to Discuss with your Mentor

_____Curriculum: Curriculum Maps, pacing guides, assessments, texts and support materials

_____Classroom management/climate and related resources

_____School Discipline Code

_____Faculty Absence (sick and personal leave forms), preparation for subs

_____Faculty duties

_____Homework policies/procedures/expectations

_____Non-instructional time supervision: hallway, bathroom, outside, busses, etc.

_____Early release/late arrival, and full day workshops

_____Use of copy machine/laminator/etc.

_____Dates, timelines, deadlines, certification, course approval/payment

_____Teacher's contract or collective bargaining agreement

_____Dress code (student & faculty)

_____Stress

_____Meals – students and faculty

_____Recess/Study Hall

_____Student attendance

_____Assemblies

_____Special Education/ESOL

_____Field Trips

Getting the Most Out of Professional Development

1. Take the learning into your own hands. Remember that you are the one who needs the benefit from this information. Come to the session with an open mind and a willingness to learn. Model life long learning.

2. Do not take anything else to do. Although you run the risk of being bored, take a chance to be proactive in your learning.

3. Request meaningful activities and information. Wait for, and then take the opportunity to request practical ways to apply and implement the information to your own teaching area.

4. Don't be afraid to ask questions. Go ahead and speak up. If something is confusing you, raise your hand and ask for clarification. The workshop will not do you any good if you sit through it half confused. Most presenters want to help.

5. Go with a positive attitude. We are always saying this to our students and it applies to us as well. If you walk into a staff development meeting with a poor attitude and no intention of learning anything, then you will have wasted a day.

6. Encourage others around you to maintain a positive outlook regarding the workshop. We all know teachers who prefer to sit in the back and complain about the workshop before it even begins. This negative attitude can infect everyone around that person which causes a chain reaction throughout the room. Instead of responding to a negative comment with a negative comment, try to infect that person with your positive attitude.

7. Provide specific constructive feedback to the presenters. If the workshop still ends up making it on your worst list, let those in charge know why it was a complete bust. Don't forget to start out with one or two positive comments first. Be sure to offer a couple of suggestions for correcting the problem. Think about what you might need as a follow up to this, and request further professional development.

8. Request and keep documentation of all activities.

Certificates

Moving from a Temporary Certificate to the Professional Certificate?

There are six (6) different ways to transition from Temporary to Professional. They are as follows:

1) Professional Preparation College Courses, Teaching Experience, Demonstration of Professional Education Competence (PEC) in the classroom and Florida Certification Examinations (FTCE)

2) District Alternative Certification Program and Florida Certification Examinations (ACP)

3) Education Preparation Institute Program and Florida Certification Examinations (EPI)

4) Valid ABCTE Certificate and demonstration of Professional Education Competence (PEC) in the classroom

5) Approved College professional training option for a content major, Demonstration of Professional Education Competence (PEC) in the classroom and Florida Certification Examinations

Requirements for Renewal

1. A completed application form CG-10R with appropriate processing fee will be submitted to the employing school district during the last year of the certificate's validity period and prior to the date the certificate expires.

2. Six (6) semester hours of college credit or the equivalent earned during the last validity period of the Professional Certificate. Acceptable forms of credit include:

♦ Six (6) semester hours of college credit as verified on official transcripts from an acceptable institution with a grade of at least "C". Course work must be appropriate for renewal credit for the subject(s) on the certificate.

♦ In-service points earned from a Florida public school district or private school organization that has an approved Master In-service Plan. 60 in-service points are equivalent to 3 semester hours of college credit. **Special Note: 120 Master In-service Points (MIP) are needed for recertification**.

♦ A passing score on a Subject Area Exam for the subject shown on the certificate and taken during the validity period of the certificate is equivalent to 3 semester hours of college credit.

♦ National Board Certification that corresponds to at least one subject on the Florida certificate equates to 6 semester hours of renewal credit. The NBPTS must be valid during any part of the validity period of the Florida certificate.

♦ College teaching at an accredited or approved institution is the same as a course taken at the college level for renewal.

Understanding MY Florida Statement of Status of Eligibility

What is the Florida Statement of Status of Eligibility (SOE)? The Florida SOE is a written evaluation of your eligibility for a Florida teaching certificate.

Who receives one and how?
Anyone interested in teaching in Florida must be eligible for Florida teacher certification. To determine official eligibility, a complete application package must be submitted to the Florida Department of Education (DOE), Bureau of Educator Certification, for evaluation. Once credentials have been evaluated, a Florida Statement of Status of Eligibility (SOE) is mailed to the applicant.

What does a complete application package include?
- A completed application form, available online.
- A check, money order, or online credit card payment for each subject area evaluation requested.
- Official transcripts showing conferral of the minimum of a bachelor's degree, major, grades, GPA, etc.
- Holders of a valid, standard (comparable to Florida's professional certificate) out-of-state certificate should submit a front and back copy of the out-of-state certificate for consideration for reciprocity with Florida.
- Individuals with foreign credentials must submit an equivalency evaluation report from an approved credential evaluation agency along with certified copies (DO NOT submit originals) of original documents for all coursework and diplomas involved in the evaluation report. For a partial list of approved agencies, go to web address www.naces.org

You will not receive a SOE until your application package is complete. If your application package is considered incomplete, the Bureau of Educator Certification will notify you in writing what is needed to complete your application package. Please note that applications are valid for one year. If the application package is not complete within one year of applying, you will need to reapply with a new application and fee. All fees are nonrefundable.

It is your responsibility to maintain current personal information (address and telephone number) with the Bureau of Educator Certification. You may manage your personal information through their online service.

What is the purpose of a SOE?
A SOE states whether or not you are eligible for a teaching certificate in the subject area you requested. Your SOE also provides you with a customized list of requirements you will need to complete to become eligible for a temporary and/or professional certificate from the State of Florida.

A SOE is valid for three years from the date of issuance. The expiration date is firm and cannot be changed. Revisions to a SOE may occur as the Bureau of Educator Certification receives official documentation from teachers, state offices, or other official entities validating requirements have been met. Revisions to a SOE do not change the expiration date. **The expiration date of the statement is NOT considered the certificate expiration date.

Once you receive your SOE, it is your responsibility to satisfy requirements for certification within prescribed timeframes. Additional information for meeting NCLB highly-qualified and out-of-field requirements will be provided if necessary from the appropriate office.

Below is a sample of a SOE to use as a guide. Following the sample you will find numbered explanations that provide detailed information.

State of Florida
Department of Education

Bureau of Educator Certification
325 West Gaines Street, Room 201
Tallahassee, Florida 32399-0400

Official Statement of Status of Eligibility

Ima Teacher
1000 Orchid Drive
Jacksonville, FL 32207

Applicant ID Number: 123456789
Processing Date: July 27, 2008
Expiration Date: July 27, 2011

YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR'S CERTIFICATE AS SHOWN BELOW → `1`

TEMPORARY CERTIFICATE: For issuance of a three-year nonrenewable Temporary www.fldoe.org/edcert Certificate covering **ENGLISH (GRADES 6-12), you must complete the following requirements and send official documentation to the Bureau of Educator Certification:**

- verification of employment and request for issuance of certificate on the appropriate certification form from a Florida public, state supported, or nonpublic school which has an approved Professional Education Competence Program. → `2`

- results of your fingerprint processing from the Florida Department of Law Enforcement and the FBI. Your employer will assist you in completing the fingerprint process. If your application or fingerprint report reflects a criminal offense or suspension/revocation record, your file will be referred to Professional Practices Services for further review. Issuance of your certificate will be contingent upon the results of this review. → `3`

PROFESSIONAL CERTIFICATE: For issuance of a Professional Educator's Certificate valid for five years covering **ENGLISH (GRADES 6-12)**, the above requirements for a Temporary Certificate must be completed, and a CG-10 Application Form, appropriate non-refundable application fee, and official documentation of the → `4`
following requirements must be submitted to the Bureau of Educator Certification:

- achievement of a passing score on the Florida General Knowledge Test. *Current Florida law requires that an individual satisfy this requirement within one year from the date of employment in a Florida public school to continue employment in any Florida public school under the Temporary Certificate. Contact your employer for* → `5` *important information concerning this deadline.*

- achievement of a passing score on the Professional Education Test → `6`

- achievement of a passing score on the ENGLISH (GRADES 6-12) subject area → `7`
examination

23

- completion of a Florida approved Professional Education Competence demonstration system   → **8**
- 15 additional semester hours in education courses which must include:

  - credit in classroom management including safe learning environments
  - credit in human development and learning
  - credit in educational assessment to include the content measured by state achievement tests and the interpretation and utilization of data to improve student achievement
  - credit in effective instructional strategies including the needs of diverse learners   → **9**
  - credit in curriculum and special methods of teaching English in the middle or secondary school
  - credit in foundations of research-based practices in teaching reading

- the Practical Teaching Experience requirement by completing one year of full-time teaching experience in an elementary or secondary school   → **10**

Find Certification information online at the Florida Department of Education **Florida Teacher Certification Examinations** site.

So what does it all mean?

The dates highlighted in yellow indicate the time period the SOE is considered valid. If the SOE expires and you have not fulfilled the requirements, you will have to reapply for certification (application and fee) to receive a valid SOE based on laws in effect at the time the application was received by the Bureau of Educator Certification.

1 Indicates whether or not you are eligible for certification.

2 Obtain full-time employment with a school district in Florida that is accredited and approved to verify your competency as a teacher.

3 Once employed, the school district will submit your fingerprint record and an issuance request verifying your employment. The beginning validity of your certificate will be July 1 of the school year in which you are hired.

Once issued, your temporary certificate is valid for a three-year period. Since the certificate is nonrenewable, you will need to work towards DOE requirements to obtain your initial professional, renewable certificate.

4 To become eligible for a professional certificate, you must complete the requirements as outlined.

5 You must pass the General Knowledge Test (GK). The GK is a basic skills test covering four areas: Math, Reading, English Language Skills and Essay. If this statement appears on your SOE, you must pass all four subtests of the General Knowledge Test within the time period specified by Florida Statutes. The time period is within your first year of hire, prior to June 30th, unless you are hired after the school year begins

For example, if you hold a temporary certificate valid from July 1, 2007 to June 30, 2010, and are hired by the first day of school, you must take and pass this exam by June 30, 2008. If you are hired after the first day of school, you must pass the exam by June 30, 2009. It is important to understand your timeline to avoid termination.

The GK is available through regular "pen and paper" test administration and via a computer-based format. For more information regarding this test or to register for the exam, please visit the Florida Teacher Certification Examination website.

If you passed portions of the Florida College-Level Academic Skills Test (CLAST) prior to July 1, 2002, you may be exempt from the GK requirement.

6 You must pass the Professional Education Test (PEd). This test assesses knowledge of pedagogy and professional practices in the field of education. The PEd is available through the regular test administration or via a computer-based format. Please visit the Florida Teacher Certification Examination website for more information.

7 You must pass the Subject Area Examination (SAE) for each subject area listed on your temporary certificate. SAEs measure content area knowledge specific to the subject area. Select SAEs are available via computer-based format and all are available through regular test administrations. For a complete list of computer-based exams and to obtain more information, please visit the Florida Teacher Certification Examination website.

8 Mastery of Professional Education Competence must be demonstrated either through written verification from your principal that you have mastered the 16 state competencies (for non-education majors) or by graduation from a state- approved education program.

9 Non-education majors are required to establish professional preparation competence. The requirement includes 15 hours of education coursework and earning one year of full-time teaching experience. The purpose is to prepare you for the classroom. The coursework credit is defined as follows:

- credit in classroom management including safe learning environments
- credit in human development and learning
- credit in educational assessment to include the content measured by state achievement tests
- and the interpretation and utilization of data to improve student achievement
- credit in effective instructional strategies including the needs of diverse learners
- credit in curriculum and special methods (of teaching the subject at the appropriate level)
- credit in foundations of research-based practices in teaching reading

Three credit hours may be satisfied with one year of full-time teaching experience in the subject.

10 The Practical Teaching Experience requirement means you must complete one year of full-time teaching in an elementary or secondary school within the validity period of your temporary certificate.

Florida Standards Overview

The Florida Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With students fully prepared for the future, our communities will be positioned to compete successfully in the global economy.

Building on the excellent foundation of standards the Florida Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Standards and Instructional Support

The mission of the Bureau of Standards and Instructional Support is to provide quality services, resources, guidance and professional development to our educational partners.

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

Standards Resources

HEALTHY SCHOOLS

- **Building a Healthy District**
- **Comprehensive Health Education**
- **Data and Statistics Links**
- **Green Schools**
- **HIV/STD Prevention, Teen Pregnancy Prevention & Sexual Health Education**
- **Human Trafficking**
- **Physical Education**

INSTRUCTIONAL MATERIALS, TECHNOLOGY & LIBRARY MEDIA

- **Instructional Materials**
- **Instructional Technology**
- **Library Media Services**

MATH, SCIENCE & STEM PROGRAMS

- **Mathematics**
- **Science**
- **STEM Programs**

SOCIAL STUDIES, ARTS, LITERACY & GIFTED

- **Fine Arts**
- **Gifted Education**
- **Literacy for Learning in the Content Areas**
- **Social Studies**

STANDARDS & RESOURCES

- **Course Code Directory**
- **CPALMS**
- **Florida Standards**
- **Newsletters**
- **Program Grants**
- **Rules and Statutes**
- **Staff Contacts**
- **Toolkits**

RELATED AREAS

- **Career and Technical Education**
- **English Language Learners**
- **Exceptional Student Education and Student Services**
- **Graduation Requirements**
- **High School Acceleration Programs**
- **Just Read, Florida!**
- **Middle Grades Promotion Requirements**

STANDARDS   CPALMS is the State of Florida's official source for standards. All standards for every subject area and grade level can be found here.   Read More

COURSE DESCRIPTIONS

Course descriptions provide all of the standards to be taught in the specific course. Read More

FLORIDA STUDENTS

FloridaStudents.org is a collection of resources including tutorials created by Florida teachers and other resources located from all over the web to support student learning. Read More

CPALMS RESOURCES

CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. Read More

Florida Educator Accomplished Practices

FEAPs

The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and statewide educator preparation programs about what educators are expected to know and be able to do.

The Educator Accomplished Practices are based on three (3) foundational principles:

♦ High expectations

♦ Knowledge of subject matter

♦ Standards of the profession

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each practice is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The six FEAPs are:

1. Instructional Design and Lesson Planning

2. The Learning Environment

3. Instructional Delivery and

4. Assessment

5. Continuous Professional Development

6. Professional and Ethical

FEAP #1: Instructional Design and Lesson Planning

Applying concepts from human development and learning theories, the effective educator consistently:

FEAP #1: Instructional Design and Lesson Planning

♦ Aligns instruction with state-adopted standards at the appropriate level of rigor;

♦ Sequences lessons and concepts to ensure coherence and required prior knowledge;

♦ Designs instruction for student mastery;

♦ Selects appropriate formative assessments to monitor learning;

♦ 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

♦ Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

FEAP #2: The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:

♦ Organizes, allocates, and manages the resources of time, space and attention;

♦ Manages individual and class Behaviors through a well-planned management system;

♦ Conveys high expectations to all students;

♦ Respects students' cultural, linguistic and family background;

Florida Educator Accomplished Practices

FEAP #2: The Learning Environment

Continued

- Models clear, acceptable oral and written communication skills;

- Maintains a climate of openness, inquiry, fairness and support;

- Integrates current information and communication technologies;

- Adapts the learning environment to accommodate the differing needs and diversity of students; and

- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Positive Teaching and Learning Environment

FEAP #3: Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- Deliver engaging and challenging lessons;

- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

- Identify gaps in students' subject matter knowledge;

- Modify instruction to respond to preconceptions or misconceptions;

FEAP #3: Instructional Delivery and Facilitation

Continued

- Relate and integrate the subject matter with other disciplines and life experiences;

- Employ higher-order questioning techniques;

- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding;

- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

- Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

- Utilize student feedback to monitor instructional needs and to adjust instruction.

The effective educator consistently:

- 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;

- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

Florida Educator Accomplished Practices

FEAP #4: Assessment

The effective educator consistently:

- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver; and
- Applies technology to organize and integrate assessment information.

FEAP #5: Continuous Professional Development

The effective educator consistently:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- Examines and uses data-informed research to improve instruction and student achievement;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunitiesindependently and in collaboration with

FEAP #6: Professional and Ethical Conduct

colleagues; and

- Implements knowledge and skills learned in professional development in the teaching and learning process.
- Understands that educators are held to a high moral standard in a community;
- 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 6B-1.006, F.A.C.; and
- Fulfills the expected obligations to students, the public and the education profession.

Marzano Instructional Framework

Effective Teaching Practices

Gadsden County Schools utilizes the Art and Science of Teaching Causal Teacher Evaluation Model by Dr. Robert Marzano as our framework for teaching. The district affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

What is it?	Why is it important?	How we do it…
Instructional Framework	Teacher Practice	Collaborative Process
Framework for teaching Model for teacher evaluation Aligns to FEAP's	Effective instructional practices Improved student achievement Feedback aligned to performance	Formal and informal observations Pre- and post-conferences Deliberate practice process

This comprehensive framework of instructional design, delivery, assessment and ongoing professional growth involves a varied approach to meeting the needs of 21st Century students and the manner in which they learn.

The Marzano Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices (FEAP's). Gadsden County Instructional Evaluation System is based on the Marzano Evaluation Model and is used as the teacher evaluation system. Together, these frameworks assist educators as they develop, deliver and facilitate instruction with students.

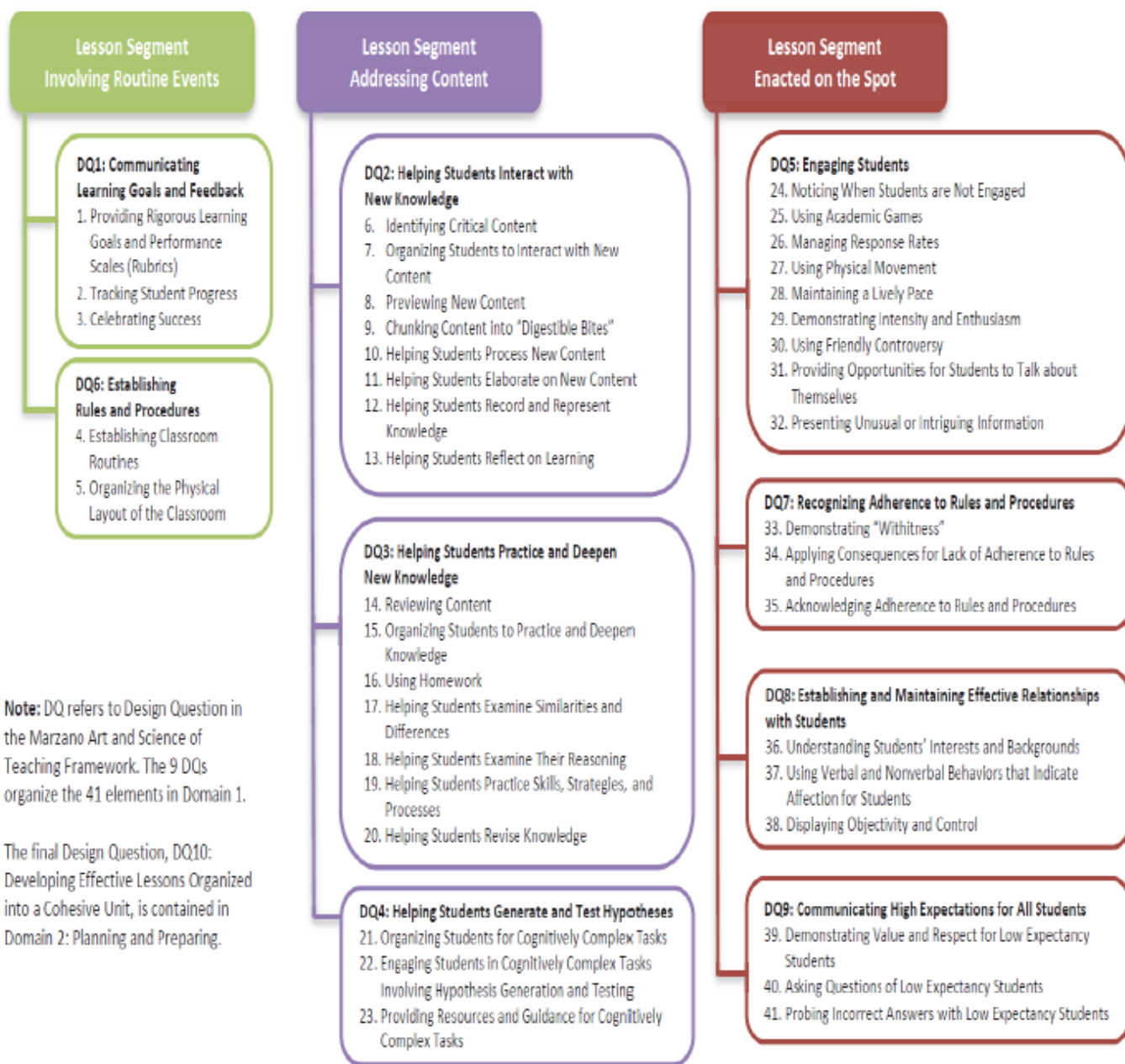View the Marzano Learning Map and FEAPS and Marzano Crosswalk for more information.

Figure 1: 2014 Marzano Teacher Evaluation Model Learning Map

2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

Learning SciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

---

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

1.877.411.7114 | MarzanoCenter.com

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

MARZANO LEARNING MAP RESOURCES

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments: Involving Routine Steps

EL #	Design Question 1: Communicating Learning Goals and Feedback	
1	Providing Clear Learning Goals and Scales	Marzano Tips for Developing Learning Goals & Objectives Marzano Practice Resources: Reproducible Learning Goals & Scales Articles about Learning Goals & Scales Developing Proficiency Scales Additional Web Resources
2	Tracking Student Progress	Formative Assessment Techniques Formative Assessments That Matter 31 Ways to Check for Understanding Using Exit Slips Effectively Tracking Student Progress PD Videos: Ideas for Formative Assessments
	Design Question 6: Establishing Rules and Procedures	
4	Establishing Classroom Routines	Harry Wong: The Well-Managed Classroom 10 Activities For Establishing Classroom Rules Conducting Classroom Meetings PD Videos: Strategies for Classroom Routines PD Videos: Using Cues and Signals

Lesson Segments: Addressing Content

EL #	Design Question 2: Helping Students Interact With New Knowledge	
6	Identifying Critical Information	Free Online PD: Understanding Common Core State Standards Common Core Standards Free Online PD: Common Core - Literacy Across Content Areas iCPALMS
9	Chunking Content Into "Digestible Bites"	Common Board Configuration Ways To Help Students Process Information Identifying Your Native Chunk PD Video: Breaking It Down
	Reflecting on Learning	Marzano: Handbook for Classroom Instruction That Works Marzano Center: Art and Science of Teaching PowerPoint iObservation Videos - Marzano PD Video: "Be Sure To" - A Powerful Reflection Strategy

Design Question 3: Helping Students Practice and Deepen New Knowledge

15	Organizing Students to Practice and Deepen Knowledge	Cooperative Engagement Strategies Cornell Note Taking Strategy Nonlinguistic Representations Thinking Maps

	Organizing Students to Practice and Deepen Knowledge *(continued)*	PD Videos: Socratic Seminars Representing Knowledge Nonlinguistically
19	Practicing Skills, Strategies and Processes	Khan Academy When Practice Makes Perfect…Sense Project-Based Learning Interactive Simulations for Classrooms Teachers First Website
Design Question 4: Helping Students Generate and Test Hypothesis		
22	Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Marzano Center: Cognitively Complex Tasks Marzano: DQ4 / Common Core Generating and Testing Hypothesis Question the Author (QtA) Kahn Academy Video: Inductive/Deductive Reasoning
Lesson Segments: Enacted on the Spot		
Design Question 5: Engaging Students		
24	Noticing When Students are Not Engaged	Noticing When Students Are Not Engaged How To Know When My Students Are Not Engaged 10 Steps to Better Student Engagement PD 360 Video: Designing Lessons Involving Student Engagement Additional Student Engagement Web Resources
29	Demonstrating Intensity and Enthusiasm	Instructing With Enthusiasm Simple Ideas to Improve Student Motivation Using Your Enthusiasm to Motivate Students
Design Question 7: Recognizing Adherence to Rules and Procedures		
33	Demonstrating "Withitness"	Demonstrating Withitness The Withit Factor Developing Withitness In Your Class Rating Your Withitness
Design Question 8: Establishing and Maintaining Effective Relationships with Students		
38	Displaying Objectivity and Control	Establishing and Maintaining Effective Student Relationships Building Relationships With Students PD Videos: Modeling Concern and Cooperation Teacher Skills for Relating to Students
Design Question 9: Communicating High Expectations for All Students		
39	Demonstrating Value and Respect for Low Expectancy Students	Marzano: High Expectations for ALL The Expectancy Value Theory: Age Gender and Ethnicity What Skilled Teachers Can Think Say and Do How Teacher Expectations Affect Student Learning

DOMAIN 2: Planning and Preparing		
Planning and Preparing for Lessons and Units		
42	Effective Scaffolding of Information with Lessons	Using Scaffolding to Improve Learning Easy Scaffolding Strategies How To Differentiate Instruction PD Videos: Effective Scaffolding and Differentiation
44	Attention to Established Content Standards	Understanding Test Item Specs Test Item Specs Free Online PD: Understanding Common Core State Standards Common Core Standards iCPALMS
Planning and Preparing for Use of Resources and Technology		
46	*Use of Available Technology*	Technology Skills Every Teacher Needs To Have Free Technology for Teachers 50 Tech Tools Every Teacher Should Know About 5 Ways To Build Tech Capacity At Your School
Planning and Preparing for the Needs of English Language Learners		
47	*Needs of English Language Learners*	6 Key Strategies for Teachers of Language Learners Letter/Sound Practice for Emerging Readers National Writing Project-ELL Resource Topics Education World-ESL PD Videos-English Language Learners
Planning and Preparing for the Needs of Students Receiving Special Education		
48	Needs of Students Receiving Special Education	Resource on Special Education Services Explicit Instruction Summary of Big Ideas FLDOE: ESE Resources
Planning and Preparing for the Needs of Students Who Lack Support for Schooling		
49	Needs of Students Who Lack Support for Schooling	Closing the Achievement Gap Tips for Strengthening Parent Communication and Involvement Strategies for Assisting Under-Resourced Students Payne: Working With Students and Adults from Poverty
DOMAIN 3: Reflecting on Teaching		
Developing and Implementing a Professional Growth Plan		
53	Developing a Written Growth and Development Plan	Marzano: What Teachers Gain From Deliberate Practice

54	Monitoring Progress Relative to the Professional Growth and Development Plan	Marzano: What Teachers Gain From Deliberate Practice
DOMAIN 4: Collegiality and Professionalism		
Promoting a Positive Environment		
55	Promoting Positive Interactions with Colleagues	What is A Professional Learning Community? FLDOE: Lesson Study ETS: Intro to Lesson Study
56	Promoting Positive Interactions about Students and Parents	Personal Interaction and Learning Working Effectively With Your Students' Parents Teacher-Parent Partnership Ideas Blended Learning Model: Student -Teacher Interaction
Promoting District and School Development		
59	Adhering to District and School Rules and Procedures	Florida Code of Ethics Brochure Florida Legislation: Teacher Ethics
60	Participating in District and School Initiatives	Marzano Teacher Evaluation Model

Principles of Professional Conduct for the Education Profession in Florida

(1) Florida educators shall be guided by the following ethical principles:

(a) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally violate or deny a student's legal rights.

7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

8. Shall not exploit a relationship with a student for personal gain or advantage.

9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

5. Shall offer no gratuity, gift, or favor to obtain special advantages.

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an

individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

5. Shall not make malicious or intentionally false statements about a colleague.

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. Shall not misrepresent one's own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.

9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

As of March 23, 2016, the Code of Ethics rule is repealed and the consolidated Principles of Professional Conduct rule takes effect to define the ethical principles by which all Florida educators shall be guided and the disciplinary principles that if violated, shall subject the educator to penalties against his or her Florida educator certificate.

Marian W. Lambeth, Chief of Professional Practices Services

Appendix

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Teacher Name:		Grade Level:		Date:		Time In:	
Evaluator's Name:		Subject:		Observation Number:		Time Out:	

Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.					
2. Learning objective is clearly displayed in the classroom.					
3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.					
4. Teacher routinely references learning objective during instruction.					
5. Teacher has a scale or rubric that relates to the learning objective posted.					
6. Teacher references scale or rubric for evaluating student throughout lesson.					
7. A warm-up routine is clearly established.					
8. Instruction begins on time and continues through the end of the period.					

Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. The teacher clearly identifies essential questions and other critical information.					
2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).					
3. An opportunity is provided to preview, process, and elaborate on new content.					
4. Teacher chunks content into "digestible bites".					
5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing.					
6. Teacher provides resources and guidance to students.					
7. Students are required to record and represent knowledge.					
8. Students are provided opportunities to reflect on learning.					
9. Students are organized to practice and deepen knowledge.					
10. Students are organized for cognitively complex tasks.					
11. Opportunities are provided for students to review content.					
12. Opportunities are provided for students to compare and contrast.					
13. Opportunities are provided for students to examine similarities and differences.					
14. Opportunities are provided for students to examine errors in reasoning.					
15. Opportunities are provided for students to practice skills, strategies, and processes.					
16. Opportunities are provided for students to revise knowledge.					

Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. Teacher notices and reacts when students are not engaged.					
2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.					
3. Teacher moves around the classroom to check for understanding and provide assistance to students.					
4. Teacher provides instruction at a lively pace.					
5. Teacher provides instruction with intensity and enthusiasm.					
6. Teacher presents unusual or intriguing information.					
7. Acknowledges adherence to rules and procedures.					
8. Teacher fairly applies consequences.					
9. Teacher demonstrates an understanding of students' interests and backgrounds.					
10. Teacher displays behaviors that indicate affection for students.					
11. Teacher displays behaviors that indicate objectivity and control.					
12. Teacher displays behaviors that indicate values and respects for all students.					
13. Teacher probes incorrect responses.					
14. Teacher scaffolds instruction.					
15. Teacher differentiates instruction.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM A

PUPIL ENGAGEMENT:			Learning Objective:	Lesson Agenda:

PUPIL ENGAGEMENT:

Low	Med	High
0-74%	75-89%	90-100%

VARIETY OF INSTRUCTION

- Variety of Strategies
- Check
- Compare† -
- Connect†
- Listen
- Summarize†
- Graphic† • Groups† • Scaffold • Hypothesis†

COGNITIVE LEVEL: ¨

1 – Knowledge	2 – Comprehension
3 – Application	4 – Analysis
5 – Synthesis	6 – Evaluation

ROUTINES / ASSESSMENT & STANDARDS

- Goal†
- Praise/Recognition†
- Rubric
- Homework Analyzed†
- Relates lesson to standard
- Details expectations of standard proficiency

GRADE LEVEL:

N/A	Below	At	Above

SUPPORT FOR ENGLISH LEARNERS

- Enunciation
- Understand
- Varied Technique
- Frequent Responses
- Choral/Group
- Academic Language
- Graphic Organizers

Learning Objective:

Essential Question:

What is the teacher doing?

Lesson Agenda:

Bell Ringer:

What are the students doing?

VARIETY OF INSTRUCTION

- Illustrate – Gives info, illustrates concepts with 2 or more approaches and strategies.
- Checks – Questions to check that pupils track lesson. Differs from ELD, as CFU these aims to determine depth/quality of understanding
- Compare – Ask student to compare, contrast, classify or use analogies or metaphors
- Connect to Prior Knowledge – Can be calling up earlier relevant experience or review
- Listens Actively – Teacher restates, reframes, or poses questions to extend pupils' thinking
- Summarizing/Note Taking – Teacher requires pupils to perform either behavior
- Graphic Organizers/Non-Linguistic Representation – Teacher uses or requires these devices
- Groups – Pupils work in structured way in groups or pairs to accomplish specific tasks that promote learning
- Scaffold – Intentional use of information, strategies or props to temporarily support the learner while the builds expertise, extends knowledge, or refines basic skills. E.g., teacher may have pupils highlight researched items to assist with organization, categorization, conducting future research.
- Generating/test a hypothesis – Teacher/student pose or test hypothesis

ROUTINES/ASSESSMENT & STANDARDS

- Goal – Teacher announces learning goal or objective of lesson
- Praise/Recognition – Any respectful teacher behavior designed to foster greater, or more specified pupil learning
- Rubric – Scoring guides available/visible to help students determine quality of their own work
- Homework - Analyzed/displayed
- Relates Lesson to Standard – Teacher clearly identifies what students shall learn according to the standard – No need to call out number of standard
- Details Proficiencies Expectations – Teacher clearly identifies "how good is good enough" according to standard being taught – identifies what master looks like

STANDARD LEVEL

- At Grade Level – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standard

ENGAGEMENT

- Engagement - % pupils actively attending

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Model – Teacher clearly enunciates and correctly models use of English, free of all errors
- Understanding – Teacher ascertains by question, observation or inference depth and quality of ELL's comprehension
- Technique – Teacher employs two or more to assure ELL comprehension. E.g., body language, media, hands-on activities
- Key Task – Teacher explains or demonstrates critical tasks in a variety of ways, e.g., saying, showing, modeling
- Responses – Teacher elicits frequent verbal or non verbal responses
- Choral –Teacher calls for choral, group or interactive work from students
- Graphic Organizer – Teacher adapts content through graphic organizers, study guides, outlines, highlighted or summarized text
- Language – Teacher explicitly guides development or proficiency in academic language

COGNITIVE LEVEL

- Cognitive Level – Highest level pupils required/invited to perform

---

Arrange Calculate Define Draw Identify Illustrate Label List Match Measure Memorize Name Recall Quote Recite Recognize Repeat State Tabulate Tell Use Who What When Where Why	**Level One Activities** **Recall**	I Infer Categorize Collect Display Identify Patterns Organize Construct Modify Predict Interpret Distinguish Use Context Make Observations Summarize Show Graph Classify Separate Cause/Effect Estimate Compare Relate	**Level Two Activities** **Skill/Concept**	Revise Appraise Assess Develop a Argument Construct Critique Formulate Hypothesize Draw Conclusions Cite Evidence Differentiate Investigate Compare Use Concepts to Solve Non-Routine Problem Explain Phenomena In Terms of Concepts Develop a Logical Arguments	**Level Three Activities** **Strategic Thinking**	Design Connect Prove Synthesize Critique Analyze Create Apply Concept	**Level Four Activities** **Extended Thinking**
	Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.		Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.		Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.		Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

GADSDEN TEACHER EVALUATION FORM A

45

DOMAIN 2: PLANNING AND PREPARING-ROUTINE EVENTS

Teacher's Name:		Planning Conference Date:	
Observer's Name:		Observation Date:	

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					

ROUTINE EVENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to establish learning goals, track student progress and celebrate success for this lesson?					

PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson?					
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended?					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district					

PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology					

PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM B

46

DOMAIN 2: PLANNING AND PREPARING-CONTENT

Teacher's Name:		Planning Conference Date:	
Observer's Name:		Observation Date:	

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					

CONTENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to help students practice new knowledge? What will I do to help students generate and test hypothesis about new knowledge? What will you do to help students interact with new knowledge?					

PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson?					
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended?					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district					

PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology					

PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM C

DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT

Teacher's Name:	Planning Conference Date:
Observer's Name:	Observation Date:

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
ENACTING ON THE SPOT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to engage students in the lesson? What will I do to acknowledge lack of adherence to classroom rules and procedures? What will I do to establish and maintain relationships with students during this lesson? What will I do to communicate high expectation to student within this lesson? How will this lesson be organized as part of a cohesive unit?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson?					
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended?					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM D

48

DOMAIN 3: REFLECTING ON TEACHING (3)

Teacher's Name:		Planning Conference Date:	
Observer's Name:		Observation Date:	

EVALUATING PERSONAL PERFORMANCE	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are on the spot).					
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.					
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.					

PERSONAL GROWTH PLAN	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.					
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM E

49

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Teacher's Name:	Planning Conference Date:
Observer's Name:	Observation Date:

POSITIVE ENVIRONMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher interacts with other teachers in a positive manner to promote and support student learning.					
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.					

IDEAS AND STRATEGIES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.					
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.					

DISTRICT AND SCHOOL DEVELOPMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher is aware of the district and school's rules and procedures and adheres to them.					
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM F

50

Gadsden County Annual Evaluation Report for
Category I Teachers: 1-3 Years of Service
Appendix M
Instructional Practice Score

Teacher: _____   Years of Service: _____

Current Assignment:

School: _____   _____

Evaluator: _____   Date: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's instructional practice using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in green in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):
- ☐ Formal Observation
- ☐ Informal, Announced Observation
- ☐ Informal Unannounced Observation
- ☐ Walkthrough
- ☐ Artifacts:

_____
- ☐ Other: _____

Domain 2 Sources of Evidence (select all that applies):
- ☐ Planning (Pre) Conference
- ☐ Artifacts:

_____
- ☐ Other: _____

Domain 3 Sources of Evidence (select all that applies):
- ☐ Self-Assessment
- ☐ Reflection (Post) Conference
- ☐ Professional Growth Plan
- ☐ Artifacts:

_____
- ☐ Other: _____

Domain 4 Sources of Evidence (select all that applies):
- ☐ Conferences
- ☐ Discussions
- ☐ Artifacts:

_____
- ☐ Other: _____

Evaluator Comments:

☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVING/DEVELOPING (2)	☐UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.

Evaluator Comments:

☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVING/ DEVELOPING (2)	☐ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice.**

Evaluator's Signature: Date:

_____   _____

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: Date:

_____   _____

Teacher Comments:

52

Certification Application Fee Schedule

The following nonrefundable application fees are authorized by State Board of Education Rule 6A-4.0012.

- **Initial Florida Certificate** If you are applying for an Initial Florida Certificate (i.e., you have never held a Florida Certificate or your Florida Certificate has been expired for more than one year), the application fee is **$75 per subject.**

- **Moving from a Temporary to a Professional Certificate**
  If you are applying for a Professional Certificate in one or more of the subjects on your Temporary Certificate, and the Temporary Certificate is currently valid or expired within the past year, the application fee is **$75.**

- **Addition of a Subject**
  If you are applying to add a subject (a coverage or endorsement) to a currently valid Temporary or Professional Certificate, the application fee is **$75 per subject**.

- **Deletion of a Subject**
  If you are applying to remove a subject (a coverage or endorsement) from a currently valid Temporary or Professional Certificate, the application fee is **$20 per subject**.

- **Renewal of a Valid Professional Certificate**
  If you are applying to renew a currently valid Professional Certificate (with one subject or more than one subject), the application fee is **$75**.

- **Late Renewal of a Professional Certificate**
  If your Professional Certificate expired within the past year, and you completed all of your renewal credits before the certificate expired, the total application fee is **$105** ($75 basic renewal fee plus a $30 late application fee).

- **Reinstatement of an Expired Professional Certificate**
  If you are applying to reinstate an expired Professional Certificate, the application fee is **$75**.

- **Athletic Coaching Certificate**
  If you are applying for an Athletic Coaching Certificate, the application fee is **$75.**

- **Name Change**
  If you are applying to change the name on a currently valid certificate, the application fee is **$20**.

- **Duplicate Certificate**
  If you are applying for a duplicate of a currently valid certificate, the application fee is **$20**.

To complete the required **fingerprint background screening**, applicants may incur a fingerprint processing fee, applicable retention fees and/or additional costs assessed by individual school districts and livescan service providers. Employees of public or approved nonpublic schools must consult their employer.

- **Educator Certification Fingerprint Processing Fee**

If you are not seeking Florida employment, the processing fee for fingerprints processed directly by Educator Certification is **$52.75**.

Public Schools Common Language of Instruction

A "common language" is a format used by master practitioners in any profession to facilitate effective communications about the essential concepts and practices of the profession. Consensus within a group of practitioners on the specific meaning of terms and expressions is used to provide feedback for improving proficiency on important job functions and deepening understanding of the practices, standards, and goals of the profession.

Annual Measurable Achievement Objectives (AMAO)	Title III of NCLB requires each state to determine Annual Measurable Achievement Objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. The AMAO requirements include reporting on these three things: 1. Annual increases in the number or percentage of ELL children making progress in learning English. 2. Annual increases in the number or percentage of ELL children attaining English proficiency. 3. Annual increases in the number or percentage of ELL children making growth.
Art and Science of Teaching	Over time, extensive research on effective teaching has assembled a core of understanding on what works (see high probability strategies and Mind-Brain-Education) so there is a science of teaching that should inform the knowledge basis and skill sets of effective educators. The art of teaching is the teacher's adaptation of the science to fit the needs of the learners. The true artist looks at the science and applies it in his or her context to produce results. 30-40 years of research on teaching has moved the profession from being essentially.
Capacity Building	The ability to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain best practices within a system.
Cognitive Complexity	Cognitive complexity is a variable that indicates how complex or simple a mental task is. A person who is measured high on cognitive complexity tends to perceive nuances and subtle differences which a person with a lower measure, indicating a less complex cognitive structure for the task or activity, does not. In assessment, the cognitive complexity required to perform an assessment item.
Collaboration	Collaboration is a process with recurring interactions over time where colleagues engage in defining

Collaboration (cont'd.)	problems, clarifying thinking, and developing solutions. Collaboration involves more engagement than just meeting or communicating points of view. Teaching and leadership are complex functions and collaboration plays a meaningful role in being successful in either role. Individual work on self-improvement, while essential, is not sufficient for achieving mastery level proficiency and a deep understanding of the profession. Recurring collaboration experiences are also needed. Collaboration is an essential element in deliberate practice – the career long process of developing professional mastery.
Common Language	A "common language" is a tool of master practitioners in any profession used to facilitate effective communications about the essential concepts and practices of the profession. Consensus within a group of practitioners on the specific meaning of terms and expressions is used to provide feedback for improvement of proficiency on important job functions and in deepening understanding of the priority practices, standards, and goal of the profession.
Comprehensive English Language Learning	Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure English Language Learners' proficiency level and progress in learning English
Consent Decree	The Consent Decree refers to a court order that serves as the state of Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of English language learner students. [See League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States.] "Contemporary research" in the context of Florida's goals for improvement.
Curriculum Mapping	Curriculum mapping is exploring the primary elements of curriculum: What is taught? How instruction occurs. When instruction is delivered. It is a process for identifying the core content, processes, and assessments used for curriculum for each subject area. It is used to insure essential concepts are present, to identify gaps, and to check for repetition within a scope and sequence. It promotes vertical alignment across the sub- jects and grades and supports horizontal alignment of assessments, content, and methods

56

Deliberate Practice	This is a "way of work" that supports continuous professional improvement through an entire career. It is a mindset, acquired through pursuit of personal mastery and with collegial support, whereby the educator at- tends to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify specific instructional strategies to focus their efforts to improve – typically 1 to 3 per year. Deliberate practice requires establishing a baseline for performance in a focus area and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement. Deliberate practice has been revealed by research as a mindset that distinguishes master teachers who improve steadily throughout their career from others whose improvement plateaus after initial growth.
Differentiated Instruction	An approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Lesson design for differentiat- ed instruction provides opportunities for students to do different things during instructional time, those differ- ences being based on tracking student progress on learning goals and adapting instructional strategies to learning needs of students in the class. Differentiation goes beyond a traditional rotating stations approach and provides recurring regrouping of students based on academic needs and issues. In the last decade differentiated instruction was commonly introduced as an alternative instructional approach for under- performing schools. As research on effective teaching becomes better understood, differentiation is recognized as an approach that is beneficial at all schools and for all students.
Elementary and Secondary Education Act (ESEA)	A federal law funding and regulating public education. Current statutes established reforms based on four principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.
Engagement	Engagement is evidenced by reflection (dialogue with self about a topic or problem expressed in notes or "in your own words" expressions) and dialogue with others (e.g. other students, instructors); the stimuli for the talk and writing are observations and experiences that pose problems that need to be resolved. Student engagement can be defined as a level of personal investment in an instructional activity. It can be measured in the areas of behavioral engagement, emotional engagement, and cognitive engagement. Engagement can be increased through the use of practices that increase intrinsic motivation on the part of the student.

57

English Language Learners (ELLs)	English language learners are students whose first language is not English and who are in the process of learning English.
ESOL Strategies	ESOL Strategies are teaching techniques designed to support comprehensible instruction for English language learners. ESOL strategies generally provide additional context (such as with the use of visuals and other nonverbal resources) and opportunities for inter-action (as with grouping students and cooperative learning tasks).
Essential Question	Essential questions are those that focus learner attention on priority aspects of a standard or learning goal. An essential question makes clear to the learner what he or she should know and be able to do at the end of the lesson and/or unit of study.
Exceptional Student Education (ESE)	Specially designed instruction and related services that are provided to meet the unique needs of exceptional students who meet eligibility criteria described in Rules 6A-6.03011 through 6A-6.0361, F.A.C.
Florida Standards Initiative	The Florida Standards for English language arts and mathematics provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The standards prepare students to compete successfully in the global economy. In Florida the Florida Standards in mathematics and language arts are incorporated into the Next Generation Sunshine State Standards.
Formative Assessment	Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional out-comes. Formative assessments are questions, tools, and processes that are embedded in instruction. They are used by teachers and students to provide timely feedback for purposes of adjusting instruction and/or learning efforts to improve learning.
Higher Order Questioning	Higher order questions posed by teachers and students are those that engage students in higher order thinking skills. Such questions require much more "brain power" and often a more extensive and elaborate answer than typical recall or description questions. Questions that require analysis, applying information, making value judgments, or predictions are examples of higher or- der questions.

Higher Order Thinking Skills	Higher order skills include critical thinking, analysis, and problem solving and are an important aspect of standards based instruction. Standardized assessment processes are often not structured to assess student progress on higher order thinking skills. Consequently, that aspect of tracking student progress is often a task that the classroom teacher must address.
Individuals with Disabilities Education Act (IDEA)	A federal law ensuring effective services for children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible students with disabilities.
Interventions	Curricular, instructional, and/or other adjustments made to address core instructional issues. Interventions may also be provided to students in small groups or individually, in addition to and aligned with core instruction in order to target a specific skill or concept.
Learning Environment	The environmental variables that either promote or inhibit learning including the physical class- room arrangement, rules, management plans, routines, expectations, peer/family influence, task demands, etc.
Learning Organization	A learning organization is one where the people (who comprise the organization) continually expand their capacity to create the results they truly desire, where new and enlightening patterns of thinking are nurtured, where collective aspiration is developed and focused on shared goals, and where people are continually learning to see the whole together. (See systems thinking.)
Lesson Study	Lesson study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to les- sons, and then use what they learn about student thinking to become more effective instructors.
Literacy	Literacy is the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.
Mental Models	Mental models are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action. Mental models need to be tested against reality from time to time to monitor whether data supports our assumptions and beliefs.

MTSS (Multi-Tiered System of Supports)	A term used to describe evidence based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
Next Generation Sunshine State Standards (NGSSS) and Florida Standards	Florida's Next Generation Sunshine State and the Florida Standards define content, knowledge, and abilities; provide grade-level or course expectations for students; provide clear guidance to teachers for depth of knowledge and instructional goals; provide framework for state-adopted instructional materials, and assessments; and serve as a guide to improve student learning. The standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have clarity in collaborations, help ensure equal educational opportunities, and assist in identifying struggling students. These standards provide the foundation for standards-based instruction
Positive Behavior Support (PBS)	The application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression. More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts and extended from an intervention approach for individual students to an intervention approach for entire schools. Positive behavior support is not a new intervention package, nor a new theory of behavior. Instead, it is an application of a behaviorally- based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between re- search-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school environments by making problem behavior less effective, efficient, and relevant, and
Problem-Solving	The recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented. *Teams continue to engage in problem-solving to ensure that student success is achieved and maintained.* The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows: **Define the problem** by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when com- pared to what they do know and are able to do?" When engaged in problem-solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Problem-Solving (cont'd.)	**Analyze the problem** using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence- based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/ non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers. **Develop and implement a plan** driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?" **Measure response to instruction/interventions** by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/ intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).
Professional Learning Community (PLC)	A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize educators into working groups focused on a targeted improvement issue. A variety of national protocols and processes to help PLCs run effectively based on student data.
Protocol (Florida's Professional Development System Evaluation Protocol	District professional development activities in Florida are guided by Evaluation Standards for Professional Development. The protocol contains standards for planning, delivery, and evaluation of professional development of Florida's educators.
Reflective Practices	Reflective practices are higher order thinking processes. The capacity to reflect on actions taken as part of one's work in a process of continuous learning is a defining characteristic of deliberate practice. Master educators cultivate the capacity to reflect "in action" (while doing something) and "on actions" (after you have done it) in order to objectively assess the proficiency and impact of their work and guide improvement efforts.

Response to Instruction/Intervention (RtI) Framework	The multi-tiered practice of providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions, also referred to as a Multi-tiered System of Student Supports (MTSSS).
Rigor (Rigorous)	Rigor is a goal rather than a level of difficulty. Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, pro-vocative, and personally or emotionally challenging. It is not about severity or hardship. All students need schools to provide both rigorous content and direct instruction in the skills needed to manage that content (see instructional strategies). There are different ways in which content can become rigorous (e.g. attention to interacting or overlapping ideas, dealing with dilemmas, identifying problems, conducting inquiry, evaluating alternatives, interpreting, identifying
Rubrics (or Scales)	Rubrics (often called scales) describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
School Based Leadership Team (SBLT)	A school-level team responsible for developing a school implementation plan. The school-based team becomes "trainers" and "coaches" for the school staff and will be responsible for school wide implementation.
Summative Assessments or Measures	Assessments typically administered near the end of the school year or academic term to give an overall perspective of the effectiveness of the instructional program. They typically are cumulative in that they cover content from previous interim assessments and the term or year.
Systems Thinking	Being aware of the connections between people and practices in an organization, the impact of their interactions over time, and insight into how various aspects of peoples' thinking, actions, and decisions impact the quality of the organization's work.

Text Complexity	Text complexity involves making an informed decision about the difficulty of a text. Complexity is impacted by a variety of factors: *Levels of Meaning or Purpose:* texts with a single level of meaning or purpose tend to be easier to read than texts with multiple levels of meaning or purposes. *Structure:* texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and unconventional structures. *Language Conventionality and Clarity:* texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary. *Knowledge Demands:* texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many
Understanding by Design (UbD)	Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. It is often referred to as backward planning or design where the planning of classroom activities is delayed until goals have been clarified and assessments designed.
Value Added Measure (VAM)	A statistical method that estimates the effectiveness of a teacher or school. The difference between a student's actual and predicted results is the estimated "value" that the teacher or school added during the year with respect to the content tested. There are a variety of different types of value-added models. Florida has selected a "covariate adjustment model" to measure student learning growth on FCAT. This model begins by establishing expected learning growth for each student. The expectation is estimated from historical data each year, and represents the typical learning gains seen among students who have earned similar test scores and share other characteristics. For more information on Florida's model, please see fldoe.org.
Walkthroughs	As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 -10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feed-back as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

Glossary of Common Terms/Abbreviations

AC	Annual Contract
Accommodation	Adjustments that can be made to the way students access information and demonstrate performance that do not require changes in the curriculum. Types of accommodations include: presentation, response, scheduling and setting. Accommodations are not the same as instructional interventions for academics or behavior, though they may be included in instructional plans for implementing interventions and the assessments used to monitor progress.
	Accommodations on an Individual Education Plan (IEP) must be implemented in the settings recommended such as the general education classroom, resource or special class.
ACP	Alternative Certification Program
ADD/ADHD	Attention-Deficit Disorder/Attention-Deficit Hyperactivity Disorder
AP	Advanced Placement
DCF	Department of Children and Families
Design Question	According to the Marzano framework, the ten questions teachers should ask themselves when planning a lesson or unit of instruction
DOE	Department of Education: Florida State Department of Education
DPP	Deliberate Practice Plan
EBD	Emotional/Behavioral Disability
EIN	Employee Identification Number
ELL	English Language Learner student- a student who is in the process of acquiring English and has a first language other than English.
EOC	End of Course exams
EPI	Educator Preparation Institute
ESOL	English for Speakers of Other Languages – Course studies for endorsement or certification
FAA	Florida Alternate Assessment for students with significant cognitive disabilities
FAIR	Florida Assessments for Instruction in Reading is a formative assessment tool which provides teachers with screening, diagnostic and progress monitoring data on students' ability to read
FCAT	Florida Comprehensive Assessment Test: The tests used to evaluate the student, school and the school system in the state of Florida.
FDLRS	Florida Diagnostic & Learning Resource System: Professional Development support system for ESE teachers
FEAPs	Florida Educator Accomplished Practices
FETC	Florida Exam for Teacher Competence
Formal Observation	According to the Marzano framework, the formal observation is the primary method for collecting evidence that will be used as a source of data for the

summative evaluation and provides a source of feedback to teachers regarding their instructional practice and professional growth

FTE	Full Time Equivalent: student enrollment used for funding schools
GK	General Knowledge Examination: state-mandated test used to prove competency in basic skills
IEP	Individual Education Plan – a written plan that describes the special, individual learning needs of a student with disabilities and the programs and services that will be given to that student
Inclusion	Practice that educates students with disabilities in age-appropriate general education classrooms
InD	Intellectually Disabled – An intellectual disability is defined as significantly below average general intellectual and adaptive functioning with significant delays in academic skills
Informal Observation	The informal observation can be announced or unannounced and should be a minimum of 20 minutes
Internet	An interconnected system of networks that connects computers around the world via TCP/IP protocol
ISS	In-School Suspension
Learning Disabilities	A broad term that covers a pool of possible causes, symptoms, treatments and outcomes of learning
Learning Goals	Broad statement of what students will know and be able to do
LRE	Least Restrictive Environment - Under IDEA Regulations, the Least Restrictive Environment states that the school must educate students with their non-disabled peers to the maximum extent that is appropriate
MIP	Master Inservice Plan which provides in-service points for teacher recertification (1 hour of training = 1 MIP point)
Modifications	Significant changes in curriculum expectations based on student learning limitations and usually involving the use of "access points" rather than the usual academic standards
PBS	Positive Behavior Support system
PD	Professional Development
PEC	Professional Education Competence – skills teachers on temporary certificates must demonstrate to apply for a professional certificate
PTO	Parent Teacher Organization
SAC	School Advisory Committee
SIP	School Improvement Plan
SLD	Specific Learning Disability – A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written that may manifest in significant difficulties affecting the ability to listen, speak,

read, write, spell or do mathematics. Associated conditions may include, but are not limited to dyslexia, dyscalculia, dysgraphia or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors

Staffing   A meeting in which a group of school staff members (including the general education teacher) and parent/guardian make decisions regarding the appropriate supports and services for a student identified as a student with a disability

VE   Varying Exceptionalities

GADSDEN COUNTY SCHOOL DISTRICT
2016-17 Student and Employee Calendar

2016

July	4	Independence Day – District-wide
August	1	Eleven Month Employees begin (Asst. Prin., Asst. Custodians, 11 Month Secretaries, Psychologists & Therapists return to work)
	8	Teachers Return (Pre-planning), Paraprofessionals, Visiting Teachers/Social Workers, 10 Month Employees return to work)
	11	School Food Service Managers return to work
	12	School Food Service Workers return to work
	15	First Day of School for Students – Bus Drivers/Aides
September	5	Labor Day – District-wide – *Teacher Paid Holiday(1)*
October	13	End 1st Nine Weeks (43 days)
	14	Teacher/District Planning/Inservice Day (Students out) (Food Service and Bus Drivers/Aides non work day)
November	11	Veterans Day – District-wide
	21-23	Thanksgiving Day Holidays - *Teacher Paid Holidays(3)* –(Students out((Food Service, Bus Drivers/Aides, Paraprofessionals, 10 Month Employees, Visiting Teachers/Social Workers). Non work day for all employees except 11 & 12 month employees.
	23-25	Thanksgiving Day Holidays – (all employees including 11 & 12 Month employees)
December	14-16	School Exam Days / Early Release for Students
	16	End 2nd Nine Weeks (39 days) and End of 1st Semester (82 days)
	19-30	Christmas Holidays (Teachers, Students, Food Service, Bus Drivers/Aides, Paraprofessionals, 10 Month Employees, Visiting Teachers/Social Workers. Non work day for all employees except 11 and 12 month employees.
	22-30	Christmas Holidays – (all employees including 11 & 12 Month employees)
2017		
January	2	New Year's Day – District-Wide
	3	Teacher Planning Day – (Students out) (Non work day Food Service and Bus Drivers/Aides)
	4	Students Return / Begin 3rd Nine Weeks
	16	Martin L. King Jr. Holiday – District-wide
March	9	End 3rd Nine Weeks (46 days)
	10	Teacher Planning Day – (Students out) (Non work day for Food Service and Bus Drivers/Aides)
	13-17	Spring Break – District-wide
May	29	Memorial Day – District-wide – *Teacher Paid Holiday(1)*
	31	Last Day for Students, End 4th Nine Weeks (52 days), End of 2nd Semester (98 days)
	31	Last Day of Work for Bus Drivers/Aides
June	2	Last day work for Food Service Workers
	1-2	Teacher Post-Planning
	5	Last day work for Food Service Managers and Paraprofessionals
	5	*Teacher Paid Holiday(1)*
	7	Last Day of Work for Visiting Teachers/Social Workers
	9	Last Day Work for 10 Month Employees
	12	Four day work week begins
	22	Last Day of Work for Eleven Month Employees
August	7	Last Day of Four Day Work Week

> Teacher Paid Holidays:
> 9/5/16, 11/21/16, 11/22/16, 11/23/16, 5/29/17, 6/5/17

Continuous Notification of Nondiscrimination

The Gadsden County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Name and/or Title: Dr. Pink Hightower,
                         Deputy Superintendent

Office Address: 35 Martin L. King, Jr. Blvd.
                     Quincy, Florida 32351

Phone Number (Voice/TDD): (850) 627-9651

E-mail: hightowerp@gcpsmail.com

Notes

70