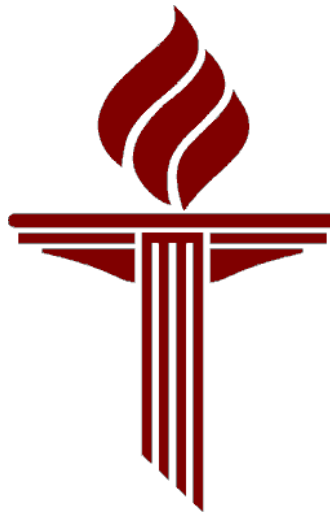


SANTA ROSA DISTRICT SCHOOLS



PROFESSIONAL ORIENTATION PROGRAM

OPERATING PROCEDURES MANUAL

REVISED 2013

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INTRODUCTION

This OPERATING PROCEDURES MANUAL for the Professional Orientation Program has been written to help schools increase the effectiveness and efficiency of their services to initial teachers in Santa Rosa. It is based on the guidelines established by Florida law and state board rules, and it incorporates the best practices that have been developed regarding program operations over the past few years.

All individuals affiliated with or interested in the Professional Orientation Program are encouraged to read this manual in its entirety. They are also encouraged to call the Human Resource Office or the Professional Development Center upon encountering any problem or concern not addressed in the manual.

For further information about the Santa Rosa Professional Orientation Program or for additional copies of this manual, contact --

The Assistant Superintendent for Human Resources
Santa Rosa County School System
5086 Canal Street
Milton, FL 32570

(850) 983-5030 or Suncom 689-5030

THE INITIAL TEACHER TEAM

Each initial teacher is, in actuality, part of a team whose purpose is to help him/her become the best teacher possible. The team members, other than the initial teacher, are called the initial teacher team.

The initial teacher team for each initial teacher consists of three mentors: A building level administrator, a peer teacher, and another professional educator will serve as mentors for the initial teacher.

Professional Orientation Program Team Mentors - Definitions and Responsibilities

INITIAL TEACHER (Full Year Program) - A teacher who holds a bachelor's degree, temporary certificate or equivalent vocational level temporary certificate and who has not completed the Professional Orientation Program. In order to participate in the program, the initial teacher must be employed a minimum of four hours per day and must complete a minimum of 160 days.

Responsibilities:

1. To participate in observation and evaluation procedures, including pre- and post-observation conferences.
2. To assist in the formulation of his/her professional development plan.
3. To participate in individual and group inservice activities as needed.
4. To participate in the development of an electronic portfolio.
5. To demonstrate the Educator's Accomplished Practices.

MENTOR: BUILDING LEVEL ADMINISTRATOR - A certified, school-based administrator.

Responsibilities:

1. First formal observation occurs during the first 45 class days of the initial teacher's program year.
2. To select an initial teacher team and notify the members of their responsibilities.
3. To assemble the initial teacher team of mentors in order to outline strategy and to resolve conflicts that may develop.
4. To request and participate in inservice training of the initial teacher team as needed.
5. To participate in the formulation of each initial teacher's professional development plan.
6. To conduct the final evaluation of each initial teacher and verify whether the satisfactory demonstration of Florida Educator's Accomplished Practices has been accomplished.
7. To conduct the final assessment of each initial teacher and verify their satisfactory demonstration of Florida Educator Accomplished Practices. . (Principal must sign off on final assessment.)
8. To maintain portfolios for the period of time required by MIS Records Management (five years).

MENTOR: PEER TEACHER - An experienced teacher who holds a valid professional certificate and teaches at the same level, in the same subject area, or the same service area as the initial teacher. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of the initial teacher.

Responsibilities:

1. To participate in inservice training activities as needed.
2. To participate in the formulation of the initial teacher's professional development plan.
3. To assist the initial teacher in preparing daily, weekly, and long range lesson plans when needed.
4. To make a minimum of two formal and periodic informal visits of the initial teacher during the program year.
5. To provide feedback, instruction, and counseling to the initial teacher.

MENTOR: OTHER PROFESSIONAL EDUCATOR - A professionally trained and experienced educator. ..

Responsibilities:

1. To participate in inservice training activities as needed.
2. To make a minimum of two formal observations of the initial teacher during the program year.
3. To participate in the formulation of the initial teacher's professional development plan.
4. To provide resources and support to the initial teacher.

Selection

The principal should select the mentors of a peer teacher and another professional educator for service on a initial teacher's team within two weeks of the initial teacher's hiring. This notification should be in writing, either in the form of a letter or memorandum.

Team Meetings

As soon as possible after the mentors are selected, the team (initial teacher, building level administrator, peer teacher, and other educator) should meet as a group to review the expectations of each person's role, timelines, the Initial teacher's professional development plan, and other important matters.

Although much of the planning and follow-up for the program activities may be done between the initial teacher and one of the mentors, it is important that the entire team meet with the BT several times throughout the year as needed. It is essential early in the initial teacher's program.

More About Responsibilities

Although each mentor of an initial teacher team has specific responsibilities, it should be noted that schools have flexibility in how their teams function as long as they fall within the guidelines of the district plan and applicable state laws and rules. As an example, the portfolio may be kept by the principal, the initial teacher, or the peer teacher mentor. Because many decisions are made by the IT team, an excellent reason for convening the team early in an initial teacher's program year is to decide on these issues.

Other examples of responsibilities that can vary from school to school but must be covered by someone are --

- Calling team meetings
- Keeping the team on schedule with observations, conferences, and other requirements
- Entering items into the initial teacher's professional development plan and portfolio
- Checking/initialing the Educator's Accomplished Practices
- Suggesting inservice activities for the initial teacher to strengthen areas needing improvement

GENERAL INSTRUCTIONS

Data Collection Process:

Feedback and assistance from mentors are important resources that can contribute significantly to the individual teacher's success. Data collected by observations, conferences, or student progress should be used to document teacher performance in any assessed area.

Complete the observations prior to completing the Mentor Assessment of the Florida Educator's Accomplished Practices Final Assessment Form.

Scoring Procedures:

Mentor team consensus should be reached when scoring each of the 6 Florida Educator's Accomplished Practices Assessments. The data collected in the observations will support and provide the foundation for scoring the 6 Florida Educator's Accomplished Practices Assessments.

Final Assessment Checklist:

- 1) The final score on *each* Mentor Florida Educator Accomplished Practice will be transferred to the final Florida Educator Accomplished Practices Final Assessment Form using column 4 of the form.

THE OBSERVATION PROCESS

Every initial teacher in the Professional Orientation Program will have a minimum of six formal observations and four informal observations conducted during the program year. Each formal observation will be preceded by a conference between the initial teacher and the initial teacher team mentor who will observe. Following each observation, another conference will be held between the two to discuss the observation findings. It is during the post-conference that entries will likely be made into the professional development plan, targeting an area that should be improved and outlining strategies.

An observation instrument has been developed for use in Santa Rosa District Schools. The instrument is used to help the observer record data that is used to document the Florida Educator's Accomplished Practices and to assist the initial teacher in areas needing improvement. The instrument also provides opportunities for feedback on areas in which the initial teacher excels.

The data collected from the building level administrator's observations will also be used as part of the initial teacher's annual evaluation. Data collected by the other team members will be used in the POP but not in the annual evaluation.

The Flow of the Observation Process

In addition to the "how's" and "why's" of the observation process discussed above, another important element is "when."

The first formal observation must be completed by the peer mentor within 20 class days of the initial teacher's employment. The building level administrator's first formal observation should follow the peer mentor's observation but be completed within the first 45 days.

During the second and third quarters of the school year, the initial teacher team will conduct informal and formal observations as required by the POP. The peer mentor will conduct a second formal observation prior to the administrator's final observation which will occur during the last 45 days of the year.

THE PORTFOLIO

Each initial teacher is required to develop a portfolio containing items that document the successful completion of program activities. Some items must be included in the portfolio and others are optional, to be added at the initial teacher's discretion or upon recommendation by any mentor of the initial teacher team. The portfolio will be housed electronically in Professional Growth System and available to all members of the team.

Below is a list of the items required in the Santa Rosa District Professional Orientation Program along with a brief description of each.

1. **Recommendations (pgs. 21-22)** - Two types of recommendations are needed for the portfolio: The initial teacher team recommendation and the principal final recommendation both are completed in the Professional Growth System.
2. **Copy of Educator's Certificate** – An electronic copy of the initial teacher's certificate provides important information in one handy source. Among other things, it shows the person's name, DOE certification number, and area(s) of coverage.
3. **Completed Florida Educators Accomplished Practices Final Assessment**
4. Completed Observations by building level administrator (2 formal and 4 informal), peer mentor educator (2 formal) and other mentor educator (2 formal)
5. Completed **Professional Development Plan** -
6. **Appeal Process (pg. 25)** - A form that outlines the appeal process to be followed in case of an adverse decision relative to a initial teacher's completion of the Professional Orientation Program. It must be signed and dated by the initial teacher early in his/her program year, then included in the portfolio as the last item of required documentation.

Other exhibits of successful performance may be included in the portfolio. Unlike the previous eight items, any other materials (pictures, lesson plans, bulletin board ideas, work sheets, art projects, etc.) entered into the portfolio are optional. Everything included in the portfolio becomes part of an official record and must be maintained in the school for a period of five years. For this reason, the IT should consider placing items into the portfolio for support documentation throughout the year. Then, upon being notified by the principal that the program has been successfully completed, the initial teacher may remove the "optional" items for his/her own future use.

Hired for Part-time Employment

When a teacher is hired for less than four hours per day as stated in state board rules as the minimum for program completion, the teacher will be offered the opportunity to remain at school for the additional time, not to exceed one-half hour per day, in order to fulfill the four hour minimum requirement.

In the case of an unusual schedule when a teacher is employed for less than four hours on some days but more than four on others, if the average is four hours or more per day every week, remaining at school for extra time will not be necessary. The teacher will be allowed to complete the program just as if each day were four or more hours long.

If either option is chosen by the initial teacher, it is to be understood that it will be without additional pay or other benefits and that it carries no promises or guarantee of successful program completion. It is simply an opportunity extended to the teacher in order to assist him/her in meeting the program requirements.

INSERVICE ACTIVITIES AND OTHER MEETINGS

Everyone involved with the Professional Orientation Program will need to participate in inservice training activities and other meetings from time to time. Most will be voluntary, but some may be required for the teacher's Professional Development Plan, either as a result of program procedures or because of special assignments.

Early in the school year a tentative master calendar of events for the year will be available for team members. Every effort should be made to attend all appropriate meetings and training activities pertaining to one's role as a mentor. Some training opportunities will be repeated each year. However, a person would not necessarily take them more than once unless he/she felt a need to do so.

Florida Educator Accomplished Practices

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

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

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
 - a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - e. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10

FINAL ASSESSMENT FORM SCORING INSTRUCTIONS

Mentor team consensus should be reached when scoring each of the 6 Florida Educator's Accomplished Practices Assessments. The data collected in the observations will support and provide the foundation for scoring the 6 Florida Educator's Accomplished Practices Assessments. Additional data should be gathered through conferences or the teacher's portfolio.

Transfer the final score of *each* Educator's Florida Accomplished Practice Assessments to column 4 on the Florida Educator's Accomplished Practices Final Assessment Form on the following page.

Place overall score of 1-5 or Satisfactory/Unsatisfactory in column 4 of the Florida Educator's Accomplished Practices Final Assessment Form.

All 6 Florida Educator's Accomplished Practices must be rated as **“satisfactory”** to result in a **“satisfactory” overall assessment**.

SANTA ROSA PROFESSIONAL ORIENTATION PROGRAM
Florida Educator's Accomplished Practices Final Assessment

Teacher _____

School _____

Accomplished Practice	Method of Documentation: Check one or more			Transfer all scores from FL Educator's Accomplished Practices Assess.
	Observ	Interview or conf.	Portfolio	
				Place overall score of 1-5 or Satisfactory / Unsatisfactory in blanks below*
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:				
a) Aligns instruction with state-adopted standards at the appropriate level of rigor;				
b) Sequences lessons and concepts to ensure coherence and required prior knowledge;				
c) Designs instruction for students to achieve mastery;				
d) Selects appropriate formative assessments to monitor learning;				
e) Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and				
f) Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:				
a) Organizes, allocates, and manages the resources of time, space, and attention;				
b) Manages individual and class behaviors through a well-planned management system;				
c) Conveys high expectations to all students;				
d) Respects students' cultural, linguistic and family background;				
e) Models clear, acceptable oral and written communication skills;				
f) Maintains a climate of openness, inquiry, fairness and support;				
g) Integrates current information and communication technologies;				
h) Adapts the learning environment to accommodate the differing needs and diversity of students; and,				
i) Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.				
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:				
a) Deliver engaging and challenging lessons;				

Accomplished Practice	Method of Documentation: Check one or more			Transfer all scores from FL Educator's Accomplished Practices Assess.
	Observe	Interview or conf.	Portfolio	
				Place overall score of 1-5 or Satisfactory / Unsatisfactory in blanks below*
b) Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;				
c) Identify gaps in students' subject matter knowledge;				
d) Modify instruction to respond to preconceptions or misconceptions;				
e) Relate and integrate the subject matter with other disciplines and life experiences;				
f) Employ higher-order questioning techniques;				
g) Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;				
h) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;				
i) Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,				
j) Utilize student feedback to monitor instructional needs and to adjust instruction.				
4. Assessment. The effective educator consistently:				
a) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;				
b) Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;				
c) Uses a variety of assessment tools to monitor student progress, achievement and learning gains;				
d) Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
e) Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,				
f) Applies technology to organize and integrate assessment information.				
5. Continuous Professional Improvement. The effective educator consistently:				
a) Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;				
b) Examines and uses data-informed research to improve instruction and student achievement;				
c) Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				

Accomplished Practice	Method of Documentation: Check one or more			Transfer all scores from FL Educator's Accomplished Practices Assess.
	Observ	Interview or conf.	Portfolio	
				Place overall score of 1-5 or Satisfactory / Unsatisfactory in blanks below*
d) Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and,				
e) Implements knowledge and skills learned in professional development in the teaching and learning process.				
6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.				

*Do not sign until full description of each practice is understood and until all practices have been successfully demonstrated.

Participated in the School Improvement Plan ☐ yes ☐ no

Mentors:

Bldg. Level Adm.: _____ Date: _____

Peer Teacher: _____ Date: _____

Other Educator: _____ Date: _____

Use this form to complete and determine Mentor Final Recommendation as “successful” or “not successful”.

* All 6 Educator Accomplished Practices must be rated “satisfactory” to achieve a “satisfactory” **overall assessment**.

SANTA ROSA PROFESSIONAL ORIENTATION PROGRAM
Initial Teacher Team Mentors

School: _____ Date: _____

Principal: _____

Please complete and send this form to the Human Resource Office.

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Initial Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

SANTA ROSA PROFESSIONAL ORIENTATION PROGRAM

Mentor Team's Final Recommendation (+)

It is our professional opinion that _____
(Name of Initial teacher)

has successfully completed the Professional Orientation Program.

Mentors:

Bldg. Level Adm.: _____ Date: _____

Peer Teacher: _____ Date: _____

Other Educator: _____ Date: _____

School: _____

SANTA ROSA PROFESSIONAL ORIENTATION PROGRAM

Mentor Team's Final Recommendation (-)

It is our professional opinion that _____
(Name of Initial teacher)

has not successfully completed the Professional Orientation Program.

Mentors:

Bldg. Level Adm.: _____ Date: _____

Peer Teacher: _____ Date: _____

Other Educator: _____ Date: _____

School: _____

TO WHOM IT MAY CONCERN:

Having been offered the opportunity to complete the Alternative Certification/Professional Orientation Program, I hereby affirm that I am willing to, totally voluntarily and without additional compensation or benefits, be officially on duty for an additional amount of time each day until my participation in the program has been successfully completed. I am willing to do this because under my current part-time salaried contract I am teaching less than four hours per day, and the State Board Rule defines a "day" for Professional Orientation Program purposes as being four hours minimum. I am willing to stay on duty for that period of time each day in order to be eligible for the program.

I understand that my signing this statement is, in effect, a request on my part for special consideration and that other people will become involved as a result. Therefore, I understand that I will be obligated to continue putting in a four hour day for the duration of my Alternative Certification/Professional Orientation Program participation, which length of time will be determined by the evaluations conducted under program guidelines.

Signed: _____ Date: _____

As Building Level Administrator for the above signed individual, I hereby indicate that I am willing to allow and to document his/her being on duty for an additional period of time daily to make a total of at least four hours each day, until he/she has successfully completed the Alternative Certification/Professional Orientation Program.

I have explained to this part-time salaried employee that this is an optional opportunity and can be done only voluntarily and without additional compensation or benefits, but that once this agreement is executed, he/she will be obligated to carry through until such time as he/she has completed the Alternative Certification/Professional Orientation Program.

Signed: _____ Date: _____

SANTA ROSA PROFESSIONAL ORIENTATION PROGRAM

Appeal process

If the principal notifies a program participant that he/she has failed to successfully complete the Professional Orientation Program, and if the teacher feels the negative recommendation is unjust, he/she may file an appeal within ten work days of the notification to that effect using the following procedures.

1. The teacher may appeal in writing to the school principal asking for a reconsideration of the decision. The principal will review the information at hand, meet with the initial teacher team, and make a recommendation within five work days of receiving the request. The principal's recommendation must be in writing and sent to the teacher by certified mail with a copy put into the teacher's portfolio.
2. If the principal's recommendation remains negative, the teacher may, within five work days of receiving the negative recommendation, appeal in writing to the superintendent. The superintendent or his/her designee will review the portfolio, interview the teacher and members of the initial teacher team, if necessary, and make a recommendation, all within ten work days of the receipt of the appeal request. The teacher will be notified in writing by certified mail, and a copy of the decision will be placed in the teacher's portfolio.
3. If the superintendent's or his/her designee's recommendation is negative, the Certification Section of the state department will be notified of the district's decision not to verify the successful completion of the program, providing proof of notification to the teacher. Within 90 days, the Commissioner will notify the teacher that his/her application for a professional certificate has been denied, and that he/she may appeal to the Education Practices Commission under Section 1012.795, Florida Statutes and Rule 6B-11.005, FAC.

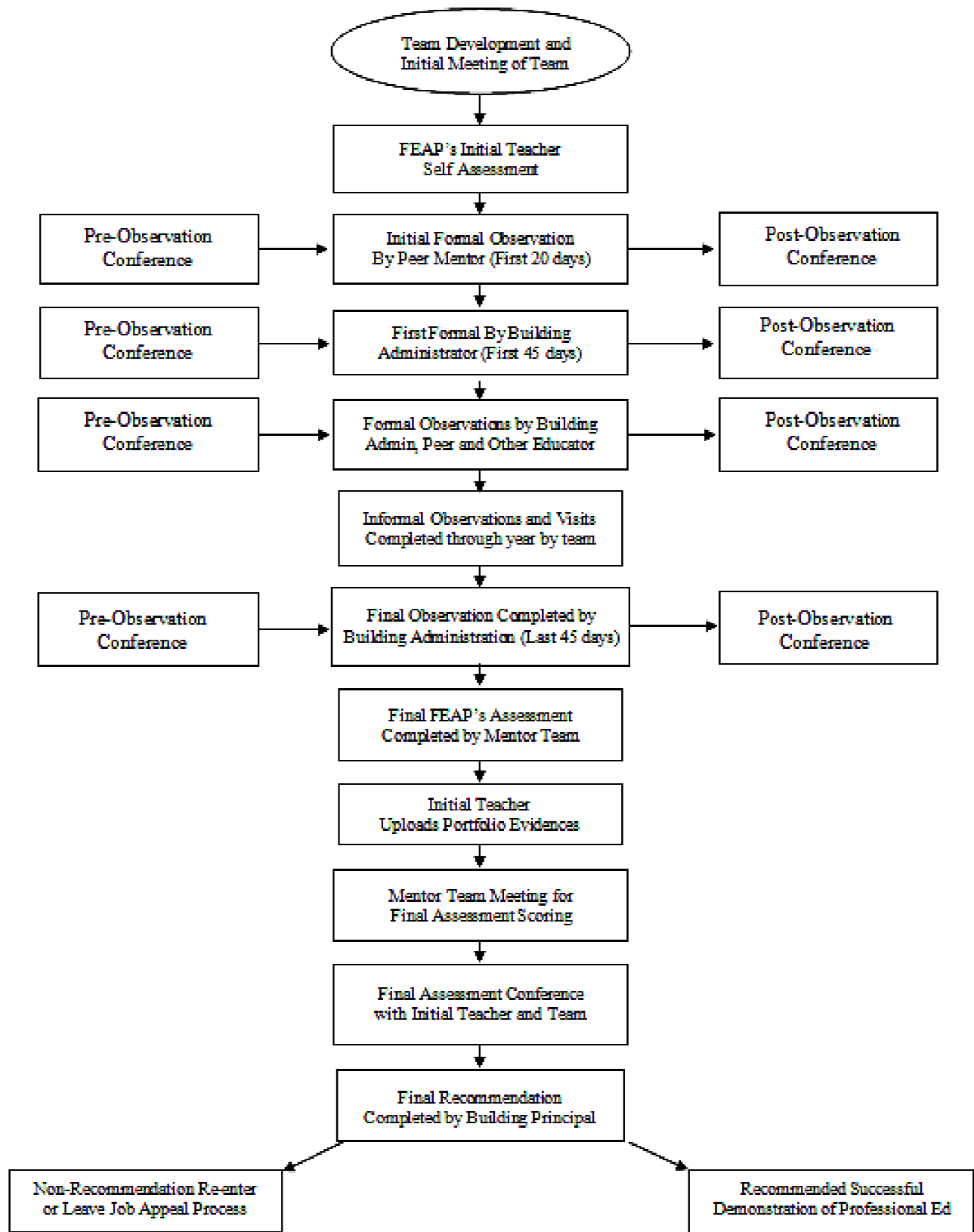
It shall be the burden of the teacher to show that he/she has met the criteria for successful completion. The Education Practices Commission shall issue a final order granting or denying the certificate after an informal hearing before that commission or a formal hearing before the Division of Administrative Hearings.

I have read and understand this appeal process.

Teacher: _____
(Signature)

School: _____ Date: _____

**PROFESSIONAL ORIENTATION PROGRAM
FULL-YEAR PROGRAM
FLOW CHART**



Santa Rosa District Schools Observation Instrument

Routine Events (3 elements)

What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

Providing Clear Learning Goals and Scales

Teacher Evidence	Student Evidence
Teacher has an age appropriate detailed learning goal posted so that all students can see.	Students can explain the learning goal for the lesson.
The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.	Students can explain how their current activities relate to the learning goal.
Teacher makes reference to the learning goal throughout the lesson.	Students can explain the meaning of the levels of performance articulated in the scale or rubric.
Teacher has a scale or rubric that relates to the learning goal posted so that all students can see and makes reference to it.	

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and monitors students' understanding of the learning goal and levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
The IP has an age appropriate detailed learning goal aligned to the lesson being taught and posted so all students can see.	The IP has an age appropriate learning goal aligned to the lesson being taught and posted so all students can see.	The IP has a learning goal posted but is not aligned to the lesson being taught or is incomplete.	No learning goal is posted.
The learning goal is a very clear statement of knowledge or information aligned to the lesson being taught as opposed to an activity or assignment.	The learning goal is a clear statement of knowledge or information aligned to the lesson being taught as opposed to an activity or assignment.	The learning goal is unclear.	No learning goal is stated.
IP incorporates rubric/scale that monitors the students' understanding of the learning goal and describes levels of performance.	IP incorporates rubric/scale that describes levels of performance.	Rubric/scale is unclear or posted but not in use.	A rubric/scale was called for but not evident.
IP makes reference to the learning goal as a natural, embedded part of the lesson.	IP makes reference to the learning goal.	IP makes inappropriate reference to the learning goal.	IP makes no reference to the learning goal.
IP asks students to explain the learning goal for the lesson, and students can give detailed explanation of learning goal.	IP asks students to explain the learning goal for the lesson, and students can give explanation of learning goal.	IP asks students to explain the learning goal for the lesson, and students have difficulty explaining learning goal.	Students are not asked to explain learning goal.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
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How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students' understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?
---	--	---	---

Routine Events

What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

Tracking Student Progress

Teacher Evidence	Student Evidence
Teacher helps students track their individual progress on the learning goal.	Students can describe their status relative to the learning goal using the scale or rubric.
Teacher uses formal and informal means to assign student scale or rubric depicting student status on the learning goal.	Students systematically update their status on the learning goal.
Teacher charts the progress of the entire class on the learning goal.	
Teacher asks students to state or record what they are clear about and what they are confused about.	Students can explain what they are clear about and what they are confused about.

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance	Facilitates tracking of student progress using a formative approach to assessment	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
IP routinely helps students track their individual progress on the learning goal.	IP helps students track their individual progress on the learning goal.	IP infrequently helps students track their individual progress on the learning goal.	IP does not help students track their individual progress on the learning goal.
IP uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP uses formal or informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP inconsistently uses formal or informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP does not regularly assess or uses inappropriate assessment.
IP uses reflective questions and other strategies to enhance students' capacity for awareness or analysis of their own learning or thinking processes.	IP uses reflective questions to enhance students' capacity for awareness or analysis of their own learning or thinking processes.	IP inadequately or inappropriately uses questions.	IP does not question students' capacity for awareness or analysis of their own learning or thinking processes.
Students demonstrate their status relative to the learning goal using the scale or rubric.	Students describe their status relative to the learning goal using the scale or rubric.	Students have limited ability to describe their status relative to the learning goal using the scale or rubric.	Students are unable to describe their status relative to the learning goal using the scale or rubric.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

Routine Events

What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

Celebrating Success

Teacher Evidence	Student Evidence
Teacher acknowledges students who have achieved a certain score on the scale or rubric.	Students show sign of pride regarding their accomplishments in the class.
Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.	Students say they want to continue to make progress.
Teacher acknowledges and celebrates the final status and progress of the entire class.	
Teacher uses a variety of ways to celebrate success (show of hands, certification of success, parent notification, round of applause, etc.).	

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
IP acknowledges and provides explicit reinforcement to students who have achieved a certain score on a scale or rubric.	IP acknowledges students who have achieved a certain score on a scale or rubric.	IP inconsistently acknowledges students who have achieved a certain score on a scale or rubric.	IP does not acknowledge students who have achieved a certain score on a scale or rubric.
IP acknowledges and provides explicit reinforcement to students who have made gains in their knowledge and skill relative to learning goals.	IP acknowledges students who have made gains in their knowledge and skill relative to learning goals.	IP inconsistently acknowledges students who have made gains in their knowledge and skill relative to learning goals.	IP does not acknowledge or inappropriately acknowledges students who have made gains in their knowledge and skill relative to learning goals.
IP acknowledges and celebrates the final status and progress of the entire class.	IP acknowledges the final status and progress of the entire class.	IP inconsistently acknowledges the final status and progress of the entire class.	IP does not acknowledge the final status and progress of the entire class.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content (5 elements)

What will the IP do to help students effectively interact with new knowledge?

Identifying Critical Information and Reviewing Content

Teacher Evidence	Student Evidence
Teacher begins the lesson with a brief review of content and uses specific strategies to review the information (summary, problem to be solved, questions, demonstration, brief test or exercise).	Students can describe the previous content on which the new lesson is based and respond to class activities on the content.
Teacher begins the lesson by explaining why the upcoming content is important and cues the importance of upcoming information in some indirect fashion (tone of voice, body positions, level of excitement).	Students can describe the level of importance of the information presented in class and can explain why the content is important to pay attention to.

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Signals to students which content is critical versus noncritical, engages students in a brief review of content that highlights the critical information, and monitors the extent to which students can recall and describe the previous content.	Signals to students which content is critical versus noncritical and engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
IP begins lessons by adequately reviewing prior learning and explaining why prior content is important.	IP begins lessons by adequately reviewing prior learning.	IP begins lessons with an inadequate or inappropriate review of prior learning.	IP does not review prior learning.
IP cues the importance of upcoming information in some direct and indirect fashion (tone of voice, body position, level of excitement).	IP announces the importance of upcoming information.	IP occasionally announces the importance of upcoming information in a direct fashion.	IP does not give students any indication of upcoming important information.
Students are able to explain with detail why the content is important.	Students are able to explain why the content is important.	Students can occasionally explain why the content is important.	Students are unable to explain why the content is important.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for identifying critical information and reviewing content that address unique student needs and situations?	In addition to signaling to students which content is critical versus noncritical and engage students in a brief review of content, how might you monitor the extent to which students attend to critical information and recall and describe previous content?	How can you signal to students which content is critical versus noncritical? How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

What will the IP do to help students to practice and deepen new knowledge?

Organizing Students to Practice and Deepen Knowledge

Teacher Evidence	Student Evidence
Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content.	Students explain how the group work supports their learning.
Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.	While in groups, students interact in explicit ways to deepen their knowledge of informational content, or practice a skill, strategy, or process (asking each other questions, obtaining feedback from peers).

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their knowledge	Organizes students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
IP has established routines for student grouping and student interaction in groups and students demonstrate a clear understanding of those routines.	IP has established routines for student grouping and student interaction in groups.	IP has inconsistent routines for student grouping and student interaction in groups.	IP has no established routines for student grouping and student interaction in groups.
IP organizes students into well-functioning small groups with clearly defined roles (respect opinions of others, add their perspective to discussions, ask and answer questions).	IP organizes students into small groups with common abilities or needs.	IP organizes students into small groups.	IP does not use small group instruction.
An established area for small group instruction is evident and appropriate to the type of instruction.	An established area for small group instruction is evident.	An established area for small group instruction is evident but may not be appropriate for instruction.	An established area for small group instruction is not evident.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content**What does the IP do to help students generate and test hypotheses about new knowledge?**

The IP uses grouping in ways that facilitate practicing and deepening knowledge.

Organizing Students for Cognitively Complex Tasks

Teacher Evidence	Student Evidence
Teacher establishes the need to generate and test hypotheses.	Students describe the importance of generating and testing hypotheses about content.
Teacher organizes students into groups to generate and test hypotheses.	Students explain how groups support their learning.

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Organizes students in ways to facilitate working on cognitively complex tasks and monitors processes that facilitate generating and testing hypotheses	Organizes students ways that facilitate working on cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
IP organizes students with the express idea of practicing their knowledge or completing informational tasks through alternative methods to gain a deeper application level of informational content.	IP organizes students with the express idea of practicing their knowledge or completing informational tasks.	IP organizes students to complete informational tasks.	IP does not organize students.
Students interact in explicit ways to deepen their knowledge of informational content and practice a skill, strategy or process (asking questions, obtaining feedback).	Students interact to deepen their knowledge of informational content or practice skills (asking questions, obtaining feedback).	Students are given the opportunity to interact with knowledge of informational content.	Students are not given the opportunity to interact with knowledge or informational content.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students for cognitively complex tasks, how can you monitor the extent to which these processes facilitate generating and testing hypotheses?	How can you organize students to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

What does the IP do to help students generate and test hypotheses about new knowledge?

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Teacher Evidence	Student Evidence
Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses.	Students are clearly working on tasks that require them to generate and test hypotheses.
Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.	Students can explain the hypothesis they are testing.
	Students can explain whether their hypothesis was confirmed or disconfirmed.
	Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation.

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypothesis.	Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
IP consistently engages students in cognitively complex tasks that encourage students to examine their thinking regarding the content being learned.	IP consistently engages students in cognitively complex tasks.	IP does not consistently engage students in cognitively complex tasks.	IP does not engage students in cognitively complex tasks.
Students are able to explain IP expectations of high levels of engagement.	Students are able to explain IP expectations of engagement.	Students are able to explain IP expectations for some activities.	Students are not able to explain IP expectations for activities.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students for cognitively complex tasks involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

What will the IP do to provide students with resources and guidance?

Providing Resources and Guidance

Teacher Evidence	Student Evidence
Teacher makes himself/herself available to students who need guidance or resources (circulates around room, provides easy access to himself/herself)	Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks.	Students can explain how the teacher provides assistance and guidance in the hypothesis generation and testing.
Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.	

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
IP circulates around the room and interacts with students who need guidance and resources and readily provides as needed.	IP circulates around the room and is available to students who need guidance and resources and provides as needed.	IP is not consistently available to students who need guidance and resources.	IP is not available to students who need guidance and resources.
IP consistently interacts with students during the class to determine student needs.	IP interacts with students during the class to determine student needs.	IP interacts with students.	IP does not interact with students.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for providing resources and guidance? How might your guidance be beneficial to the student with respect to hypothesis generation and testing tasks?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

Enacted on the spot (3 elements)**What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures?****Demonstrating “Withitness”**

Teacher Evidence	Student Evidence
Teacher physically occupies all quadrants of the room.	Students recognize that the teacher is aware of their behavior.
Teacher scans the entire room making eye contact with all students.	Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head.”
Teacher recognizes potential sources of disruption and deals with them immediately.	
Teacher proactively addresses inflammatory situations.	

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
IP continuously scans the classroom, recognizing and proactively addressing potential disruptions.	IP recognizes the potential sources of disruption and deals with them appropriately.	IP recognizes potential sources of disruption yet deals with them inconsistently.	IP does not recognize potential sources of disruption.
Students’ actions demonstrate that they know the IP is aware of their behavior.	Students’ actions demonstrate that they know the IP is aware of their behavior most of the time.	Students’ actions demonstrate that they know the IP is aware of their behavior some of the time.	Students’ actions demonstrate that they know that the IP is not aware of their behavior.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to using behaviors associated with “withitness,” how can you monitor the effect of students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

Enacted on the spot**What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures?****Acknowledging Adherence to Rules and Procedures and Applying Consequences**

Teacher Evidence	Student Evidence
Teacher provides nonverbal signals that a rule or procedure has been followed (smile, nod of head, high five).	Students appear appreciative of the teacher acknowledging their positive behavior
Teacher gives verbal cues that a rule or procedure has been followed (thanks student for following rule or procedure, describes student behaviors that adhere to rule or procedure)	Students describe teacher as appreciative of their good behavior.
Teacher notifies home when a rule or procedure has been followed	The number of students adhering to rules and procedures increases.
Teacher uses tangible recognition when a rule or procedure has been followed (certificate of merit, token economies)	

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which these actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for, but not exhibited.
Rules and procedures are designed, posted, and consistently implemented.	Rules and procedures are designed, posted, and implemented.	Inappropriate rules and procedures are designed, posted, and inconsistently implemented.	No rules and/or procedures are designed or in place.
Student actions demonstrate that the IP consistently acknowledges adherence to rules and procedures (e.g. verbal and non-verbal signals, home contact, and tangible recognition), while applying and adapting consequences as needed.	Student actions demonstrate that the IP fairly and consistently acknowledges adherence to rules and procedures (e.g. verbal and non-verbal signals, home contact, and tangible recognition).	Student actions demonstrate that the IP inconsistently acknowledges adherence to rules and procedures.	Students actions demonstrate that the IP does not acknowledge adherence to rules and procedures.
IP adapts and creates new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly to address all student needs and situations.	IP uses traditional strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly to address all student needs and situations.	IP inconsistently uses strategies and techniques for acknowledging adherence to rules and procedures to address all student needs and situations.	IP does not use strategies and techniques for acknowledging adherence to rules and procedures to address all student needs and situations.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Enacted on the Spot**What will the IP do to communicate high expectations for all students?****Demonstrating Value and Respect for All Students**

Teacher Evidence	Student Evidence
The teacher provides students with verbal and nonverbal indications that they are valued and respected (eye contact, smile, appropriate physical contact, playful dialogue, addressing students in a manner they view as respectful, etc.).	Students say that the teacher cares for all students.
The teacher encourages positive comments about students and redirects students making negative comments about their peers.	Students treat each other with respect.
The teacher makes sure that all students are asked complex questions at the same rate.	Students say the teacher asks difficult questions of everyone.

SCALE

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Exhibits behaviors that demonstrate value and respect through effective relationships with all students and has the same high level of expectations for all students.	Exhibits behaviors that demonstrate value and respect through effective relationships with all students.	Uses strategy incorrectly or with parts missing.	Strategy was called for, but not exhibited.
IP works to establish effective relationships with students through positive verbal and non-verbal indications that they are valued and respected and monitors student impact (eye contact, smile, appropriate physical contact, playful dialogue, addressing students in a manner they view as respectful, etc.).	IP works to establish effective relationships with students through positive verbal and/or non-verbal indications they are valued and respected.	IP inconsistently works to establish relationships with students through positive verbal and/or non-verbal indications they are valued and respected.	IP does not establish relationships with students or provide positive verbal or non-verbal indications they are valued and respected.
IP consistently asks high level questions with the same frequency and depth of all students, monitors the quality of participation, and adjusts instruction accordingly.	IP asks high level questions with the same frequency and depth of all students.	IP inconsistently asks questions of students or does not monitor the quality of participation.	IP does not ask questions with the same frequency and depth of all students.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for all students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for all students, how can you monitor the impact on all students?	How can you exhibit behaviors that demonstrate value and respect for all students?	How can you begin to incorporate this strategy into your instruction?



Santa Rosa District Schools

Pre Observation Conference Instrument

This instrument will be used by all classroom and non classroom based teachers for all formal observations.

Name of Teacher _____ Name of Administrator _____

Planning Conference Date _____ Observation Date _____ Post Conference Date _____

Please attach any appropriate lesson plans, activity schedules, 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
1. Briefly describe the students in your classroom or workspace (e.g. number of students, gender, special needs, reading levels, etc.)
Answer:
Routine Events
2. What are your learning goals for this lesson or activity?
Answer:
3. What will you do to establish or maintain an orderly learning environment?
Answer:
Content
4. What will you do to help students effectively interact with new knowledge?
Answer:
Enacted on the Spot
5. What will you do to engage students in the lesson or activity?
Answer:
6. How will this lesson or activity be organized as part of a cohesive unit?
Answer:



Santa Rosa District Schools

Post Observation/Self Assessment Conference Instrument

This instrument will be used by all classroom and non classroom based teachers for all formal observations.

Name of Teacher _____ Name of Administrator _____

Planning Conference Date _____ Observation Date _____ Post Conference Date _____

The administrator will give consideration to the teacher's self assessment of the lesson and provide written feedback. Please bring student work, assessments, scoring guides, activity schedules, and or rubrics and be prepared to discuss the following questions.

Classroom Demographics
1. Overall, how do you think the lesson or interaction went and why?
Answer:
Routine Events
2. Did students meet or not meet the learning goals or objectives you established for this lesson or activity?
Answer:
3. How effective is the classroom or workspace to maximize student learning or achievement?
Answer:
Content
4. How did the strategies you used to help students to deepen and practice their understanding of new knowledge support student learning?
Answer:
5. How did the strategies you used help students generate and develop new knowledge to support student learning?
Answer:
Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:

Florida Educator's Accomplished Practices Self-Assessment

Scale for Self Assessment

Using the following scale to score each Key Indicator, on scale 1 to 5 (5 being the highest).

Scale	No Significant & Meaningful Understanding		Limited Meaningful Understanding		Significant & Meaningful Understanding
	1	2	3	4	5

For *each* Educator's Accomplished Practice:

Participant must score 3 or higher on each key indicator to demonstrate Limited Satisfactory Meaningful Understanding.

One key indicator assessed as 2 or below will result in an unsatisfactory assessment of that accomplished practice.

Overall scoring of the 6 Accomplished Practices:

All 6 Educator Accomplished Practices must be assessed as “satisfactory” to result in a “*satisfactory*” *overall assessment* in the Professional Orientation Program.

The Mentor team will meet appropriately during the year to develop, monitor, and adjust strategies linked to the identified goals.

ACCOMPLISHED PRACTICES #1
Santa Rosa District
Self Assessment

Applying concepts from human development
and learning theories.

INSTRUCTIONAL DESIGN AND LESSON PLANNING

KEY INDICATORS

- | | |
|-----------------|---|
| 1) 1 2 3 4 5 NA | Aligns instruction with state-adopted standards at the appropriate level of rigor. |
| 2) 1 2 3 4 5 NA | Sequences lessons and concepts to ensure coherence and required prior knowledge. |
| 3) 1 2 3 4 5 NA | Designs instruction for students to achieve master. |
| 4) 1 2 3 4 5 NA | Selects appropriate formative assessments to monitor learning. |
| 5) 1 2 3 4 5 NA | 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. |
| 6) 1 2 3 4 5 NA | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. |

ACCOMPLISHED PRACTICES #2

Santa Rosa District
Self-Assessment

Maintains a student-centered learning environment that is safe, organized, equitable flexible, inclusive, and collaborative.

THE LEARNING ENVIRONMENT**KEY INDICATORS**

- | | |
|-----------------|--|
| 1) 1 2 3 4 5 NA | Organizes, allocates, and manages the resources of time, space, and attention |
| 2) 1 2 3 4 5 NA | Manages individual and class behaviors through a well-planned management system. |
| 3) 1 2 3 4 5 NA | Conveys high expectations to all students. |
| 4) 1 2 3 4 5 NA | Respects students' cultural, linguistic and family background. |
| 5) 1 2 3 4 5 NA | Models clear, acceptable oral and written communication skills. |
| 6) 1 2 3 4 5 NA | Maintains a climate of openness, inquiry, fairness and support. |
| 7) 1 2 3 4 5 NA | Integrates current information and communication technologies. |
| 8) 1 2 3 4 5 NA | Adapts the learning environment to accommodate the differing needs and diversity of students. |
| 9) 1 2 3 4 5 NA | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. |

ACCOMPLISHED PRACTICES #3

Santa Rosa District

Self-Assessment

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

INSTRUCTIONAL DELIVERY AND FACILITATION**KEY INDICATORS**

- | | |
|------------------|---|
| 1) 1 2 3 4 5 NA | Delivers engaging and challenging lessons. |
| 2) 1 2 3 4 5 NA | Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. |
| 3) 1 2 3 4 5 NA | Identifies gaps in students' subject matter knowledge. |
| 4) 1 2 3 4 5 NA | Modifies instruction to respond to preconceptions or misconceptions. |
| 5) 1 2 3 4 5 NA | Relates and integrates the subject matter with other disciplines and life experiences. |
| 6) 1 2 3 4 5 NA | Employs higher-order questioning techniques. |
| 7) 1 2 3 4 5 NA | Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. |
| 8) 1 2 3 4 5 NA | Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students. |
| 9) 1 2 3 4 5 NA | Supports, encourages, and provides immediate and specific feedback to students to promote student achievement. |
| 10) 1 2 3 4 5 NA | Utilizes student feedback to monitor instructional needs and to adjust instruction. |

ACCOMPLISHED PRACTICES #4
Santa Rosa District
Self-Assessment

Assessment

ASSESSMENT

KEY INDICATORS

- | | |
|-----------------|---|
| 1) 1 2 3 4 5 NA | 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. |
| 2) 1 2 3 4 5 NA | Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. |
| 3) 1 2 3 4 5 NA | Uses a variety of assessment tools to monitor student progress, achievement and learning gains. |
| 4) 1 2 3 4 5 NA | Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.. |
| 5) 1 2 3 4 5 NA | Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). |
| 6) 1 2 3 4 5 NA | Applies technology to organize and integrate assessment information. |

ACCOMPLISHED PRACTICES #5

Santa Rosa District

Self-Assessment

CONTINUOUS PROFESSIONAL IMPROVEMENT

KEY INDICATORS

- | | |
|-----------------|---|
| 1) 1 2 3 4 5 NA | Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. |
| 2) 1 2 3 4 5 NA | Examines and uses data-informed research to improve instruction and student achievement. |
| 3) 1 2 3 4 5 NA | Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. |
| 4) 1 2 3 4 5 NA | Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues |
| 5) 1 2 3 4 5 NA | Implements knowledge and skills learned in professional development in the teaching and learning process. |

ACCOMPLISHED PRACTICES #6

Santa Rosa District

Self-Assessment

Adheres to the Code of Ethics and Principles
of Professional Conduct of the Education
Profession in Florida.

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT**KEY INDICATORS**

- 1) 1 2 3 4 5 NA Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the principles of Professional Conduct of the Education profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Florida Educator's Accomplished Practices Mentor Checklist



Scale for Mentor Assessment

Using the following scale to score each Key Indicator, on scale 1 to 5 (5 being the highest).

Scale	No Significant & Meaningful Understanding		Limited Meaningful Understanding		Significant & Meaningful Understanding
	1	2	3	4	5

For *each* Educator's Accomplished Practice:

Participant must score 3 or higher on each key indicator to demonstrate Limited Satisfactory Meaningful Understanding.

One key indicator assessed as 2 or below will result in an unsatisfactory assessment of that accomplished practice.

Overall scoring of the 6 Accomplished Practices:

All 6 Educator Accomplished Practices must be assessed as “satisfactory” to result in a “*satisfactory*” overall assessment in the Professional Orientation Program.

INSTRUCTIONAL DESIGN AND LESSON PLANNING

KEY INDICATORS

- | | | | | | | | |
|----|---|---|---|---|---|----|---|
| 1) | 1 | 2 | 3 | 4 | 5 | NA | Aligns instruction with state-adopted standards at the appropriate level of rigor. |
| 2) | 1 | 2 | 3 | 4 | 5 | NA | Sequences lessons and concepts to ensure coherence and required prior knowledge. |
| 3) | 1 | 2 | 3 | 4 | 5 | NA | Designs instruction for students to achieve master. |
| 4) | 1 | 2 | 3 | 4 | 5 | NA | Selects appropriate formative assessments to monitor learning. |
| 5) | 1 | 2 | 3 | 4 | 5 | NA | 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. |
| 6) | 1 | 2 | 3 | 4 | 5 | NA | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. |

ACCOMPLISHED PRACTICES #2
Santa Rosa District
Self-Assessment

Maintains a student-centered learning environment that is safe, organized, equitable flexible, inclusive, and collaborative.

THE LEARNING ENVIRONMENT

KEY INDICATORS

- | | |
|-----------------|--|
| 1) 1 2 3 4 5 NA | Organizes, allocates, and manages the resources of time, space, and attention |
| 2) 1 2 3 4 5 NA | Manages individual and class behaviors through a well-planned management system. |
| 3) 1 2 3 4 5 NA | Conveys high expectations to all students. |
| 4) 1 2 3 4 5 NA | Respects students' cultural, linguistic and family background. |
| 5) 1 2 3 4 5 NA | Models clear, acceptable oral and written communication skills. |
| 6) 1 2 3 4 5 NA | Maintains a climate of openness, inquiry, fairness and support. |
| 7) 1 2 3 4 5 NA | Integrates current information and communication technologies. |
| 8) 1 2 3 4 5 NA | Adapts the learning environment to accommodate the differing needs and diversity of students. |
| 9) 1 2 3 4 5 NA | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. |

INSTRUCTIONAL DELIVERY AND FACILITATION

KEY INDICATORS

- | | |
|------------------|---|
| 1) 1 2 3 4 5 NA | Delivers engaging and challenging lessons. |
| 2) 1 2 3 4 5 NA | Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. |
| 3) 1 2 3 4 5 NA | Identifies gaps in students' subject matter knowledge. |
| 4) 1 2 3 4 5 NA | Modifies instruction to respond to preconceptions or misconceptions. |
| 5) 1 2 3 4 5 NA | Relates and integrates the subject matter with other disciplines and life experiences. |
| 6) 1 2 3 4 5 NA | Employs higher-order questioning techniques. |
| 7) 1 2 3 4 5 NA | Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. |
| 8) 1 2 3 4 5 NA | Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students. |
| 9) 1 2 3 4 5 NA | Supports, encourages, and provides immediate and specific feedback to students to promote student achievement. |
| 10) 1 2 3 4 5 NA | Utilizes student feedback to monitor instructional needs and to adjust instruction. |

ASSESSMENT

KEY INDICATORS

- | | |
|-----------------|---|
| 1) 1 2 3 4 5 NA | 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. |
| 2) 1 2 3 4 5 NA | Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. |
| 3) 1 2 3 4 5 NA | Uses a variety of assessment tools to monitor student progress, achievement and learning gains. |
| 4) 1 2 3 4 5 NA | Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.. |
| 5) 1 2 3 4 5 NA | Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). |
| 6) 1 2 3 4 5 NA | Applies technology to organize and integrate assessment information. |

ACCOMPLISHED PRACTICES #5

Santa Rosa District
Self-Assessment

CONTINUOUS PROFESSIONAL IMPROVEMENT

KEY INDICATORS

- | | |
|-----------------|---|
| 1) 1 2 3 4 5 NA | Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. |
| 2) 1 2 3 4 5 NA | Examines and uses data-informed research to improve instruction and student achievement. |
| 3) 1 2 3 4 5 NA | Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. |
| 4) 1 2 3 4 5 NA | Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues |
| 5) 1 2 3 4 5 NA | Implements knowledge and skills learned in professional development in the teaching and learning process. |

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

KEY INDICATORS

- | | | | | | | | |
|----|---|---|---|---|---|----|---|
| 1) | 1 | 2 | 3 | 4 | 5 | NA | Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the principles of Professional Conduct of the Education profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession. |
|----|---|---|---|---|---|----|---|