Santa Rosa School District

Alternative Certification Plan

"A Journey To Success"

Tim Wyrosdick
Superintendent

Diane Scott	District 1
Hugh Winkles	District 2
Diane Coleman	District 3
Jenny Granse	District 4
Scott Peden	District 5

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Initial Plan Description

As a progressive district, Santa Rosa has high expectations for our teachers. We expect each teacher to be highly qualified in the field of education and prepared to provide our students with a learning environment that promotes and stimulates academic growth. The purpose of the Alternative Certification Program (ACP) is to provide "A Journey to Success" filled with support and practical tools for new teachers who are non-education majors. While our school district historically does not have an abundance of non-teacher trained applicants, we have designed our Alternative Certification Program to work hand in hand with our Professional Orientation Program (POP) for all newly hired teachers. The POP materials are provided to all beginning teachers as a part of the required New Employee Orientation.

We currently have one means approved by which non-education majors may complete the program requirements. Beacon Educator has partnered with the district to provide a flexible program for our Alternative Certification Program. Participants will complete the Beacon Educator online coursework to satisfy program requirements.

Information is provided for our alternative certification applicants annually at a meeting usually held at Avalon Middle School. Beacon is invited to attend and present the course information. In addition, several universities attend to present and answer questions regarding college coursework programs that are available, but not a part of this endorsement program. College course work, or Beacon online coursework may not be combined.

Procedures

Once an applicant applies for a temporary certificate, is screened and hired by the Santa Rosa School District, he/she will complete the New Employee Orientation Program (NEO). This program will provide them with an overview of district procedures and policies, ethics, training and key strategies in classroom management and instructional strategies. In addition to basic classroom management and instructional strategies within the NEO agenda (approximately 1½ hour face to face training session), a school-based Mentor Teacher is assigned to each new teacher. Classroom management is one of the areas that Mentor Teachers support on an ongoing basis. The site-based mentor training agenda has been provided as a part of this document.

Each teacher will complete a District Educator's Accomplished Practices Self-Assessment and begin the Professional Orientation Program. Three mentors will be assigned to each teacher. Teachers will have three years to complete the career path they select, either begin college coursework, or the Beacon online coursework.

In order to complete the Alternative Certification Program, teachers must successfully complete the New Employee Orientation Program, Professional Orientation Program, the Beacon online coursework, and achieve passing scores on the Professional Education Test, General Knowledge, and Subject Area exams. Participants will be responsible for taking the General Knowledge Exam during the fall semester. Early results from this test will allow the opportunity for remediation for participants in areas of need.

Support Team Description

Research shows us that quality mentoring and initial staff development programs are key indicators in teacher success and retention. It is our goal to provide a "Journey to Success" for our non-education degreed teachers that provides educational support classes as well as mentors. As part of our district POP each new teacher is assigned a support team with a minimum of three mentors consisting of a school administrator, 1-2 site-based Mentor Teachers and another non-school-based administrator. All schools have a minimum of one Mentor Teacher that has been trained by the district in effective mentoring skills. District Mentor Teachers receive between 15-45 hours of district face-to-face and online training. District Mentor Teachers are an additional layer of support for mentor teachers who have not received district training. In addition to the peer and administrative support teams, Mentor Teachers provide training throughout the year. District topics and guidelines are provided to the Mentor Teachers to ensure district-wide consistency. A sample training schedule is attached at the end of this section.

The Mentor Team and the partnership consultants will meet appropriately during the year to develop, monitor, and adjust strategies linked to the identified goals. The collaborative relationships are intended to be mutually beneficial and to serve as a catalyst for quality enhancement for the Alternative Certification participants.

Opportunities for Supporting Roles of Collaborative Partners

Professional Orientation Program Team Mentors Definitions and Responsibilities

Beginning 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 BT must be employed a minimum of four hours per day and must complete a full school year of 180 days, plus pre- and post-planning.

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 a portfolio.
5. To demonstrate the Educator's Accomplished Practices.

Mentor: Building Level Administrator - A certified, school-based administrator.

Responsibilities:

1. To select a support staff and notify the members of their responsibilities.
2. To assemble the support staff of mentors in order to outline strategy and to resolve conflicts that may develop.
3. To request and participate in inservice training of the support staff as needed.
4. To make at least two, preferably three, formal observations of each beginning teacher annually.
5. To participate in the formulation of each beginning teacher's professional development plan.
6. To conduct the final evaluation of each beginning teacher and verify whether the satisfactory demonstration of Educator's Accomplished Practices has been accomplished. (Principal must do this.)
7. 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 regular certificate and teaches at the same level, in the same subject area, or the same service area as the beginning teacher.
This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of the beginning teacher. National Board Certified Teacher Mentors and/or District trained Mentors may be a Peer Teacher.
Responsibilities:

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

Mentor: Other Professional Educator MENTOR - A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators.

Responsibilities:

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

Selection

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

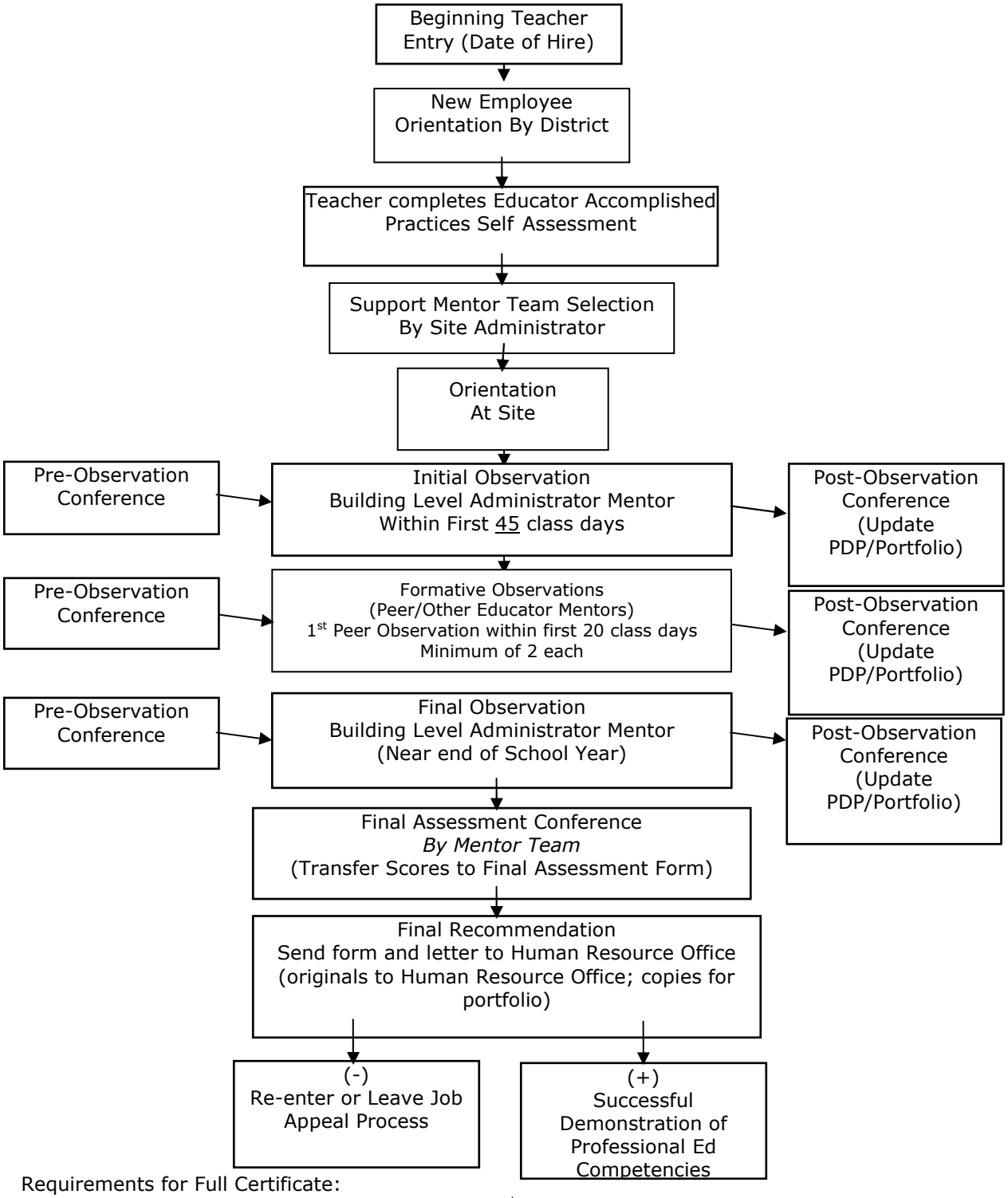
When possible, county staff administrators should be invited to serve as the other educator mentors on beginning teacher teams. This gives them an excellent opportunity to share their expertise and is a good internal marketing technique.

Team Meetings

As soon as possible after the mentors are selected, the team (beginning 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 BT's professional development plan, and other important matters.

At the initial meeting, the team will determine two team meeting dates in addition to an end of the year meeting date. Other meetings may be convened based on need as the beginning teacher progresses through the program.

PROFESSIONAL ORIENTATION PROGRAM
FULL-YEAR PROGRAM
FLOW CHART



Requirements for Full Certificate:
Passing Test Scores on SAE, PED, (GKE – within 1st calendar year)
Completion of Professional Preparation (if required)
Full Year Program = 180 days plus pre- and post-planning
1 days = 4 hours

Santa Rosa District Schools Alternative Certification Program Accomplishment Steps

- ❒ 1. Applicant applies and qualifies for the Temporary Certificate by meeting subject content requirements.
- ❒ 2. Applicant is screened and employed by a Santa Rosa District school.
- ❒ 3. Teacher completes the New Employee Orientation Program as well as the "Training for Excellence" provided by the district prior to entering the classroom.
- ❒ 4. Teacher completes the Educator's Accomplished Practices Self-Assessment to determine the competencies not mastered.
- ❒ 5. Teacher begins the Professional Orientation Program (POP) and is assigned three mentors to provide continuous assessment and progress in skill demonstration of accomplished practices.
- ❒ 6. Teacher enrolls in the 13 modules of instruction provided by the University of West Florida or the Beacon online coursework.
- ❒ 7. Teacher demonstrates all Professional Knowledge Competencies via the post-assessment and successfully completes the POP Program.
- ❒ 8. Teacher achieves a passing score on the Professional Education Test, General Knowledge (within 1st calendar year) and Subject Area Exams.
- ❒ 9. District verifies to the Department of Education that the teacher has completed the Alternative Certification Program.

MENTOR TEACHER SCHOOL-BASED FOLLOW-UP TRAINING GUIDELINES
13-14 School Year

Mentor Teacher NEO Agenda Topics
August 7, 2013

1. Push-in ESE Model
2. Classroom Management
3. First Week of School
4. Time Management
5. Setting Up Classroom
6. Professionalism
7. State Standards
8. Parent Communication
9. School Culture Tips (Paperwork, gradebook, attendance, procedures)

Follow-up Sessions for First Year Teachers (second & third may also attend as applicable)
August-October

1. PDP Goal
2. Planning-long & short range
3. Instructional Strategies
4. Organizational Strategies
5. Time Management
6. Classroom Management (based on needs)
7. Parent Communication
8. Management of Certification Needs
9. Resources
10. School Culture (talk about this throughout the year)

November-February

1. FCAT/SAT 10 Preparations/State Standards
2. Daily Assessment of Student Learning/Progress Monitoring
3. Instructional Strategies/Effective Teaching Strategies/Teaching Methods/Resources
4. Organization Skills
5. Quantity/Quality of student work
6. Student Motivation
7. Parent Communication
8. Retention of Students
9. IEP Meetings
10. Student Documentation to Maintain
11. Classroom Management
12. Time Management
13. Interpersonal Conflict/Professionalism

March-May

1. Planning-long & Short Range (finishing up one year/getting ready for another)
2. Organizational Skills
3. Parent Communication
4. Management of Certification Needs
5. Data Analysis 101
6. Best Practices/Effective Teaching Strategies
7. Technology in the Classroom

The Observation Process

Every first year teacher in the Professional Orientation Program will have a minimum of six formal observations conducted during the program year. Each will be preceded by a conference between the beginning teacher and the support staff 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 beginning teacher in areas needing improvement. The instrument also provides opportunities for feedback on areas in which the beginning teacher excels.

The instrument is used to collect data for two types of observations that are described below.

Summative Observations -- There are two summative formal observations. The observer documents teacher behaviors to gain an overview of a teacher's performance. In the Professional Orientation Program, the summative observation will be used at least twice, both times by the building level administrator.

1. First use occurs during the first 45 days after the first formal by a peer mentor, which is conducted within the first 20 days of the beginning teacher's program year. The findings of the first formal observation will help determine the course for future observations; therefore, it is called the screening or diagnostic summative observation.

2. The building level administrator makes a final observation of teacher's overall performance during a beginning teacher's program year. Using it and other data gleaned throughout the program, the principal, with input from the mentor team, makes an evaluative decision regarding the teacher's completion or non-completion of the program.

A summative observation may also be used at other times; for example, when the beginning teacher's program year is interrupted by a change in school sites or in counties of employment, or when the building level administrator deems it appropriate.

Formative Instruments– There are also formative observations. Since a formative observation is designed for the observation of teaching performance in a very limited area, it is used to help focus on specific teaching skills and abilities. The results of these observations are used to help the beginning teacher develop greater competence.

Use of the Formative Observation

If, after the screening/diagnostic summative observation is completed, it is determined that one or more specific areas of the beginning teacher's performance need(s) further

development, the formative observation for the identified areas will be used as frequently and as repeatedly as necessary. If, however, it is determined that no particular areas of the BT's performance need further development, it is recommended that all formative observations be completed by Mentor team members to verify competencies of Educator Accomplished Practices be used. A logical way to divide the observations would be for the peer teacher mentor and the other educator mentor to complete two or three observations each.

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 (screening/diagnostic) summative observation must be completed within 20 class days of the beginning teacher's employment.

Soon thereafter, the peer teacher mentor and other educator mentor should be ready to begin the formative observations and should have done at least one each before the end of the first semester.

The final summative observation should be completed as near the end of the program year as practical to give the BT a full year to work toward excellence.

The Portfolio

Each beginning 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 BT's discretion or upon recommendation by any mentor of the support staff. The decision regarding where the portfolio will be housed during the BT's program year is at the principal's discretion. In some schools, the beginning teacher maintains it; in others, it is kept in the front office or in the peer teacher mentor's room.

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

1. **Beacon**– All partnership assessments and documenting evidence of coursework, tasks and artifacts are required to be included in the portfolio. Satisfactory completion of the Accomplished Practices wil be indicated by a check mark on the Final Assessment Checklist (p. 37). Partners will provide teacher guidance and appropriate materials to be included for documentation.

2. **Portfolio Format Checklist** - Form that lists the items that are either required to be included in a portfolio or are optional. It should be completed and placed as the first item in the portfolio. The form is designed to help everyone stay on target with the program and to insure that all required documents are entered into the portfolio.

3. **Recommendations** - Two types of recommendations are needed for the portfolio. A letter or memo from the principal, stating whether or not the BT has successfully completed the program and a form titled the *Support Mentors' Final Recommendation*. There are two types: A positive recommendation and a negative

recommendation (+/-). If the beginning teacher has successfully completed the program, the principal's letter or memo will reflect that status, and the "+" copy of the form will be used.

The principal's letter or memo and the Support Mentors' Final Recommendation form should be dated with the last date of the BT's program year. For a teacher who begins the first day of pre-planning, the date will be the last day of post-planning.

If the BT has not demonstrated the competencies necessary for acquiring a professional certificate in the state of Florida, the principal's letter should state that decision and the "-" copy of the Support Mentors' Final Recommendation form should be completed.

4. **Copy of Temporary Certificate** - A copy of the BT's temporary certificate provides important information in one handy source. Among other things, it shows the person's name, employee ID, DOE certification number, and area(s) of coverage.

5. **Completed Accomplished Practices Final Assessment** - Because the beginning teacher must be able to demonstrate each of the Accomplished Practices identified as essential to teaching in Santa Rosa and/or the state of Florida, this checklist provides a simple way for each member of the BT's support staff to indicate the practices they have personally observed and by what methods.

6. **Summative Instruments** - Please see the explanation that appears in the section of this manual titled "The Observation Process." (There will be a minimum of two summatives in a portfolio.)

7. **Formative Instruments** - Please see the explanation that appears in the section of this manual titled "The Observation Process." (There will be a minimum of four formatives in a portfolio.)

8. **Professional Development Plan (PDC website)** - An essential part of a beginning teacher's growth strategy, this plan gives all mentors of the support staff an opportunity to help the BT chart a course of improvement by specifying objectives to be achieved and strategies for accomplishing them. The form used for this part of the beginning teacher's program is the same form used in the district's teacher evaluation process.

9. **Santa Rosa Teacher Assessment Instrument -** Required teacher assessment instrument to which fall and spring ratings are transferred and that document the overall performance rating of all teachers in the Santa Rosa County School District.

10. **Appeal Process** - A form that outlines the appeal process to be followed in case of an adverse decision relative to a beginning teacher's completion of the Professional Orientation Program. It must be signed and dated by the BT 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 nine 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 BT 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 BT may remove the "optional" items for his/her own future use.

Special Considerations

In some instances, a beginning teacher is not hired the first day of pre-planning or is not hired for full-time employment. When either of these occurs, the procedures outlined below will be followed in order to facilitate the teacher's program completion.

Hired After School Starts

When beginning teachers are hired after pre-planning of their first year through the program, their program will continue the following year, allowing them to complete pre-planning experiences and to complete the required number of days for the full-year program. However, in some cases, a teacher in the program may not be employed for the second year until after pre-planning. When this happens, one of two courses of action may be implemented.

1. The principal of the potential school of employment may invite the beginning teacher to voluntarily and without pay or other benefits, come to the school and complete the various planned activities. It should be understood that by doing so, the beginning teacher is neither promised nor guaranteed employment nor successful completion of the program. It is simply an opportunity extended to the teacher in order to help him/her meet the requirement regarding the program year.

2. If circumstances do not allow the plan outlined in #1 above to be implemented, the alternative will be for the beginning teacher to voluntarily and without pay or other benefits spend the extra after-hours time it would take to gain the experiences, training, orientation, and other information and opportunities that would have been accomplished had the person been available during the regular pre-planning days. Again, it should be noted that by doing so, the beginning teacher is not guaranteed a job or successful program completion. Rather, it is simply an opportunity extended to him/her in order to help meet the requirement regarding the program year.

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 beginning 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.

Beacon Description of Professional Education Preparation Content Knowledge

Curriculum Training Program Partnership

Beacon Educator

Beacon Educator's ACP Courses

Classroom Management Course Syllabus

An effective classroom environment is vital for your self-preservation and productivity, as well as the students' engagement in learning and safety. In a proactively managed classroom, you control the classroom environment. Explore the need for a proactive management system and design management tools for your classroom. Learn to use management strategies, such as rules and procedures, a maintenance program, and routines for the beginning and ending of class, to create structure and consistency.

20 Credit Hours

Course Objectives

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students (Standard 18).

Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century

Particiants

- Use assessment strategies (traditional and alternate) to assist the continuous development of learners (Accomplished Practice #1 – Assessment). Focus indicators are
  - #2 – Uses multiple perspectives to diagnose student behavioral problems and devise solutions.
  - #3 – Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.
- Use effective communication techniques with students and all other stakeholders (Accomplished Practice #2 – Communication:). Focus indicators are
  - #1 - Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
  - #3 – Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
- Use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic backgrounds (Accomplished Practices #5 – Diversity). Focus indicators are

- #2 – Creates a learning environment in which all students are treated equitably.
- #8 – Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
- #12 – Provides learning situations which will enable the student to practice skills needed for success as an adult.

♦ Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Accomplished Practice #6 – Ethics). The focus indicator is
- #1 – Shall make reasonable efforts to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

♦ Create and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation (Accomplished Practice #9 – Learning Environment). Focus indicators are
- #1 - Manages student behavior in the various learning environments: establish smooth, efficient routines, involve students in establishing standards for behavior, apply rules and standards consistently and equitably, and share learning environment management responsibilities with students.
- #2 - Creates positive learning experiences: monitor learning activities, providing feedback and reinforcement to students, arranges and manages the physical environment to facilitate student learning outcomes, and provides a safe place for students to take risks.
- #3 - Guards the use of time: uses learning time effectively, maintains instructional momentum, with smooth and efficient transitions, makes effective and efficient use of time required in the learning environment for administrative and organizational activities.
- #7 - Provides a safe place to take risks.

♦ Work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students (Accomplished Practice #11 – Role of the Teacher). Focus indicators are
- #2 – Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.
- #3 – Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Technology Standards (from ISTE/NETS for Teachers)

Participants

♦ Use technology resources to engage in ongoing professional development and lifelong learning (NETS-T-V-A).
♦ Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (NETS-T-V-D).

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (5) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Professional Practices for Educators Course Syllabus

This course provides educators with fundamental concepts and procedures concerning professional practices. Educators become aware of the many different areas that fall under the heading of professional practices and ethics, gain knowledge of what each area represents, see examples of correct practices in each area, and reflect on the correct responses to hypothetical situations in the different areas. Educators use the knowledge from the course to help them function in a way that is acceptable to everyone involved in the educational process: the district staff, school administrators, teachers, students, and parents.
The inspiration for much of the contents of this course came from *The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida*.

20 Credit Hours

Course Objectives

The information in this course provides an awareness of the concepts and skills necessary for educators to accomplish the following areas of the Florida Educators Accomplished Practices.

Communication-The teacher recognizes the need for effective communication in the classroom. (Accomplished Practice 2)

- Establishes positive interactions between the teacher and students that are focused upon learning. (Indicator 2)
- Encourages students in a positive and supportive manner. (Indicator 4)
- Communicates to all students high expectations for learning. (Indicator 5)

Diversity - The pre-professional teacher establishes a comfortable environment, which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation. (Accomplished Practice 5)

Fosters a learning environment in which all students are treated equitably. (Indicator 2)

Ethics- Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. (Accomplished Practice 6)

- Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health. (Indicator 1)
- Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated. (Indicator 4)
- Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression. (Indicator 5)

Learning Environments - The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills. (Accomplished Practice 9)

- Applies the established rules and standards for behaviors consistently and equitably. (Indicator 2)
- Provides a safe place to take risks. (Indicator 7)

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)
Participants

- Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (Standard 18)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises are accessible through the Course Log.

Reflection/Dialogue Exercises (2): Participants reflect on skills and concepts learned in the course. (Address indicators from Accomplished Practices 2, 5, 6, and 9)

Multiple Choice Quiz (1): Participants demonstrate knowledge of protecting students from harm. (Addresses Accmplished Practice 6

Student Advocacy and Legal Issues
Course Syllabus

Explore the teacher's role as student advocate, removing obstacles and reinforcing opportunities at home and in the community for the student to learn. Examine the ethical expectations of the teacher and obligations to the student, to the public, and to the profession. Investigate the legal issues and expectations of district policies, state statutes, and federal guidelines.

20 Credit Hours

Course Objectives

Upon completion of the course, the participant will be able to meet the following objectives from the **Florida Educator Accomplished Practices** (from Preprofessional Competencies for Teachers of the Twenty-First Century)

- Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety (6.1).
- Does not unreasonably restrain a student from pursuit of learning (6.2).
- Does not unreasonably deny a student access to diverse points of view (6.3).
- Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affliated (6.4).
- Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression (6.5).
- Does not use institutional privileges for personal gain or advantage (6.6).
- Maintains honesty in all professional dealings (6.7).
- Shall not on the basis of race, color, religion, gender, 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 (6.8).
- Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students (11.1).
- Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported (11.6).
- Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported (11.7).

Additional Objectives:

- Understands the different roles of the Florida Education Standards Commission, the Office of Professional Practices Services section, and the Florida Education Practices Commission.
- Understands and describes the discipline process for educators.

Documentation Methods

In order to complete this course, participants must submit documentation via four Reflection/Dialogue Exercises, which are accessible through the Course Log.

Standards-Based Lesson Planning Course Syllabus

Use a standards-based lesson planning process to guide your instructional planning. Examine the Curriculum-Assessment-Instruction (CAI) Model and design a lesson that aligns assessment and instruction to selected standards.

20 Credit Hours

Course Objectives

General Objective

Participants will

- Design a standards-based lesson using the Curriculum-Assessment-Instruction (CAI) planning process.

Specific Objectives

Participants will

- Navigate and use the Beacon Lesson Plan Database.
- Examine a standards-based planning process.
- Navigate and use the Standards Database.
- Identify from curriculum standards what the student should know and be able to do.
- Begin development of a standards-based lesson plan.
- Investigate assessment as a process.
- Design an assessment that aligns with the selected curriculum standards.
- Explore instructional strategies that support standards.
- Design instructional strategies that align with selected curriculum standards and assessment.
- Develop a standards-based lesson and revise as needed until curriculum, assessment, and instruction meet the acceptable level on the Beacon Lesson Plan Criteria.
- Use technology to communicate and collaborate with peers. (ISTE/NETS*T objective V-D. Note: This objective addresses only part of the standard.)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century**)**

The participant

- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes. (1.5)
- Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities. (4.2)
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas. (7.2)
- Communicates knowledge of subject matter in a manner that enables students to learn. (8.1)
- Increases subject matter knowledge in order to integrate the learning activities. (8.3)
- Identifies student performance outcomes for planned lessons. (10.1)
- Plans and conducts lessons with identified student performance and learning outcomes. (10.2)
- Provides comprehensible instruction based on performance standards required of students in Florida public schools. (10.4)
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies. (10.5)
- Uses technology in lesson and material preparation. (12.5)

Documentation Methods

To satisfactorily complete this course, participants must:

- Complete the reflection exercise **Examine a Lesson**.
- Complete the multiple choice quiz **Analyze a Standards-Based Lesson.**
- Complete the CAI Planning Tool: **Curriculum and Lesson Description Template**.
- Complete the CAI Planning Tool: **Assessment Template**, aligning assessment to selected curriculum.
- Complete the CAI Planning Tool: **Instruction Template**, aligning instruction to assessment and selected curriculum.

Respond to facilitator feedback.

Implementing Reading & Writing Strategies
Course Syllabus

Investigate and implement a variety of teaching strategies that make the processes of reading and writing visible to the learner. This course is appropriate for teachers of any content area.

30 Credit Hours

Course Objectives

Strategy Objectives

Participants

- Examine various teaching strategies and learn what they are and how to use them.
- Apply self-selected teaching strategies to existing classroom curriculum.
- Analyze implemented strategies by focusing on their impact on teaching practices and student achievement.

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing. (Standard 11)
- Apply content-based ESOL approaches to instruction. (Standard 12)
- Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (Standard 18)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Use technology resources to engage in ongoing professional development and lifelong learning. (V.A)
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. (V.D) Note: Participants will accomplish only part of this standard, i.e. communicate and collaborate with peers only, not parents and the larger community through participation in the discussion group.

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century)

- Shows evidence of reflection and improvement in her/his performance in teacher/learning activities. (3.9)
- Provides opportunities for students to learn high-order thinking skills. (4.1)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students. (5.4)
- Helps students develop concepts through a variety of methods. (10.13)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (5) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Enhancing the Classroom with Technology
Course Syllabus

Investigate teacher tools, resources, and a plethora of ideas for managing the classroom technology environment. Enrich the classroom experience as you learn to use the suggested activities and helpful hints that are aligned to the National Education Technology Standards (NETS).

30 Credit Hours

Course Objectives

ISTE/NETS The content of this course meets the following teacher objectives:

- Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (I-A).
- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners (II. A).
- Apply current research on teaching and learning with technology when planning learning environments and experiences (II. B).
- Identify and locate technology resources and evaluate them for accuracy and suitability (II.C).
- Plan for the management of technology resources within the context of learning activities (II.D).
- Plan strategies to manage student learning in a technology-enhanced environment (II. E). Use technology resources to engage in ongoing professional development and lifelong learning (V-A).
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning(IV-D). (Note: The participant will accomplish only part of this standard, i.e. communicate and collaborate with peers only, not parents and the larger community through participation in the discussion group.)
- Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools, and apply those principles in practice (VI).

ESOL

- Standard 15: Evaluate, select, and employ appropriate instructional materials, media and technology for ESOL at elementary, middle, and high schools.
- Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century)

- Practices a variety of techniques for establishing smooth and efficient routines. (9.1)
- Arranges and manages the physical environment to facilitate student learning outcomes. (9.11)
- Identifies student performance outcomes for planned lessons. (10.1)
- Plans and conducts lessons with identified student performance and learning outcomes. (10.2)
- Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile). (12.1)
- Demonstrates awareness of and models acceptable use policies and copyright issues. (12.3)
- Uses technology in lesson and material preparation. (12.5)
- Teaches students to use available computers and other forms of technology. (12.7)
- Develops professional goals relating to technology integration. (12.12)

Documentation Methods

In order to complete this course, participants must submit the following documentation. The exercises are accessible through the Course Log.

Reflection/Dialogue Exercises (5) – Participants reflect on course content and strategy implementation, create technology use rules, and outline a lesson plan for integrating technology.

Exercises may be modified to accommodate educators who are not in the classroom setting.

ESOL 1: A Beginning for All Educators
Course Syllabus

Learn to meet the educational needs of students for whom English is not their native language. This course provides an overview of the training needed to meet LEP students' needs and is one of three introductory courses applicable for all educators. Check with your district staff development office for credit eligibility toward Florida's ESOL Endorsement.

20 Credit Hours

Course Objectives

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages**)**

Participants

- Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. (Standard 1)
- Recognize the major differences and similarities among the different cultural groups in the United States. (Standard 2)
- Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students. (Standard 3)
- Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction. (Standard 4)
- Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes. (Standard 5)
- Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. (Standard 6)
- Locate and acquire relevant resources in ESOL methodologies. (Standard 7)
- Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum. (Standard 8)
- Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes. (Standard 9)
- Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse. (Standard 10)
- Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing. (Standard 11)
- Apply content-based ESOL approaches to instruction. (Standard 12)
- Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (Standard 13)
- Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. (Standard 14)
- Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (Standard 18)
- Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques. (Standard 19)
- Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition. (Standard 21)
- Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum. (Standard 22)
- Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting. (Standard 23)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century**)**

The participant

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences. (1.1)
- Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction. (1.4)
- Varies communication (both verbal and nonverbal) according to the nature and needs of individuals. (2.3)
- Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English. (2.10)
- Recognizes the cultural, linguistic and experiential diversity of students. (5.3)
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities. (5.4)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students. (5.5)
- Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry. (5.8)
- Recognizes developmental levels of students and identifies differences in a group of students. (7.1)
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage. (7.5)
- Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes. (7.6)
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. (7.7)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Use technology resources to engage in ongoing professional development and lifelong learning (V-A).
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (V.D).

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (4) – Participants reflect on course content, strategy implementation, and their personal learning experience.

ESOL 2: Curriculum and Methods
Course Syllabus

Identify and explore various content-area strategies for use with Limited English Proficient (LEP) students. Use these strategies to critique a classroom instructional plan.

This is part of Beacon's ESOL introductory series for all educators. Check with your district staff development office for credit eligibility toward Florida's ESOL Endorsement.

20 Credit Hours

Course Objectives

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. (Standard 1)
- Recognize the major differences and similarities among the different cultural groups in the United States. (Standard 2)
- Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students. (Standard 3)
- Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes. (Standard 5)
- Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. (Standard 6)
- Locate and acquire relevant resources in ESOL methodologies. (Standard 7)
- Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum. (Standard 8)
- Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes. (Standard 9)
- Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse. (Standard 10)
- Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing. (Standard 11)
- Apply content-based ESOL approaches to instruction. (Standard 12)
- Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (Standard 13)
- Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. (Standard 14)
- Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels. (Standard 15)
- Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom. (Standard 16)
- Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels. (Standard 17)
- Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques. (Standard 19)
- Administer tests and interpret test results, applying basic measurement concepts. (Standard 20)
- Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition. (Standard 21)
- Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. (Standard 24)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Communicate with the course facilitator via email and reflection exercises. (V.A)
- Participate in the online course, completing all required activities. (V.D)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century)

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences. (1.1)
- Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction. (1.4)
- Interprets, with assistance, data from various informal and standardized assessment procedures. (1.10)
- Reviews assessment data and identifies students' strengths and weaknesses. (1.11)
- Learns from peers and colleagues and develops professional relationships. (3.13)
- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably. (5.1)
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.(5.4)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students.(5.5)
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage. (7.5)
- Identifies student performance outcomes for planned lessons. (10.1)
- Plans and conducts lessons with identified student performance and learning outcomes. (10.2)
- Provides comprehensible instruction based on performance standards required of students in Florida public schools. (10.4)
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task. (10.10)
- Plans and conducts lessons that are interdisciplinary. (10.12)
- Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students. (11.1)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Complete a reflection response demonstrating knowledge of LEP student identification.

Complete lesson plan critiques for

- Appropriate curriculum for mainstream LEP students,
- ESOL appropriate assessments,
- ESOL appropriate instructional strategies, and
- ESOL appropriate materials, media, and technology.

Complete a reflection response after observing and critiquing a lesson.

ESOL 3: Language and Diversity
Course Syllabus

America's public school populations have become increasingly diverse over the past twenty years. These demographic changes coupled with political action to ensure equality have fueled a need for professional development in regards to meeting the needs of LEP (limited English proficient) students. This course will explore language acquisition processes and implications for enhancing learning for the LEP student.

This course is one of three offered by Beacon Educator to satisfy the requirement of sixty hours of introductory knowledge in English Speakers of Other Languages (ESOL) training. Check with your District Staff development office for credit eligibility toward Florida's ESOL Endorsement.

20 Credit Hours

Course Objectives

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. (Standard 1)
- Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes. (Standard 5)
- Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. (Standard 6)
- Locate and acquire relevant resources in ESOL methodologies. (Standard 7)
- Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum. (Standard 8)
- Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes. (Standard 9)
- Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing. (Standard 11)
- Apply content-based ESOL approaches to instruction. (Standard 12)
- Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (Standard 13)
- Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques. (Standard 19)
- Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition. (Standard 21)
- Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting. (Standard 23)
- Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. (Standard 24)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Use technology resources to engage in ongoing professional development and lifelong learning. (V-A)
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. (V-D)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century**)**

Participants

- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes. (1.5)
- Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities. (2.6)
- Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English. (2.10)
- Communicates student progress with students, families, and colleagues. (3.5)
- Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter. (3.9)
- Recognizes the cultural, linguistic and experiential diversity of students. (5.3)
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities. (5.4)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students. (5.5)
- Selects appropriate culturally and linguistically sensitive materials for use in the learning process. (5.6)
- Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry. (5.8)
- Acknowledges the importance of family and family structure to the individual learner. (5.10)
- Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background and interests. (7.4)
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. (7.7)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (4) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Optional discussion group activities are highly encouraged.

Reading 2: Research-Based Practices, Part A
Course Syllabus

The focus of this course is to identify the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Participants demonstrate the ability to identify explicit, systematic instructional plans for scaffolding reading development, specifically in the areas of **comprehension** and **vocabulary**.

For those working toward Florida's Reading Endorsement or CAR-PD, this 30-hour course, in conjunction with Reading: Research-Based Practices, Part B, aligns with Competency 2 (Foundations of Research-Based Practices) indicators.

30 Credit Hours

Course Objectives

Reading Objectives (from Florida's K-12 Reading Endorsement Competencies)

Participants

- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development. (2.D)
- Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition. (2.E)
- Identify comprehensive instructional plans that synchronize the major reading components. (2.F.1)
- Identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills. (2.F.2)

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Applying current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students (Standard 6)
- Apply content-based ESOL approaches to instruction. (Standard 12)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Use technology resources to engage in ongoing professional development and lifelong learning. (V.A)
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. (V.D)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century)

The participant

- Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities. (4.2)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students. (5.5)
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas. (7.2)
- Uses multiple activities to engage and motivate students at appropriate developmental levels. (7.3)
- Increases subject matter [reading] knowledge in order to integrate the learning activities. (8.2)
- Acquires currency in her/his subject field [reading]. (8.4)
- Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement. (10.3)
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies. (10.5)

- Accesses and interprets information from multiple sources. (10.7)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (4) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Reading 2: Research-Based Practices, Part B
Course Syllabus

Identify the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Demonstrate the ability to identify explicit, systematic instructional plans for scaffolding reading development, specifically in the areas of **phonemic awareness, phonics** and **fluency**. Research-based practices and guidelines for creating a language-rich and print-rich environment and for selecting appropriate literature is explored.

For those working toward Florida's Reading Endorsement or CAR-PD, this 30-hour course, in conjunction with Reading: Research-Based Practices, Part A, aligns with Competency 2 (Foundations of Research-Based Practices) indicators.

30 Credit Hours

Course Objectives

Reading Objectives (from Florida's K-12 Reading Endorsement Competencies)

Participants

- Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.). (2.A)
- Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations). (2.B)
- Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.). (2.C)
- Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.). (2.F.3)
- Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency R. (2.F.4)

ESOL Standards (from Florida's Performance Standards for Teachers of English for Speakers of Other Languages)

Participants

- Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. (Standard 6)
- Apply content-based ESOL approaches to instruction. (Standard 12)

Technology Standards (from ISTE/NETS for Teachers)

Participants

- Use technology resources to engage in ongoing professional development and lifelong learning. (V.A)
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. (V.D)

Florida Educator Accomplished Practices (from Preprofessional Competencies for Teachers of the Twenty-First Century)

The participant

- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities. (5.4)
- Has a repertoire of teaching techniques and strategies to effectively instruct all students. (5.5)
- Selects appropriate culturally and linguistically sensitive materials for use in the learning process. (5.6)

- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas. (7.2)
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage. (7.5)
- Increases subject matter knowledge [reading] in order to integrate the learning activities. (8.2)
- Acquires currency in her/his subject field [reading]. (8.4)
- Arranges and manages the physical environment to facilitate student learning outcomes. (9.11)
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies. (AP 10.5)
- Accesses and interprets information from multiple sources. (10.7)
- Uses technology in lesson and material preparation. (12.5)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (5) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Learning Theory and Practice
Course Syllabus

What do we know about how learning occurs? Do all learners learn at the same pace, at the same time? How can we use what research tells us about learning and learners to better plan instruction and assessment activities? This course answers those questions and more.

30 Credit Hours

Course Objectives

Upon completion of the course, participants will be able to accomplish these objectives from the **Educator Accomplished Practices** (from Preprofessional Competencies for Teachers of the Twenty-First Century)

- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes. (1.5)
- Provides opportunities for students to receive constructive feedback on individual work. (2.9)
- Works to continue the development of her/his own background in instructional methodology, learning theories, trends, and subject matter. (3.8)
- Provides opportunities for students to learn higher-order thinking skills. (4.1)
- Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities. (4.2)
- Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving. (4.3)
- Modifies and adapts lessons with increased attention to the learners' creative thinking abilities. (4.8)
- Uses previously acquired knowledge to link new knowledge and ideas to already famiar ideas. (7.2)
- Recognizes learning theories, subject matter structure, curriculum development, and student development. (7.6)
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. (7.7)
- Communicates knowledge of subject matter in a manner that enables students to learn. (8.1)

Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

Reflection/Dialogue Exercises (4) – Participants reflect on course content, strategy implementation, and their personal learning experience.

Beacon Course Assignments Correlated to Florida's Educator Accomplished Practices		Accomplished Practice											
		Assessment	Communication.	Continuous Improvement	Critical Thinking	Diversity	Ethics	Human Development	Subject Matter	Learning Environments	Planning	Role of Teacher	Technology
Course	**Exercise/Assignment**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Classroom Management	1. Protect the Students						6.1						
	2. Create Rules		2.1			5.8				9.1			
	3. Disruptive Behavior	1.2, 1.3								9.7			
	4. Communication of Behavior		2.3			5.2, 5.12				9.1, 9.2		11.2, 11.3	
	5. Routines and Time									9.1, 9.3			
Enhancing the Classroom with Technology	1. Enhancing with Technology												12.1, 12.7
	2. Managing Resources									9.1, 9.11			12.5, 12.7
	3. Technology Rules												12.1, 12.3
	4. Issues in the Environment												12.1, 12.3,
	5. Planning for Technology										10.1, 10.2		12.1, 12.5, 12.12
ESOL 1: A Beginning for All Educators	1. Culture Group Comparison					5.3							
	2. Stages of Language Acquisition & Instructional Strategies	1.1, 1.4				5.3, 5.4, 5.5		7.1, 7.5, 7.6, 7.7					
	3. Cross-Cultural Barriers to Communication		2.3, 2.10			5.8							
	4. Instructional Strategies					5.4, 5.5							
ESOL 2: Curriculum and Methods	1. LEP Student Identification	1.1, 1.4				5.1, 5.4						11.1	
	2. Identifying Curriculum										10.1, 10.2, 10.4, 10.12		
	3. Instructional Strategies	1.1, 1.4, 1.10, 1.11				5.4, 5.5		7.5			10.2, 10.4, 10.10, 10.12		
	4. Critiquing a Lesson			3.13		5.4, 5.5		7.5			-		

ESOL 3: Language and Diversity	1. Krashen's Theories					5.5, 5.6							
	2. Current Approaches					5.3, 5.4, 5.5							
	3. Assessing LEP Students	1.5		3.9									
	4. Cross-cultural Communication		2.6, 2.10	3.5		5.8, 5.10		7.4, 7.7					
Foundations of Assessment	1. Assessment for Learning			3.8, 3.9, 3.10				7.6					
	2.Assessment and Instruction			3.8, 3.9, 3.10				7.6					
Implementing Reading & Writing Strategies	1. Reading Strategy Summation			3.9							10.13		
	2. Writing Strategy Summation			3.9	4.1	5.4					10.13		
	3. Writing for an Audience Strategy Summation			3.9	4.1	5.4					10.13		
	4. Discussion Strategy Summation			3.9	4.1	5.4					10.13		
	5. Review Strategy Summation			3.9							10.13		
Learning Theory and Practice	1. Unit Plan Analysis: Initial Thoughts			3.8				7.6					
	2. Second Unit Plan Analysis: Theory and Characteristics			3.8				7.2, 7.6					
	3. Third Unit Plan Analysis: Knowledge Construction & Higher Order Thinking	1.5		3.8	4.1, 4.2, 4.3, 4.8			7.7					
	4. Fourth Unit Plan Analysis: Motivation and Strategies		2.9	3.8					8.1				
Professional Practices for Educators	1. Creating a Positive Learning Environment		2.2, 2.4, 2.5			5.2				9.2, 9.7			
	2. Protecting Students from Harm						6.1						
	3. Practicing Professionalism with Colleagues and the Community						6.4, 6.5						
Reading: Research-Based Practices, Part A	1. Synchronizing Instruction								8.2, 8.4				
	2. Scaffolding Pre-Reading to During Reading							7.2, 7.3	8.2, 8.4		10.3, 10.5, 10.7		
	3. Systematic Instruction for Comprehension Skills				4.2	5.5		7.2, 7.3,	8.2, 8.4		10.3, 10.5, 10.7		
	4. Systematic Instruction for Vocabulary Skills				4.2	5.5		7.2, 7.3	8.2, 8.4		10.3, 10.5, 10.7		
Reading: Research-Based Practices, Part B	1. Systematic Instruction for Phonemic Awareness Skills							7.2	8.2, 8.4				
	2. Systematic Instruction for Phonics Skills					5.4, 5.5		7.5	8.2, 8.4		10.5		

	3. Systematic Instruction for Fluency Skills							7.2	8.2, 8.4		10.5		
	4. Creating a Literacy Environment									9.11			
	5. Choosing Literature for Content Area Instruction					5.6			8.3		10.7		12.5
Standards-Based Lesson Planning	1. Examine a Lesson Plan									9.5	10.1		
	2. Analyze a Standards-Based Lesson Plan									9.5			
	3. Curriculum and Lesson Description										10.1		12.5
	4. Assessment	1.5									10.1		12.5
	5. Instruction				4.2			7.2	8.1, 8.3		10.2, 10.4, 10.5		12.5
Student Advocacy and Legal Issues	1. Reporting											11.1	
	2. Identifying Child Abuse						6.1					11.6, 11.7	
	3. 0bligations to the Student						6.2, 6.3, 6.4					11.1	
	4. Obligations to the Public and the Profession						6.5, 6.6, 6.7, 6.8						
	Number of Assessments per Practice	7	6	14	7	20	6	16	10	9	18	5	9*

NOTE: By completing the Beacon Educator online courses, participants have provided evidence of 12.1, 12.2, 12.10, 12.11 *

1. Each identified competency is taught and assessed.
2. Participants complete Standards-Based Lesson Planning as part the Bay District Beginning Teacher Program.

Santa Rosa Alternative Certification/ Professional Orientation Program

Final Assessment Form Scoring Instructions

Mentor team consensus should be reached when scoring each of the 12 Educator's Accomplished Practices Assessments. The data collected in the observations will support and provide the foundation for scoring the 12 Educator's Accomplished Practices Assessments for the district and the partnership accomplishments. Additional data should be gathered through conferences or the teacher's portfolio. Documentation should be included in the portfolio that demonstrates mastery of each area on the assessment. Demonstration of mastery should be exhibited in multiple ways, frequently and over time. A one-time demonstration may not be an indicator of mastery.

Satisfactory completion of each Educator's Accomplished Practice will be indicated using a checkmark on the Educator's Accomplished Practices Final Assessment Form (p. 51).

All 12 Educator's Accomplished Practices must be rated as **"satisfactory" in both columns** to result in a "satisfactory" **overall assessment**.

Santa Rosa Alternative Certification/
Professional Orientation ProgramFlorida Educator's Accomplished Practices
Final Assessment Checklist

Teacher:

School:

				Check mark indicates satisfactory completion	
	Method of Documentation: Check one or more				
Accomplished Practice	Observ	Interview or conf.	Portfolio	District Successful Completion	Partner Successful Completion
1. Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.					
2. Uses effective communication techniques with students and all other stakeholders.					
3. Engages in continuous professional Santa Rosa District quality improvement for self and school.					
4. Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.					
5. Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.					
6. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.					
7. Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.					
8. Demonstrates knowledge and understanding of the subject matter.					
9. Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.					
10. Plans, implements, and evaluates effective instruction in a variety of learning environments.					
11. Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.					
12. Uses appropriate technology in the teaching and learning process.					

*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: _____

Partnership Adm.: _____ Date: _____

Use this form to complete and determine Mentor and Partner Final Recommendation as "successful" or "not successful".

* All 12 Educator Accomplished Practices must be rated "satisfactory" to achieve a "satisfactory" **overall assessment**.

Portfolio Format Checklist
Full Year Program

Teacher's Name: _____ Year: _____
School: _____ Principal: _____

Members of Mentor Team

Building Level Admin.: _____

Peer Teacher: _____

Other Educator: _____

Place all items in the portfolio in the following sequence:

_____ **1. Portfolio Format Checklist – Put this checklist on top.**

_____ **2. Recommendations:**

a. Principal's Final Recommendation in the form of a letter

b. Mentor Team's Final Recommendation (+ or -)

_____ 3. Copy of Temporary Certificate

_____ 4. Completed Accomplished Practices Checklists for

a. Self Assessment

b. Mentors

c. Final Scores

_____ 5. Summative Observations

a. Screening

b. Final

c. Others, if any

_____ 6. Formative Observations

a. **At least two** by the peer mentor

b. **At least two** by the other educator mentor

c. Others, as needed

_____ 7. Professional Development Plan – including signatures

_____ 8. Copy of Santa Rosa Teacher Assessment Instrument with Fall/Spring rating

_____ 9. Appeal Process – signed by the teacher

_____ 10. Other exhibits of successful performance (optional)

_____ 11. Subject Area Exam Pass _____ Fail _____

*General Knowledge Exam **(must pass within one calendar year of date of hire)** Pass _____ Fail _____

Professional Ed. Exam Pass _____ Fail _____

Santa Rosa Alternative Certification/
Professional Orientation Program
Support Team Members

School: _____ Date: _____

Principal: _____

Complete and send this form to the Human Resource Office **within 20 class days of teacher's hire date.**

First Year Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

First Year Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

First Year Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

First Year Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

First Year Teacher: _____

Peer Teacher Mentor: _____

Other Educator Mentor: _____

Bldg. Level Adm. Mentor: _____

Santa Rosa Alternative Certification
Professional Orientation Program
Mentor Team's Final Recommendation

Mentor Team's Final Recommendation (+)

It is in our professional opinion that _____
(Name of beginning Teacher)

Has successfully completed (check one): ☐ Professional Orientation Program

☐ Alternative Certification

Mentors:

Bldg. Level Adm.: _____ Date: _____

Peer Teacher: _____ Date: _____

Other Educator: _____ Date: _____

School: _____

Mentor Team's Final Recommendation (-)

It is in our professional opinion that _____
(Name of beginning Teacher)

Has successfully completed (check one): ☐ Professional Orientation Program

☐ Alternative Certification

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: _____

CERTIFICATION OF REMOVAL OF ITEM(S) FROM ALTERNATIVE CERTIFICATION/PROFESSIONAL ORIENTATION PROGRAM PORTFOLIO

This is to certify that I have removed from my official Alternative Certification/Professional Orientation Program portfolio the following item(s) and will return it/them to the portfolio within 20 days of the date of my signature.

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____
(Please Print)

Signature: _____ Date: _____

SANTA ROSA ALTERNATIVE CERTIFICATION
PROFESSIONAL ORIENTATION PROGRAM

Appeal Process

If the principal notifies a program participant that he/she has failed to successfully complete the Alternative Certification/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 support staff, 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 support staff, 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.

Name: _____
(Please Print)

Signature: _____ Date: _____

OBSERVATION DATA COLLECTION

CATEGORY I _____ TEACHER NAME: _____
CATEGORY II _____ OBS DATE(S): _____
POP _____
ACP

Directions: Place a check mark in the "+" column when the teacher behavior is observed as a positive action. Place a checkmark in the "-"column when the stated teacher behavior is absent or delivered in a negative manner. Write comments to the right as needed to provide appropriate feedback to the teacher in the Post-Observation Conference within 10 days of the observation. The numbers in the left column correlate the behavior to the SRTAI and the third column to the Educator's Accomplished Practices. The same Observation Instrument may be used for more than one formal visit by a mentor if dates and/or codes are used to distinguish the comments and marks accordingly.

	Testing	Ed Accom Practices	+	—	Comments
AREA 6:	Evaluation (Testing)				
6.1	Prepares for Testing				
	States test purposes				
	Explains use of test results				
	Explains importance of results				
	States content to be tested				
	Reviews test content				
	Cites study references or provides study guide				
	Describes item type(s)				
	Gives test-taking directions				
	Explains test-taking strategies/ Provides test-taking practice				
6.2	Testing Administration				
	Clarifies student questions				
	Offers assistance to individuals with questions				
	Monitors students while taking exam				
6.3	Provides Feed Back				
	Listens to alternative responses				
	Reviews test items/gives reasons for answers	1.5			
	Clarifies misconceptions	1.5, 2.8			
	Listens to alternative responses	2.8			
	Makes positive comments about student ideas	2.7, 2.8			

Date received by teacher _____

Date received by administrator _____

SANTA ROSA COUNTY SCHOOLS
TEACHER'S PRE-OBSERVATION CONFERENCE REPORT

AREA 1	Planning for Instruction	+	-
1.1	Analyzes Content		
1.2	Relates Content to Student Needs		
1.3	Plans for Instruction		

Teacher Status

_____ Category I

_____ Category II

_____ POP

_____ ACP

Directions: This form is to be completed prior to the planned classroom visitation. Its purpose is to enhance teacher and administrator understanding of what will be observed during the visit.

Complete this form for the lesson that will be observed. Return it to the administrator within five workdays after receipt of the form.

The information must be typed or clearly printed. Legal name must be used.

Teacher: _____ Employee ID Number _____

Subject or Area: _____ School/Work Location _____

Administrator: _____ Conference Date: _____

Lesson Objective: _____

ANALYSIS OF CONTENT

1. Define the concept (s), state the principle (s), or name the skill (s) you will present.

_____

_____

2. Describe the method (s) you will use to check student comprehension during the lesson.

_____

_____

IDENTIFICATION OF MATERIALS

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

Materials to be used by the teacher:

_____

_____

_____

_____

Materials to be used by the student:

_____

_____

_____

_____

IDENTIFICATION AND SEQUENCING ACTIVITIES

List the activities you and your students will engage in during the lesson. Indicate their sequence by numbering them in the order they will occur.

Teacher Activities:	Student Activities:

PRE-OBSERVATION CONFERENCE QUESTIONS

The list below includes questions that may be asked during the Pre-Observation Conference. You might find it helpful to review these in advance of the meeting.

1. Describe the performance outcomes, benchmarks, and evidence of adequate progress that helped plan for instruction.
2. Describe how student performance and outcomes were integrated into lesson designs and delivery strategies.
3. What activities are planned to promote student achievement at a high standard?
4. What activities are planned that will enable every student to meet the performance required of students in Florida public schools?
5. How will instruction in effective learning procedures, study skills, and test-taking strategies be provided?
6. What activities are planned that utilize a variety of support and enrichment activities and materials?
7. How will students be assisted in developing skills to access and interpret information from multiple sources, e.g., library/ media center use, and multiple electronic sources?
8. How will students be assisted to fully use the resources available to them and the strengths they already possess?
9. How will the visual and physical environments be modified to correspond with the planned learning activity, lesson content, and needs of all students?
10. What activities are planned to engage students in learning activities and re-engage students who are off task?
11. What plans are made to provide flexibility while a lesson is in progress, to address unexpected problems or to benefit from unexpected opportunities?
12. What approaches are planned for learning that are interdisciplinary and that integrate MULTIPLE subject areas?
13. What concepts will be presented, such as analogies, metaphors, graphics, models, and concrete materials?
14. How is the utilization of community resources integrated in classroom activities, e.g. world of work, civic leaders, fine arts?

Santa Rosa District Schools
Teacher Assessment Instrument
Category I & II

Preprinted Employee
Data To Be Placed Here

Fall: _____ (progress feedback) **Spring:** _____ (Final before April 1)

Assessment Procedures Used: Formal Observation ☐ Informal Observation ☐ Conferences ☐ Portfolio ☐ Other ☐

Rating Key:
O = Outstanding
E = Exceeds expectations
S = Satisfactory
N = Needs improvement
U = Unsatisfactory/Requires improvement

Category		Teacher Conference
Category I	**2 formal observations**	**Fall/Spring**
Category II	**1 formal observation**	**Spring only**

Indicator #	Indicator	Rating (Check appropriate column)				
Area 1	**Professional Standards**	**O**	**E**	**S**	**N**	**U**
1.1	**Planning:** Analyzes content, relates content to student needs, and plans for instruction.					
1.2	**Responsibilities:** Demonstrate attention to punctuality, attendance, records, and reports; performs assigned duties, complies with policies, procedures, programs, and the Code of Ethics; is dependable and exercises appropriate professional judgment.					
1.3	**Relationships:** Maintains professional relations and attitude; communicates effectively with students, parents, and staff; accepts constructive criticism; establishes and maintains positive, collaborative relations with students' families to increase student achievement.					
1.4	**Student Evaluation:** Develops and maintains an environment in which students can demonstrate knowledge and skills; provides students adequate information about the quality of test performance (test preparation, administration, and formative feedback); makes data-driven decisions regarding student performance; and plans/conducts activities that support efforts to increase student performance.					
1.5	**Professional Development:** Develops and implements an appropriate Professional Development Plan; participates in in-service activities such as peer mentorship, Action Research, Literature/Book Clubs, Learning Communities, National Board Certification/Candidate, Reading Endorsement, ESOL Endorsement, course work, and/or other in-service activities.					
Area 2	**Instructional Standards**	**O**	**E**	**S**	**N**	**U**
2.1	**Instructional Organization and Development**: Provides for conservation of class time; organizes and delivers instruction; uses appropriate technology; and consistently maintains instructional momentum.					
2.2	**Knowledge of Subject Matter:** Demonstrates knowledge of theories, best practices and techniques appropriate to the profession; is open and shares new ideas; shows evidence of growth; demonstrates knowledge of subject matter; and adjusts activities to meet individual student's needs.					
2.3	**Presentation of Subject Matter**: Presents information appropriate to the subject area and to the student's individual abilities and/or achievement levels.					
2.4	**Instructional Communication:** Uses effective verbal, nonverbal, and written communication skills.					
2.5	**Management of Student Conduct:** Establishes and maintains standards for acceptable student behavior; exhibits consistency when dealing with student behavior; and uses incentives and consequences to promote excellence.					

Commendations/Recommendations:

Fall Evaluation (original copy to remain at school site)

To be completed with Spring Evaluation	
Overall Evaluation	**Check one**
Outstanding All standards rated Outstanding	
Exceeds Expectations Maximum of one standard rated Satisfactory and no standards rated Needs Improvement or Unsatisfactory	
Satisfactory Maximum of one standard rated Needs Improvement and no standards rated Unsatisfactory	
Needs Improvement Two or more standards rated Needs Improvement and no more than one standard rated Unsatisfactory	
Unsatisfactory/Requires improvement Two or more standards rated Unsatisfactory	

Signature of assessor

Date

Position of assessor

Signature of principal/site supervisor (if NOT the assessor)

Date

Signature of teacher (does not necessarily imply agreement)

Date

Spring Evaluation:
Original copy to Human Resources
Copy to Principal and Teacher
Refer to assessment system manual for directions

Program Evaluation

An analysis is conducted annually to determine the success rate of participants. The analysis is also used to ensure that program components and/or content are non-discriminatory. Review and revision of this program will be a collaborative effort between the School District of Santa Rosa County and Beacon Educators, with input from the participants. The demographics of participant performance and completion of the ACP are monitored to ensure protected classes perform equally as well as non-protected classes and that decisions are made according to district and state expectations at every level. The School District is an equal opportunity employer and has procedures in place that guard against discrimination based on race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

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 assessment area.

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

Scoring Procedures

Mentor team consensus should be reached when scoring each of the 12 Educator's Accomplished Practices Assessments. The data collected in the observations will support and provide the foundation for scoring the 12 Educator's Accomplished Practices Assessments.

Final Assessment Checklist

1) Successful completion of each . The Educator Accomplished Practices Final Assessment Form (p 38) will be completed by the Mentor Team and the Partner . Successful accomplishment for each of the 12 Educator Accomplished Practices will be indicated using a check mark in the appropriate column. Documentation methods for each Accomplished Practice will also be indicted with a check mark on the Final Assessment Form.
2) Beacon consultants will collaborate with the site administrator regarding the participant's progress and evaluation should the need arise.

   The Mentor Team and the partnership consultants will meet appropriately during the year to develop, monitor, and adjust strategies linked to the identified goals. The collaborative relationship is intended to be mutually beneficial and to serve as a catalyst for quality enhancement for the Alternative Certification participant.

3) The Final Assessment Form along with the Beaconfinal assessment will be used to complete the Mentor Team's Final Recommendation of "successful" (+) or "not successful"(-) completion of the Professional Orientation/Alternative Certification Program.