2014 – 2015

Educator Support Program Handbook

"If you light a lamp for someone, it will also brighten your own path."
~Buddhist Proverb

The School District of Palm Beach County
3340 Forest Hill Boulevard
West Palm Beach, Florida 33406-5869

SCHOOL BOARD MEMBERS

MISSION STATEMENT

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

SCHOOL BOARD MEMBERS

Chuck Shaw, *Chairman*
Debra Robinson, M.D., *Vice Chairman*
Mike Murgio
Karen Brill
Jennifer Prior Brown, Esq.
Frank Barbieri, Jr., Esq.
Marcia Andrews

SUPERINTENDENT

E. Wayne Gent

SCHOOL DISTRICT GOALS

Goal 1: Student-First Philosophy

Goal 2: Family Matters

Goal 3: Qualified and Highly Effective Workforce

Goal 4: Efficiency and Accountability

Goal 5: Community Engagement

Goal 6: Communications Campaign

Welcome

Welcome to one of the most challenging and rewarding professions: Teaching. Teaching is not only important to children, but also to parents/guardians, families, communities, and society. Teachers not only provide an academic education to students, but also teach them life skills and serve as role models. You can make a difference in the lives of the students you teach!

The rewards in teaching differ from those of other professions. The twinkle in an eye, the smile on a face, a head held higher, the excitement in a voice are all rewards reflected in our students. Another reward is the pride in a parent's/guardian's voice as you share positive news about their child. Acknowledge these rewards, treasure them, and keep them as reminders of the difference you make in the lives of your students.

Introduction

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher or a teacher that is new to the state or school district (regardless of certificate type) has demonstrated teaching competence that promotes student learning according to state and district guidelines. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. It is all designed to support teachers that may have experience, but may be new to Florida, or to Palm Beach County. The purposes of teacher induction programs are to increase student learning by providing a set of supervised support services for teachers in their first year of teaching in the county regardless of previous experience. It is designed to assist new teachers in continuance of their professional development, and to verify satisfactory performance for the professional certificate.

Additional support material and information for the Educator Support Program can be found on the Department of Professional Development's website:
http://www.palmbeachschools.org/staffdev/NewEducators.asp

Definition

The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. Types of support include a support team, professional development opportunities, observations, conferences, and written and oral feedback.

Goal

We believe that student learning is directly related to teacher competence and that teachers, like students, must be continual learners. The goal of the ESP is to improve the initial teaching experience of newly hired educators thereby having a positive impact on student learning. This is accomplished by supporting the new educators in the development of instructional and other professional practices. The program components are designed to provide support to new educators as they master the criteria of the **Florida Educator**

Accomplished Practices (FEAPs). Completion of the ESP does not guarantee continued employment in the School District of Palm Beach County.

ESP Handbook

The ESP Handbook provides new educators and their support teams with an explanation of the program.

- The ESP Handbook is located on the Professional Development's website: http://www.palmbeachschools.org/staffdev/NewEducators.asp
- The ESP Handbook contains information about the ESP and forms that relate to new educator support.

ESP Support Team

The ESP is implemented at the new educator's school or work site. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher.

Principal

- Sets the tone for support
- Observes the new educator
- Verifies teaching competence based on the new educator's demonstration of the Florida Educator Accomplished Practices

ESP Contact (an administrator)

- Assigns a mentor who is on the same grade level or department, or teaching the same or similar subject as the new educator
- Schedules support team meetings
- Adheres to the ESP Timeline
- Observes the new educator
- Maintains ESP documents

Mentor

- Successfully completed Clinical Education Training
- Demonstrates knowledge of the Florida Educator Accomplished Practices
- Establishes a trusting and confidential relationship with the new educator
- Knows and shares the culture and climate of the school and any "unwritten" rules and procedures
- Adheres to the ESP Timeline
- Supports the new educator
- Completes informal observations of the new teacher and provides feedback about the observations

New Educator

- Teach all students using a variety of instructional strategies
- Teach bell-to-bell
- Ask for help or answers to questions
- Complete all requirements for a professional teaching certificate

In-service Points

Points are available to mentors of new educators and may only be awarded by the Department of Professional Development. To be awarded points for supporting an educator participating in ESP, each mentor needs to complete the Beginning/Aspiring Educator Program Support Mentor Log (PBSD 2411), have the log verified by the ESP Contact, and submit the log to the Department of Professional Development on or before May 11th. Mentors may earn up to 60 points over a five year period for supporting new educators. More information pertaining to earning points for supporting new educators can be found at http://www.palmbeachschools.org/staffdev/NewEducators.asp

New Educator Training

Training is offered through the Department of Professional Development to supplement the Educator Support Program. All training is presented in a variety of formats to model instructional strategies that educators may incorporate in his/her classrooms. Training offered during the duty day must be approved by a school administrator. For information pertaining to current offerings, visit: http://www.palmbeachschools.org/staffdev/NewEducators.asp

Marzano and the Educator Support Program

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. To assist us in continuously improving our craft, and ultimately student achievement, the District has selected a growth model called the Marzano Observation and Evaluation System.

To assist in orienting ESP participants to the Marzano Observation and Evaluation System, ESP participants will be asked to complete a self-paced course titled Marzano and the Educator Support Program. This course will provide the participant with critical/helpful information for observations that school based administrators will be conducting when they visit the participant's classroom. The course is located on the District's eLM site, and must be completed within the first 15 weeks of program participation (refer to the FY15 ESP Timeline for completion dates). For information on how to register for this program, please visit the Educator Support website:

http://www.palmbeachschools.org/staffdev/NewEducators.asp

Code of Ethics

The Code of Ethics outlines the expected behavior and deportment of all Florida educators. Carefully read the document and discuss any areas you are unsure of with your administrator or mentor.

Code of Ethics – Education Profession

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
    a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
    b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
    c. Shall not unreasonably deny a student access to diverse points of view.
    d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
    e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
    f. Shall not intentionally violate or deny a student's legal rights.
    g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
    h. Shall not exploit a relationship with a student for personal gain or advantage.
    i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
    a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
    b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
    c. Shall not use institutional privileges for personal gain or advantage.
    d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
    e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:

a. Shall maintain honesty in all professional dealings.
b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
e. Shall not make malicious or intentionally false statements about a colleague.
f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
g. Shall not misrepresent one's own professional qualifications.
h. Shall not submit fraudulent information on any document in connection with professional activities.
i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section1012.795(1), Florida Statutes.
p. Shall comply with the conditions of an order of the Education Practices Commission.
q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Florida Educator Accomplished Practices (FEAPs)

The new Florida Educator Accomplished Practices, Professional Competencies for Teachers of the Twenty-First Century, were adopted by Florida's State Board of Education in December 2010 and specify what the State expects teachers to know and be able to do. These new FEAPs combine components from the former twelve areas.

The adoption of these competencies is part of a national transition to standards-based education. The Educator Accomplished Practices are to teachers what the Common Core Standards are to K-12 students.

The Educator Support Program is based on the Florida Educator Accomplished Practices. Before you begin the program, you may want to read the following information below pertaining to FEAPs.

FEAP 1 – Instructional Design & Lesson Planning

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

- Aligns instruction with state-adopted standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses diagnostic student data to plan lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

FEAP 2 - Learning Environment

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

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

FEAP 3 - Instructional Delivery and Facilitation

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

- Deliver engaging and challenging lessons;
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- Identify gaps in students' subject matter knowledge;
- Modify instruction to respond to preconceptions or misconceptions;
- Relate and integrate the subject matter with other disciplines and life experiences;
- Employ higher-order questioning techniques;

- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- Utilize student feedback to monitor instructional needs and to adjust instruction.

FEAP 4 – Assessment

The effective educator consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- Applies technology to organize and integrate assessment information

FEAP 5 - Continuous Professional Improvement

The effective educator consistently:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- Examines and uses data-informed research to improve instruction and student achievement;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices; and
- Implements knowledge and skills learned in professional development in the teaching and learning process

FEAP 6 – Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education.

For more information about the FEAPs please visit:
http://www.palmbeachschools.org/staffdev/FloridaEducatorAccomplishedPractices.asp

FY 15 ESP Timeline

Date Complete	Person(s) Responsible	Activity	Due Date
	ESP Contact	Prepare a list of ESP teachers. Assign mentors to new educators. Enter new educator and mentor data into SharePoint.* Refer to http://www.palmbeacshchools.org/staffdev/NewEducators.asp For directions and access. Schedule Support Team meetings.	**Prior to Preschool**
	ESP Contact Mentor New Educator	Initial Support Meeting*	**By August 22, 2014 (Preschool-Week1)**
	ESP Contact	Update SharePoint. Include new educator and mentor information as well as initial meeting date**	**By August 29, 2014 (Preschool-Week2)**
Supt. Staff Admin Team Media ESE What About	**New Educator**	Complete the "Meet the" Activities (Appendix A) • Meet the Support Staff on Campus **(by 8/15/14)** • Meet the Administration **(by 8/15/14)** • Meet the Team **(by 8/15/14)** • Meet the Media, Guidance, and Technology Staff **(by 8/22/14)** • Meet the ESE, ELL, & 504 Support Staff **(by 8/29/14)** • What About…..Page One of the "Meet the" Activities **(by 9/8/14)** **Check-In**	**By September 5, 2013 (Preschool-Week 3)**
	New Educator	Complete the Marzano and the Educator Support Program using eLM. • **September….Start Program October…Mid-Point November…End Program**	**(Weeks 3-15)**
	ESP CONTACT	**CHECK-IN**	**September**
	Administrator Mentor New Educator	Complete Professional Growth Plan **in accordance with the HR Time-Task Calendar.**	**(Weeks 1-10)**
	Administrator	Complete the required walkthroughs and observations **in accordance with the HR Time-Task Calendar.**	**(Weeks 1-19)**
	Administrator	Complete the required Mid-Year Evaluation in **accordance with the HR Time-Task Calendar.**	**(Weeks 1-19)**
	ESP CONTACT	**CHECK-IN**	**November**
	ESP Contact Mentor New Educator	Mid-Year Support Meeting*(including Professional Growth Plan Revision)	**By December 19, 2014 (Weeks 1-19)**
	ESP Contact	Enter Mid-Year Support Meeting date on SharePoint	**By January 9, 2015 (Week 20)**
FEAP 1 FEAP 2 FEAP 3 FEAP 4 FEAP 5	**Mentor New Educator**	**Required FEAPs:** #2 The Learning Environment **(by 9/12/14)** #5 Veteran Teacher Observation **(by 10/17/14)** #1 Instructional Design & Planning **(by 12/12/14)** #3 Instructional Delivery & Facilitation **(by 1/16/15)** #4 Assessment **(by 2/13/15)** **Check-In**	**(Weeks 20-35)**
	ESP CONTACT	**CHECK-IN**	**February**
	Administrator	Complete the required walkthroughs and observations **in accordance with the HR Time-Task Calendar.**	**(Weeks 20-35)**
	Administrator	Complete the required Final Evaluation in **accordance with the HR Time-Task Calendar.**	**(Weeks 20-35)**
	ESP Contact Mentor New Educator	End-of-Year-Support Meeting* (to include Professional Growth Plan Review and Finalization)	**By May 8, 2015 (Weeks 35-37)**
	ESP Contact	Enter End-of-Year Support Meeting date on SharePoint	**By May 8, 2015 (Weeks 35-37)**
	ESP Contact Principal New Educator	Complete and send the **Competency Verification Report** to Toni McMillan, Professional Development	**By May 11, 2015**
	New Educator	**Make a copy of all official documents for your records**	**After Support**
	ESP Contact Principal	**Maintain a copy of all ESP documentation at the school site for 5 years.**	**After Support**

KEY

	Enter data on SharePoint
	Support Meetings
	Document Submission
	Check-in with Mentors

**** ESP Contacts, please check in periodically with your mentors to ensure that adequate support is being given to your new educators.**

Appendices

- A - “Meet the” Activities
- B - FEAP Activities

Appendix A
“Meet the” Activities

“Meet the” Activities

Directions: In this section of the handbook you will find several worksheets you must complete as you acquaint yourself with the staff on your campus. Please take these lists around campus, greet each person, and have them initial this list. When you meet them be sure to find out a little more about their responsibilities because you may need to refer to them throughout the year. Be sure fill in all information requested on the sheet and answer all questions posed. While conversing with these stakeholders please check off the following as information is received.
****Ask your Assistant Principal if you can get together as a group to discuss the items on the following pages.***

What About…		
Check When Reviewed	What About….	Notes:
	Grades and Grade Books	
	Homework Policy	
	Teacher Dress Code	
	Student Dress Code	
	Student Progress Reports	
	Lesson Plans and Plan Books	
	Student Textbooks	
	Student Hall Passes	
	Parent Conferences	
	Emergency Lesson Plans	
	Addressing Bullying	
	Student Lockers	
	Attendance Policy	
	Tardy Policy	
	Professional Development	
	Copyright Procedures	
	Abuse/Neglect Procedures	
	Holidays and/or Celebrations	
	Field Trip Procedures	
	Arranging for Guest Speakers	
	Lack of or Broken Furniture	
	Discipline Policy and Referrals	
	Photo Restrictions	The following students are not permitted to be in photos:

Meet the Support Staff on Campus

Main Office			
Position	**Name(s)**	**Responsibilities**	**Initials**
Receptionist(s)			
School Nurse			
Data Processor			
Principal's Secretary			
Treasurer / Bookkeeper			
Attendance Clerk			
Custodian(s)			

Key Phone Numbers	
School:	School Fax:
Sub Locator:	Grade Chair/Team Leader

Important Dates/Times	
Teacher's day begins at…	Teacher's day ends at…
Student's day begins at…	Student's day ends at…
Early dismissal time is….	Faculty Meeting Days are…

After conversing with the staff above, please answer the following:
How do you report an absence? Obtain a substitute?
What are the sign-in/out procedures?
What is a TDE? What are the procedures regarding TDE's?
What are the procedures for visitors on campus?
Are you permitted to leave campus?
What/where is the Pony?

Important Forms/Tools		
Please indicate that you have received and read/reviewed the following documents.		
Document	**Date Reviewed**	**Initials**
Faculty Directory		
School Calendar		

Meet the Administration

Administration			
Position	**Name**	**Responsibilities**	**Initials**
Principal			
Assistant Principal 1			
Assistant Principal 2 (if applicable)			
Assistant Principal 3 (if applicable)			
Assistant Principal 4 (if applicable)			
Assistant Principal 5 (if applicable)			

Important Forms/Tools		
Please indicate that you have received and read/reviewed the following documents.		
Document	***Date Reviewed***	***Initial***
Code of Ethics and Principles of Professional Conduct		
Faculty Handbook		
Student Handbook		
School Improvement Plan		
Report Card		
Progress Monitoring Plan (PMP)		
Professional Growth Plan (PGP)		

After conversing with the staff above, please answer the following:
Is there a professional library at your school? Where?
What school-based community resources are available to you or your students?

Meet the Team

Grade Level Team (if applicable)		
Team Member	**Responsibilities**	**Initials**

Team Leader: _____

Subject Area Team / Department (if applicable)		
Team Member	**Responsibilities**	**Initials**

Team Leader / Department Head: _____

ESP Support Team			
Position	**Name(s)**	**Responsibilities**	**Initials**
ESP Contact			
Mentor			
Buddy			

Coaches, etc…..			
Position	**Name(s)**	**Responsibilities**	**Initials**
Reading Coach			
Math Coach			
Science Coach			
Learning Team Facilitator			
Parent Liaison			
Marzano Liaison(s)			

Meet the Media, Guidance, and Technology Staff

Media Center			
Position	**Name(s)**	**Responsibilities**	**Initials**
Media Specialist/Clerk			
Guidance			
Guidance Counselor(s)			
Technology Support			
ITSA/Technology Support Personnel			
Cafeteria			
Cafeteria Manager			

Lunch/Breakfast Procedures	
Student Cost: Breakfast _____ Lunch_____	Teacher Cost: Breakfast _____ Lunch_____
First lunch begins at…	Last Lunch ends at….
My lunch is at….	

Educational Technology		
Please indicate that you have received information for all applicable programs listed below. Please list additional programs reviewed in the row entitled "Other".		
Program	***Date Reviewed***	***Initials***
Edline		
Gradequick		
Learning Village		
FCAT Explorer		
Discovery Education		
Other:		

After conversing with the staff above, please answer the following:
What technology is available to you? Your students?
How do you check out audiovisual equipment and other technology?
How do you obtain A.V. or other technology assistance?

Meet the ESE, ELL, & 504 Support Staff

ESE, ELL, & 504 Support Staff Members			
Position	**Name(s)**	**Responsibilities**	**Initials**
Exceptional Student Education (ESE) Contact/Coordinator (or district rep)			
504 Contact/ Coordinator (or district rep)			
ELL / ESOL Contact/ Coordinator (or district rep)			
School-Based Team Leader			

After conversing with the staff above, please answer the following about 504s:
What are 504 Plans?
Do any of my students have 504? If so, please obtain a list including any and all accommodations they may have.
What are my responsibilities? How do I support these students?

After conversing with the staff above, please answer the following about English Language Learners:
What is an English Language Learner (ELL Student)?
What is an LEP Plan?
Do any of my students have an LEP Plan? If so, please obtain a list including any and all accommodations they may have.
What are my responsibilities? How do I support these students?

After conversing with the staff above, please answer the following about Exceptional Student Education:
What is an Individual Education Plan (IEP)?
Do any of my students have an IEP? If so, please obtain a list including any and all accommodations or modifications they may have.
What are my responsibilities? How do I support these students?

After conversing with the staff above, please answer the following:
What is the purpose of a School-Based Team?
What are my responsibilities? How do I support these students?

Appendix B
FEAP Activities

Florida Educator Accomplished Practice (FEAP) 1 – Instructional Design & Lesson Planning

Task Name: Planning for a Lesson

Domain 1: Design Question 1; Design Question 2; Design Question 3; Design Question 4; Design Question 5; Design Question 7 Design Question 9 **Domain 2:** Elements 42-49.

Task Description (Due by 12/12/14)

Planning is where educators formulate a course of action for carrying out instruction over a school year, a semester, several weeks, a week, a day, or a lesson. Decisions made by educators as they plan for instruction have an influence on all aspects of their classroom behavior and consequently, on the nature of the learning outcomes that result from instruction. If educators plan, they experience more confidence, direction, and security in their performance in the classroom.

A classroom observation will be completed for the new educator using the attached form.

Portfolio Product:

- ☐ The observation form
- ☐ Pre-Conference guide
- ☐ FEAP Post-Observation Conference Record

Directions

In this task, the mentor and the new teacher will complete a pre-conference planning guide to prepare for the upcoming observation. Upon completion of the observation, the mentor and new teacher will complete the post-conference guide to reflect on the observation.

FEAP 1 - Planning for a Lesson
Observation Instrument

Teacher Name:_____ **Signature of Observer:**_____

Date of Observation:_____

NOTE: If any one of the criteria is rated as "Not Demonstrated," an additional observation must be scheduled.

Decision for FEAP on this Task (check one):

- ☐ Demonstrated: All are demonstrated.
- ☐ Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

	D	ND
1. **Teacher promptly began lesson with a review (Do Now).** DQ3 (14)		
2. **Teacher clearly specified learning goal(s)/objective(s). (I Do)** DQ1 (1)		
3. **Teacher defined concept(s). (I Do)** DQ2 (7)		
4. **Teacher provided quality examples and non-examples. (I Do)** DQ2, DQ3		
5. **Teacher provided student practice. (We Do)** DQ3 (15)		
6. **Higher order questions were evident throughout the lesson.** DQ2-4, DQ9		
7. **Teacher/Student activities clearly followed the lesson plan. (You Do)** DQ1- 5 DQ3 (19), Domain 2 (42-44)		
8. **Lesson included final review.** DQ3		
9. **Student practice/homework was clearly described with time frame. (You Do)** DQ3 (16), DQ9		
10. **Materials are prepared in advance.** Domain 2 (45, 46)		
11. **Lesson included relevant activities.** DQ2-4, Domain 2 (42-44)		
12. **Teacher checked for comprehension of directions.** DQ2, DQ3, DQ4, DQ7 (3) DQ9		
13. **Activities were paced appropriately.** DQ5 (28)		
14. **Teacher provided modifications/accommodations as needed.** Domain 2 (47, 48, 49)		

Notes:

FEAP 1 - Pre-Conference Planning Guide

Name of Teacher: **Date of Observation:**

Name of Mentor: **Date of Face-to-Face Conference:**

1. What Standard/Grade Level Expectation/Benchmark will be taught in this lesson?
2. List the specific objective (I can statement).
3. What modifications will be made in the lesson for the ESE/ELL and students who lack support for schooling?
4. How will you review/make connections to students' prior knowledge, skills, and experience (Do Now)?
5. Teacher led instruction (I do): • Is lesson logical and progress from simple to complex?
6. Guided practice (We do): • Where appropriate, is content of lesson integrated with other content areas, other lessons and/or units?
7. Independent practice (You do):

8. List the activity(ies) in which you and your students will engage in the order that they will occur in the lesson.

9. Evidence of learning (product or assessment):

10. List the higher order questions you plan to ask in this lesson.

11. Describe the homework/practice assignment.

12. What materials will you use during the lesson, e.g. document camera, PowerPoint, lab equipment?

FEAP Post-Observation/Conference Record

ESP Participant:	*Mentor:*	*School:*	*Date:*

Part 1: *Check all that apply*

FEAP Activity					
	FEAP 1:		FEAP 3:		FEAP 5:
	FEAP 2:		FEAP 4:		

Part 2: *Please check all items addressed/reviewed during this activity*

Domain 1: Classroom Strategies and Behaviors ***(Please check which design questions were addressed/reviewed during this activity)***					
	Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?		***Design Question 2***: What will I do to help students effectively interact with the new knowledge?		***Design Question 5:*** What will I do to engage students?
	Design Question 6: What will I do to establish or maintain classroom rules and procedures?		***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?		***Design Question 7***: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
			Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?		***Design Question 8:*** What will I do to establish and maintain effective relationships with students?
					Design Question 9: What will I do to communicate high expectations for all students?
Domain Two: Planning and Preparing		***Domain Three: Reflecting on Teaching***		***Domain Four: Collegiality and Professionalism***	
	Planning and Preparing for Lessons and Units		*Evaluating Personal Performance*		*Promoting a Positive Environment*
	Planning and Preparing for Use of Resources and Technology		*Developing and Implementing a Professional Growth Plan*		*Promoting Exchange of Ideas and Strategies*
	Planning and Preparing for the Needs of English Language Learners				*Promoting District and School Development*
	Planning and Preparing for the Needs of Students Receiving Special Education				
	Planning and Preparing for the Needs of Students Who Lack Support for Schooling				

Successes:	**Challenges:**

Next Steps:

Florida Educator Accomplished Practice (FEAP) 2 - Learning Environment

Task Name: Classroom Management System

Domain 1: Design Question 6, Elements 4-5 Design Question 7, Elements 33-35;Design Question 8, Element 37

Task Description (Due by 9/12/14)

The teacher creates a system to manage the classroom. The system includes rules, expected behaviors, procedures, and organization of space, time, and materials. Being an expert in your content area is clearly a critical aspect of good teaching, but if there is chaos in the room, nothing else will matter.

Portfolio Product:

- ☐ Written behavior management plan
- ☐ Analysis of your plan and how the plan was implemented in your classroom
- ☐ FEAP Post-Observation Conference Record
- ☐ Learning Environment Checklist

Directions

You should do the following:

1. Get a copy of your school rules, policies, and procedures from your mentor, department chair, or building administrator. Start thinking about how you will handle discipline, procedures, and routines.
2. Refer to Rick Smith's Conscious Classroom Management or another resource identified by your administrator or mentor to assist you with this task.
3. Write your plan including the following components:
   - **Part 1: Procedures and Routines** - Establish your procedures so that daily activities become routine. On a separate piece of paper, explain in detail your procedures for the following:
     - Starting the day, taking attendance and dismissing class
     - Entry and exit procedures at the beginning and end of class, as well as during class (e.g., going to the restroom or drinking fountain)
     - Movement within the class
     - Social interaction within the class – permissible and not permissible
     - Getting and storing materials and personal items
     - Quieting the class, including signals for attention
     - Responding to interruptions from visitors and students
     - Calling on students
     - Collecting and returning homework
     - Make-up work – homework and tests
   - **Part II: Discipline** - Organize your thoughts, and subsequently your discipline plan, into three basic components:
     - Rules
       - What the expected behaviors are

        - **<u>Aim for five or fewer rules</u>**
    - Consequences
        - What the student chooses to accept if a rule is broken
        - Describe what your actions will be when a student breaks a rule
        - Develop a progression of consequences that become more severe each time the rule is broken
    - Rewards
        - What the student receives for appropriate behavior
        - Make sure you include positive consequences for students who follow the rules
4. Have your plan approved by a building administrator and verified by a signature or initials.
5. **Post your plan where it is visible to all students in your classroom.**
6. Write an analysis that includes:
    - How you implemented your plan in the classroom, including how you explained and practiced the plan with your class
7. Complete the Post Conference Guide with your mentor.

FEAP 2 - Learning Environment

Teacher Name:_____ **Signature of Observer:**_____

Date of Observation:_____

NOTE: If any one of the criteria is rated as "Not Demonstrated," an additional observation must be scheduled.

Decision for FEAP on this Task (check one):
- ☐ Demonstrated: All are demonstrated.
- ☐ Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated.

Element	#	Criteria	Rating
Plan for Procedures, Routines, and Discipline	1	Procedures are established that will lead to a productive daily routine. DQ6 (4)	D___ ND ___
	2	Procedures address all of the required elements listed in the instructions and are reasonable. DQ6 (4)	D___ ND ___
	3	Rules establish behavioral expectations and are limited to **five**.DQ6 (4)	D___ ND ___
	4	Consequences for infractions are appropriate and sequenced for multiple recurrences. DQ6 (4)	D___ ND ___
	5	Rewards are established for positive behaviors and are appropriate. DQ6 (4)	D___ ND ___
	6	The principal or another building administrator has approved the plan.	
Observable Evidence	7	Plan is posted and clearly visible to all students. DQ6 (5)	D___ ND ___
	8	Evidence of procedures are in place. DQ6 (5)	D___ ND ___
	9	The teacher applies consequences for not following rules and procedures consistently and fairly. DQ7 (34)	D___ ND ___
	10	The teacher consistently and fairly acknowledges adherence to rules and procedures. DQ7 (35)	D___ ND ___
	11	The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures. DQ7 (33)	D___ ND ___
	12	It is clear that the teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and learning in the classroom. DQ 7 (33) DQ8	D___ ND ___

Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

Notes:

FEAP Post-Observation/Conference Record

ESP Participant:	*Mentor:*	*School:*	*Date:*

Part 1: *Check all that apply*

FEAP Activity		
☐ FEAP 1:	☐ FEAP 3:	☐ FEAP 5:
☐ FEAP 2:	☐ FEAP 4:	☐

Part 2: *Please check all items addressed/reviewed during this activity*

Domain 1: Classroom Strategies and Behaviors ***(Please check which design questions were addressed/reviewed during this activity)***		
☐ ***Design Question 1:*** What will I do to establish and communicate learning goals, track student progress, and celebrate success?	☐ ***Design Question 2***: What will I do to help students effectively interact with the new knowledge?	☐ ***Design Question 5:*** What will I do to engage students?
☐ ***Design Question 6:*** What will I do to establish or maintain classroom rules and procedures?	☐ ***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?	☐ ***Design Question 7***: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
☐	☐ ***Design Question 4***: What will I do to help students generate and test hypotheses about new knowledge?	☐ ***Design Question 8:*** What will I do to establish and maintain effective relationships with students?
☐	☐	☐ ***Design Question 9:*** What will I do to communicate high expectations for all students?
Domain Two: Planning and Preparing	***Domain Three: Reflecting on Teaching***	***Domain Four: Collegiality and Professionalism***
☐ *Planning and Preparing for Lessons and Units*	☐ *Evaluating Personal Performance*	☐ *Promoting a Positive Environment*
☐ *Planning and Preparing for Use of Resources and Technology*	☐ *Developing and Implementing a Professional Growth Plan*	☐ *Promoting Exchange of Ideas and Strategies*
☐ *Planning and Preparing for the Needs of English Language Learners*	☐	☐ *Promoting District and School Development*
☐ *Planning and Preparing for the Needs of Students Receiving Special Education*	☐	☐
☐ *Planning and Preparing for the Needs of Students Who Lack Support for Schooling*	☐	☐

Successes:	**Challenges:**

Next Steps:

Florida Educator Accomplished Practice (FEAP) 3 - Instructional Delivery and Facilitation

Task Name: Evaluation of Videotaped Teaching

Domain 1: Design Question 2; Design Question 3, Elements 14-15, 17-20; Design Question 4; Design Question 5, Elements 24-32; Design Question 7, Elements 33-35; Design Question 8, Elements 36-38; Design Question 9, Element 39
Domain 2: Elements 42-49; Domain 4.

Task Description (Due by 1/16/15)

Effective communication in the classroom is the foundation for many other Educator Accomplished Practices. Instructional Delivery and Facilitation is about how we deliver instruction and facilitate learning throughout the lesson. The opportunity to watch yourself teaching a concept will help you learn your strengths in delivery and find those areas that you want to continue to develop. Since we often send messages that others perceive differently from the way we intend them, one of the best ways to learn about our strengths and weaknesses is to see ourselves as others see us. Videotaped performance makes that possible.

Directions: The teacher has a 15-30 minute lesson videotaped, evaluates his/her performance by completing a written reflection based on three questions, and obtains an evaluation of the tape from a mentor. The products are a lesson plan, a written self reflection based on the three questions provided and a summary of what they learned, the observation sheet, and the post conference form.

Portfolio Product:

- ☐ Pre -Conference Guide
- ☐ FEAP Post-Observation Conference Record
- ☐ Questions for Self-Assessment
- ☐ Narrative reflection
- ☐ Observation sheet from your mentor

Directions

You should do the following:

1. Select a Professional growth focus from the first Pre-Conference Planning Guide.

2. Design a lesson; complete the pre-conference planning guide and review questions for self-assessment.

3. Plan to ask questions and stimulate discussion in different ways. Some effective communication strategies you can try include:
    - Restate ideas and draw conclusions
    - Use visual, aural, and kinesthetic cues
    - Probe for learner understanding
    - Be sensitive to nonverbal cues
    - Help students articulate their ideas and thinking processes
    - Promote risk-taking and problem-solving
    - Facilitate factual recall

- Encourage convergent and divergent thinking
- Stimulate curiosity
- Help students to formulate questions

4. Schedule someone to videotape the lesson.

5. Protecting the confidentiality rights of your students is very important. Depending on your school policy, you may need to secure a written authorization from the parent to videotape, or have the person doing the taping stay in the back of the room, filming the backs of heads only. Check with the appropriate person before taping as policies can differ. Please include a list of the names of your students you are not permitted to videotape with your submission of this task.

6. Watch your videotape and analyze your performance, using the attached self-assessment questions**.** Write an answer to each of the three questions.

7. Ask your mentor to review your videotape and analysis, adding his or her comments on your strengths and areas for growth.

8. NOTE: Your mentor must rate all thirteen (13) elements of the scoring rubric as "Demonstrated" in order to satisfactorily complete this task with one videotaped lesson and analysis. If fewer than 13 elements have been scored as "Demonstrated," you will need to videotape another lesson, analyze your performance using the self-assessment, and have your mentor review your videotape and analysis again before proceeding to the final summary listed below.

9. If #7 above is completed satisfactorily, write a final reflection that addresses what you have learned about yourself and what you expect to do to grow as a teacher.

Questions for Self-Assessment

1. How was your physical presentation?
   - Voice quality: volume, pitch and inflection
   - Expression: attentiveness, eye contact, and body movement

2. How is your content presentation?
   - Introduction (Do Now)
   - Questions (higher order and include appropriate pause for response)
   - Examples (use examples and non-examples)
   - Guided practice (well-designed)
   - Pace (momentum)
   - Feedback (meaningful and corrective)
   - Review for comprehension

3. How was your management of behavior?
   - Awareness of student behavior
   - Quick response to misbehavior
   - Classroom climate

FEAP 3 - Pre-Conference Planning Guide

Name of Teacher: **Date of Observation:**

Name of Mentor: **Date of Face-to-Face Conference:**

1. What Standard/Grade Level Expectation/Benchmark will be taught in this lesson?
2. List the specific objective (I can statement).
3. What modifications will be made in the lesson for the ESE/ELL and students who lack support for schooling?
4. How will you review/make connections to students' prior knowledge, skills, and experience (Do Now)?
5. Teacher led instruction (I do): • Is lesson logical and progress from simple to complex?
6. Guided practice (We do): • Where appropriate, is content of lesson integrated with other content areas, other lessons and/or units?
7. Independent practice (You do):

8. List the activity(ies) in which you and your students will engage in the order that they will occur in the lesson.

9. Evidence of learning (product or assessment):

10. List the higher order questions you plan to ask in this lesson.

11. Describe the homework/practice assignment.

12. What materials will you use during the lesson, e.g. document camera, PowerPoint, lab equipment?

FEAP 3

Name of Teacher:
Date of Video:

Watch your videotape and analyze your performance, review the self-assessment questions**.** Write an answer to each of the three questions and include information shown under the question.

Look Fors:

Questions for Self-Assessment

1. How was your physical presentation?
   - *Voice quality: volume, pitch and inflection, Expression: attentiveness, eye contact, and body movement*

Voice is respectful, expressive, and supportive.
Facial expression is attentive and supportive.
The teacher varies communication (verbal and non-verbal) according to the nature and needs of individuals.)
Physical movements and gestures are appropriate.

Look Fors:

2. How is your content presentation?
   - *Introduction (Do Now), Questions (higher order and include appropriate pause for response)*

Content is presented effectively.
The teacher engages students in actively processing new/important information.
The teacher asks higher order questions, stimulates discussions, restates ideas, and uses a variety of other effective communication strategies.
The teacher engages students in activities that help them reflect on their learning and the learning process.
The teacher summarizes what has been learned and how to improve.
The teacher provides corrective feedback.

   - *Examples (use examples and non-examples), Guided practice (well-designed), Pace (momentum)*
   - *Feedback (meaningful and corrective), Review for comprehension*

Look Fors:

The teacher establishes positive interaction with students.
The teacher is aware of, and responsive to, student behavior.
The teacher encourages students in a positive and supportive manner and provides meaningful feedback.

3. How was your management of behavior?
   - *Awareness of student behavior, Quick response to misbehavior, Classroom climate*

After the above is completed, write a final reflection that addresses what you have learned about yourself and what you expect to do to grow as a teacher.

FEAP 3 - Instructional Delivery and Facilitation

Teacher Name:_____ **Signature of Observer:**_____

Date of Observation:_____

Demonstrated," an additional observation (videotaped lesson) must be scheduled.

Decision for FEAP on this task (check one):

- ☐ Demonstrated: All are demonstrated.
- ☐ Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Physical	1	Voice is respectful, expressive, and supportive. DQ5 (29), DQ8 (37), DQ9 (39)	D___ ND___
	2	Facial expression is attentive and supportive. DQ5 (29), DQ8 (38), DQ9 (39)	D___ ND___
	3	The teacher varies communication (verbal and non-verbal) according to the nature and needs of individuals. DQ8 (37)	D___ ND___
	4	Physical movements and gestures are appropriate. DQ5 (27)	D___ ND___
Content	5	Content is presented effectively. DQ2, DQ3, DQ4, Domain 2	D___ ND___
	6	The teacher engages students in actively processing new/important information. DQ2 (10), DQ5	D___ ND___
	7	The teacher asks higher order questions, stimulates discussions, restates ideas, and uses a variety of other effective communication strategies. DQ5 (25-32)	D___ ND___
	8	The teacher engages students in activities that help them reflect on their learning and the learning process. DQ2 (13)	D___ ND___
	9	The teacher summarizes what has been learned and how to improve. DQ2 (13), DQ3 (20)	D___ ND___
	10	The teacher provides corrective feedback. DQ2 (13), DQ3 (20)	D___ ND___
Behavior	11	The teacher establishes positive interaction with students. DQ8 (37)	D___ ND___
	12	The teacher is aware of, and responsive to, student behavior. DQ5 (24), DQ7 (33-35)	D___ ND___
	13	The teacher encourages students in a positive and supportive manner and provides meaningful feedback. DQ8 (37), DQ3 (18-20)	D___ ND___

Notes:

FEAP Post-Observation/Conference Record

ESP Participant:	*Mentor:*	*School:*	*Date:*

Part 1: *Check all that apply*

FEAP Activity					
	FEAP 1:		FEAP 3:		FEAP 5:
	FEAP 2:		FEAP 4:		

Part 2: *Please check all items addressed/reviewed during this activity*

Domain 1: Classroom Strategies and Behaviors *(Please check which design questions were addressed/reviewed during this activity)*					
	Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?		***Design Question 2***: What will I do to help students effectively interact with the new knowledge?		***Design Question 5:*** What will I do to engage students?
	Design Question 6: What will I do to establish or maintain classroom rules and procedures?		***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?		***Design Question 7***: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
			Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?		***Design Question 8:*** What will I do to establish and maintain effective relationships with students?
					Design Question 9: What will I do to communicate high expectations for all students?
	Domain Two: Planning and Preparing		*Domain Three: Reflecting on Teaching*		*Domain Four: Collegiality and Professionalism*
	Planning and Preparing for Lessons and Units		*Evaluating Personal Performance*		*Promoting a Positive Environment*
	Planning and Preparing for Use of Resources and Technology		*Developing and Implementing a Professional Growth Plan*		*Promoting Exchange of Ideas and Strategies*
	Planning and Preparing for the Needs of English Language Learners				*Promoting District and School Development*
	Planning and Preparing for the Needs of Students Receiving Special Education				
	Planning and Preparing for the Needs of Students Who Lack Support for Schooling				

Successes:	**Challenges:**

Next Steps:

Florida Educator Accomplished Practice (FEAP) 4 - Assessment

Task Name: Alternative Assessment

Domain 1: Design Question 1, Elements 1-3; Design Question 2, Elements 7, 10-13; Design Question 3, Elements 14-15, 17-20; Design Question 4, Elements 21-23; Design Question 5, Elements 26. **Domain 2:** Elements 42-49.

Task Description (Due by 2/13/15)

The teacher creates an alternative assessment for a higher-order outcome (product or performance). The assessment may be from a textbook that has been modified to meet the criteria of an alternative assessment. (*Note: Alternative assessment is an assessment of learning in ways different from traditional paper-and-pencil objective testing, such as portfolio, project, or self-assessment.)*

Portfolio Product:

- ☐ Alternative instructions that you provided to the students
- ☐ A scoring instrument
- ☐ Two samples of student work
- ☐ Narrative discussion
- ☐ FEAP Post-Observation/Conference Record

Directions

You should do the following:

1. Select a higher-order outcome based on a taxonomy, a theory of thinking skills or an accepted content guide for the assessment domain.

2. Develop a task to measure students' learning for that outcome. The task may be either a product or a performance.

3. Write the instructions you will provide to students to maximize their success. Be sure to tell them everything they need to know about what you expect so there will be no surprises when you grade their work. This will make your instructions comprehensive.

4. Determine what scoring method you want to use for the task. For example, a checklist, rating scale, or a rubric.

5. Be prepared to justify your choice of method of scoring, based on the feedback needed for students and the purpose of the task to determine inferences about the assessment domain in your narrative discussion.

6. Create your scoring instrument.

7. Assign the task and grade it.

8. Select at least two work samples from your students -- one that was well done (met or exceeded your criteria) and one that required further correction/revision to meet your criteria or

one that failed to meet your criteria even after additional work.

9. Write a reflection on your work. Include the following in your narrative discussion:
   - Why did you select the assessment method used?
   - Why did you select those samples? In your view, what made one excellent and one less than what you expected - at least initially?
   - What did you learn from this assessment? How might you do it differently the next time?
10. Complete the Post Conference Guide with your mentor.

FEAP 4 – Assessment
Observation Instrument

Teacher Name:_____ **Signature of Observer:**_____

Date of Observation:_____

NOTE: If any one of the criteria is rated as "Not Demonstrated," an additional observation (videotaped lesson) must be scheduled.

Decision for FEAP on this task (check one):

- ☐ Demonstrated: All are demonstrated.
- ☐ Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Skill Assessed	1	The task assesses a higher order skill.	D__ND__
Instructions	2	The instructions are clearly written and comprehensive.	D__ND__
Scoring Instrument	3	The scoring method is appropriate for the task and provides adequate feedback.	D__ND__
	4	The criteria on the scoring instrument are matched to the instructions and cover the essentials of the task.	D__ND__
	5	Levels of proficiency can be observed and differentiated and are defined for each criterion.	D__ND__
Samples	6	The rubric was applied properly to measure the student outcome.	D__ND__
Overall/ Reflection	7	The teacher has appropriately used an alternative assessment.	D__ND__

Comments:

Improvements Needed:

FEAP Post-Observation/Conference Record

ESP Participant:	*Mentor:*	*School:*	*Date:*

Part 1: *Check all that apply*

FEAP Activity		
☐ FEAP 1:	☐ FEAP 3:	☐ FEAP 5:
☐ FEAP 2:	☐ FEAP 4:	

Part 2: *Please check all items addressed/reviewed during this activity*

Domain 1: Classroom Strategies and Behaviors ***(Please check which design questions were addressed/reviewed during this activity)***		
☐ ***Design Question 1:*** What will I do to establish and communicate learning goals, track student progress, and celebrate success?	☐ ***Design Question 2***: What will I do to help students effectively interact with the new knowledge?	☐ ***Design Question 5:*** What will I do to engage students?
☐ ***Design Question 6:*** What will I do to establish or maintain classroom rules and procedures?	☐ ***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?	☐ ***Design Question 7***: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
	☐ ***Design Question 4***: What will I do to help students generate and test hypotheses about new knowledge?	☐ ***Design Question 8:*** What will I do to establish and maintain effective relationships with students?
		☐ ***Design Question 9:*** What will I do to communicate high expectations for all students?
Domain Two: Planning and Preparing	***Domain Three: Reflecting on Teaching***	***Domain Four: Collegiality and Professionalism***
☐ *Planning and Preparing for Lessons and Units*	☐ *Evaluating Personal Performance*	☐ *Promoting a Positive Environment*
☐ *Planning and Preparing for Use of Resources and Technology*	☐ *Developing and Implementing a Professional Growth Plan*	☐ *Promoting Exchange of Ideas and Strategies*
☐ *Planning and Preparing for the Needs of English Language Learners*		☐ *Promoting District and School Development*
☐ *Planning and Preparing for the Needs of Students Receiving Special Education*		
☐ *Planning and Preparing for the Needs of Students Who Lack Support for Schooling*		

Successes:	**Challenges:**

Next Steps:

Florida Educator Accomplished Practice (FEAP) 5 - Continuous Professional Improvement

Task Name: Veteran Teacher Observation

Domain 3: Elements 50-52 **Domain 4:** Element 55, 57

Task Description (Due by 10/17/14)

The beginning teacher visits the classroom of a veteran teacher to observe for classroom strategies in a variety of different areas. The veteran teacher should be identified by the administration as one who has an exemplary classroom and effective teaching strategies. As a teacher, you are expected to be actively involved in improving your practice. This task requires that you utilize an observation tool and complete a reflection on your experience.

Portfolio Product:

- ☐ Veteran Teacher Observation Tool
- ☐ Brief reflection
- ☐ FEAP Post-Observation Conference Record with mentor (and veteran teacher if possible)

Directions

You should do the following:

1. Talk to your Department Chair or ESP contact to discuss which veteran teacher you should observe. Contact the veteran teacher to set up a convenient time for the observation. Pre-read the Veteran Teacher Observation Tool prior to your observation.

2. Observe the veteran teacher for a minimum of 20 minutes to complete the tool.

3. Reflect on your observation experience and note any questions you have for the veteran teacher.

4. Complete the Post Conference Guide with your mentor (and the veteran teacher if possible).

FEAP 5 - Continuous Professional Improvement
Observation Instrument

Teacher Name:_____ **Signature of Observer:**_____

Date of Observation:_____

NOTE: If any one of the criteria is rated as "Not Demonstrated," an additional observation (videotaped lesson) must be scheduled.

Decision for FEAP on this task (check one):

- ☐ Demonstrated: All are demonstrated.
- ☐ Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Record of activities	1	The Veteran Teacher Observation Tool is complete.	D__ND__
	2	The teacher has completed a reflection of the observation.	D__ND__
	3	The post observation guide has been completed.	D__ND__

Veteran Teacher Observation Tool

Name: _____
Mentor: _____
Teacher(s) Observed: _____ Date: _____
Grade Level/Subject: _____
School: _____

What do you notice about the classroom environment? Is student work displayed? Are there visuals that enhance or support learning?

Do you see evidence of routines and procedures? Give Examples.

What classroom management techniques are in evidence? Are these techniques respectful?

What do you notice about transitions from one activity to another?

What evidence, if any, do you see of differentiated instruction in the classroom?

In what ways does the teacher use questioning techniques in this classroom? Is there evidence of higher order questions that support independent learning and problem solving at various cognitive levels?

What are some applications you might use in your classroom? Please explain how you plan on incorporating their use.

What are some questions you have about technique or subject matter delivery in the classroom?

FEAP Post-Observation/Conference Record

ESP Participant:	*Mentor:*	*School:*	*Date:*

Part 1: *Check all that apply*

FEAP Activity					
	FEAP 1:		FEAP 3:		FEAP 5:
	FEAP 2:		FEAP 4:		

Part 2: *Please check all items addressed/reviewed during this activity*

Domain 1: Classroom Strategies and Behaviors *(Please check which design questions were addressed/reviewed during this activity)*					
	Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?		***Design Question 2***: What will I do to help students effectively interact with the new knowledge?		***Design Question 5:*** What will I do to engage students?
	Design Question 6: What will I do to establish or maintain classroom rules and procedures?		***Design Question 3***: What will I do to help students practice and deepen their understanding of new knowledge?		***Design Question 7***: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
			Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?		***Design Question 8:*** What will I do to establish and maintain effective relationships with students?
					Design Question 9: What will I do to communicate high expectations for all students?
	Domain Two: Planning and Preparing		***Domain Three: Reflecting on Teaching***		***Domain Four: Collegiality and Professionalism***
	Planning and Preparing for Lessons and Units		*Evaluating Personal Performance*		*Promoting a Positive Environment*
	Planning and Preparing for Use of Resources and Technology		*Developing and Implementing a Professional Growth Plan*		*Promoting Exchange of Ideas and Strategies*
	Planning and Preparing for the Needs of English Language Learners				*Promoting District and School Development*
	Planning and Preparing for the Needs of Students Receiving Special Education				
	Planning and Preparing for the Needs of Students Who Lack Support for Schooling				

Successes:	**Challenges:**

Next Steps:

2014 Marzano Teacher Evaluation Model

The highlighted elements are those in which their name was changed. All of the elements have received some form of update in either their focus statement and/or evidence.

Learning Sciences MARZANO CENTER

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

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

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

Lesson Segment Addressing Content

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

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

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

Lesson Segment Enacted on the Spot

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

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

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

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

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

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

1.877.411.7114 | MarzanoCenter.com

2014 Marzano Teacher Evaluation Model
Learning Map

Domain 2: Planning and Preparing

Planning and Preparing

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

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

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

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

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

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

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

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

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

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

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

1.877.411.7114 | MarzanoCenter.com