College of Education (COE) Program
Mentors and Teachers

	College of Education (COE) Statement of Eligibility
Secure your SOE	**The Official Statement is valid for three years and has two functions:** • to officially state whether or not "you are eligible" for a Temporary Certificate or a Professional Certificate in the subject area you requested, and • to provide you with a customized list of the requirements you must complete to be issued full state certification in Florida.
SOE Requirements	The ***individual*** who has been teaching under a Temporary Certificate can move to the Professional Certificate with one of these pathways: 1. Valid Certificate Issued by American Board for Certification of Teacher Excellence (ABCTE) and Demonstration of Professional Education Competence in the Classroom 2. Florida Professional Development Certification Program and **Passing Florida Certification Examinations** 3. College Professional Training Option, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Passing Florida Certification Examinations 4. Professional Preparation College Courses, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Passing Florida Certification Examinations
Tests	FTCE - Florida Teacher Certification Examinations: The FTCE is administered to educators seeking initial certification in the K-12 system. Educator candidates take one of 42 Subject Area examinations, as well as the General Knowledge Test and Professional Education Test. ***The GK (all 4 sections) must be passed within one year of the hire date. The PET and SAE must be passed prior to program completion date.***
COE Program	A candidate for a Florida Professional Educator's Certificate must demonstrate mastery of each of the six FEAPs. Individuals hired from other careers can use this program as on-the-job training to acquire the beginning teacher foundation for continued growth as a professional Florida educator. In addition to the course content, each new teacher is supported by a school-based mentor who will offer many opportunities to learn both as a reflective practitioner and through interactive dialogue with other teachers. Upon successful program completion, each participant will be able to apply for a Florida Professional Educator's Certificate.
Teacher Experience	As a full-time teacher, you will meet the requirement for Teaching Experience upon the completion of the COE program.

Support Team Agreement

Beginning Teacher_____ **Date of Hire**_____

School _____ Certification Area(s) _____

Beginning Teacher Program Selection ☐ ACP ☐ COE ☐ PEC

Teaching Assignment _____ BT Signature _____

A team of two members, selected by the school principal, is necessary to provide the support required by the district's new teacher induction programs. The following persons have agreed to serve on this teacher's Support Team:

Building-Level Administrator

Name_____ Position_____

Certification Area(s) _____

Building-Level Administrator Signature _____

Beginning Teacher Mentor

Name _____ Teacher Assignment _____

Certification Area(s) _____

Mentor Signature _____

Note: This form is to be completed by the BT mentor and submitted to the Human Resources/Staff Development Department by September 30th. The BT Mentor will be awarded 60 in-service points upon the Beginning Teacher's successful completion of the program.

Mail or scan completed form to:
Human Resources/Staff Development Department
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351
Phone: 850.627.9651
Fax: 850.627. 2760

College of Education Program Overview of Requirements for the Beginning Teacher

I. Purpose of the COE Program

The COE Program is designed for teachers holding or are eligible for a Florida Educator's Professional Certificate and who have less than one year of full-time teaching experience. This program provides district- and school-based support leading to effective teacher performance and student achievement. Each teacher in the COE program will work with a school-based support team to assist them in mastering the Professional Education Competencies embedded in the Florida Educator Accomplished Practices (FEAP).

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

Eligibility Requirements

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

- Hold or be eligible for a Florida Educator's Professional Certificate.
- Have less than one year of full-time teaching experience.
- Must have documentation of registering for or passing the Florida Teacher Certification Examinations *(see below)*
    1. General Knowledge Test
    2. Subject-Area Examination and
    3. Professional Education Test

In order to issue your Florida Educator Professional Certificate, the FLDOE requires that you take and pass three examinations:

1. The **General Knowledge Test** assesses the skills and knowledge all candidates need to begin effective careers as professional educators. See www.fl.nesinc.com

Format	Computer-based test (CBT); Essay Subtest: 1 essay ELS Subtest: approximately 40 multiple-choice questions Reading Subtest: approximately 40 multiple-choice questions Mathematics Subtest: approximately 45 multiple-choice questions
Time	Essay Subtest: 50 minutes ELS Subtest: 40 minutes Reading Subtest: 55 minutes Mathematics Subtest: 1 hour and 40 minutes If you take all 4 subtests in a single session, you will receive a 15-minute break.
Passing Score	Essay Subtest: At least 8 out of 12 points ELS, Reading, and Mathematics Subtests: a scaled score of at least 200 per subtest Examinees must pass all 4 subtests to pass the GK

Test Fee	First attempt: $130 (any combination of subtests) Retake: $150 (any combination of subtests)

Special note: Florida law requires that you pass the GK within one year of the first hire date in a Florida public school. If you do not meet that deadline, you will not be able to teach in any Florida public school while you hold a temporary certificate.
Note: Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test

- GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay
- GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics
- GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

2. Subject-Area Test

You may demonstrate mastery of Subject Area Knowledge as follows:
For Bachelor's degree level subjects: Achievement of a passing score on the appropriate subject area examination* earned no more than ten (10) years prior to the date of application

For Master's degree level subjects: Completion of the required degree and content courses listed in State Board rule for the subject and achievement of a passing score on the appropriate Florida subject area examination* earned no more than ten (10) years prior to the date of application

For all subject areas:
Hold a valid standard certificate in the subject area applied for from a US state or territory (See Reciprocity), or
Hold a valid certificate in the subject area applied for issued by the National Board for Professional Teaching Standards (See Chart) or the American Board for Certification of Teacher Excellence
***Note:** There are a few subject areas for which no examination has been developed. For these areas the Bureau will provide you with specific instructions for completing subject requirements after you have applied for a certificate.

Format	Computer-based test (CBT); approximately 120 = 220 multiple-choice questions; English - multiple-choice section: approximately 80 multiple-choice questions and Written Performance Section: 1 essay; Foreign Language - Computer-based test (CBT); approximately 80 multiple-choice questions, 1 essay, 5 speaking assignments
Time	2 hours and 30 minutes - 4 hours 30 minutes
Passing Score	A scaled score of at least 200
Test Fee	First attempt: $200 Retake: $220 (varies for subtests)

3. Professional Education Test

Format	Computer-based test (CBT); approximately 120 multiple-choice questions
Time	2 hours and 30 minutes Any time taken for breaks is considered part of your available testing time.
Passing Score	A scaled score of at least 200; Written Performance Section: At least 8 out of 12 points You must pass both sections in order to pass this examination.
Test Fee	First attempt: $150 Retake: $170

Table of Competencies, Skills, and Approximate Percentages of Questions

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

COE Program Costs

Teachers who elect to participate in the COE Program are fully responsible for paying the costs of examinations and FDOE application fees.

II. COE Program Support

The COE program support provides the training and guidance for the beginning teacher's success in the program and in the classroom. An administrator, generally a principal, and an experienced teacher (mentor) serve on the Support Team. The district provides additional support for the teachers and their mentors to assist teachers in completing required online courses.

1. Support Team

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

2. COE Mentor

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

- Design and coordinate on-site training sessions based on teacher's needs and program requirements.
- Reviews teacher's responses to the FEAP Self-Assessment
- Develop the Individual Action Plan with the teacher
- Answer questions and offer guidance on issues related to academic content, classroom management, school culture/expectations, and continuous improvement
- Conduct classroom observations using Marzano Teacher Evaluation Plan (Domains 1 and 2) to document mastery of the FEAP and to prepare teacher for the administrator's observation

- Conduct face-to-face conferences using Marzano Teacher Evaluation Plan (Domains 3 and 4) to document mastery of the FEAP and to prepare teacher for the administrator's conference
- Use the IAP to monitor teacher's progress in meeting program requirements including completion of online courses and passing required tests
- Review teacher's program documentation folder, using the COE Documentation Checklist/Verification form
- Approve documentation portfolio and verify program completion
- Submit documentation folder to the Human Resources/Staff Development Department
- Submit COE Mentor's Log

3. COE Administrator

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

- Classroom Observation Documentation of Marzano Teacher Evaluation Plan Domains 1 and 2
- Face-to-Face Conference using Marzano Teacher Evaluation Plan Domain 3 and 4
- Individual Professional Development Plan (IPDP), Educator's Professional Learning Plan on **http://my.paec.org/,** or Deliberate Practice Score Plan
- Others - Florida Educator Accomplished Practices Self Pre-Assessment

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

4. District Support

Members of the Gadsden County Schools Staff Development Department

- Oversee participant enrollment
- Provide training and support for the teachers and mentors.
- Coordinate and monitor program implementation at the district and school levels.
- Provide Human Resources/Staff Development Department documentation of COE Program completion.
- Maintain on file all completed COE documentation portfolios.
- Prepare the annual program evaluation report for stakeholders.

III. Training

Part 1

A. COE Survival Training…(to be completed as soon as possible)

- Exploration of Gadsden District website, Human Resources/Staff Development pages, and FLDOE.org website as it pertains to certification and teachers
  1. http://www.fldoe.org/teaching/certification/
  2. http://www.fldoe.org/teaching/just-for-teachers-community/
  3. http://www.fldoe.org/academics/standards/
- Review the Introduction to Policies/Laws Regulating Professional Conduct, including Reporting Child Abuse
- Legal Mandates---ELL (ESOL) Training Requirements and Exceptional Student Education Requirements
- Renewal Process for the 5-year professional certificate

- **Introduction to the Florida Accomplished Practices (FEAP)**

B. Assessment of COE Teacher's Progress

The following assessments will be used to document your progress toward demonstrating massery of the FEAPS

- Individual Professional Development Plan (IPDP) or Educator's Professional Learning Plan on **http://my.paec.org/** , or Deliberate Practice Score Plan *(administrator must sign)*
- Marzano Teacher Evaluation Assessment – Domains 1 and 2 (planning and classroom observation) – **2 classroom observations by the COE mentor and 2 by the Administrator**
- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference reflection and collegiality/professionalism) – **1 face-to-face conference with the COE Mentor and 1 with the Administrator**

C. COE Teacher Portfolio

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

- Maintain COE portfolio containing documentation of all completed requirements.
- Meet with Mentor to discuss portfolio.
- Use the Portfolio Documentation Checklist/Verification form to organize the documents for final submission.

COE Program Completion Due Date

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

Part 2 – Classroom Observations –Teacher Assessments

A. Florida Educator Accomplished Practices - Gadsden County Instructional Evaluation System's Connection to Florida Educator Accomplished Practices

Gadsden School District strives to improve student academic performance by identifying specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding instructional personnel both for using these practices and for successfully raising student achievement. The operating premise is that all instructional personnel can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and achievement outcomes includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been aligned in a crosswalk format for each **Florida Educator Accomplished Practices** in accordance with [Rule 6A-5.030(2) (b) 3. F.A.C.]., ensuring the appropriateness of the Marzano model for measuring FEAP.
http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

B. Classroom Observation Documentation

Marzano Teacher Evaluation Plan - To complete the COE, the teacher must be able to demonstrate mastery of the FEAP and Professional Education Competencies which are aligned to the Marzano Teacher Evaluation Model that Gadsden County currently uses. Teachers will be observed using Domains 1-4. Pertinent forms are listed in the table below:

Marzano Observation Instruments	Location in Evaluation Plan	Cycle

Domain 1: Overall Classroom Strategies and Behavior Form	Appendix D	2, 5, 8
Domain 2: Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E	1
Domain 2: Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F	4
Domain 2: Planning Conference Structured Interview Enacting on the Spot	Appendix G	7
Domain 3: Planning Conference Structured Interview Reflecting on Teaching	Appendix H	3, 6, 9
Domain 4: Planning Conference Structured Interview Collegiality and Professionalism	Appendix I	10

The COE Mentor will help pepare teachers for the administrator's observations. The mentor will review Domains 1-4 and assist with the completion process; conduct classroom observation (s); and provide feedback on each indicator/performance objective listed on each appendix. The Administrator and the COE mentor will use the domain forms to record data as well as from the following:

- Discussions with teacher and teacher's students
- Reviews/conferences regarding lesson plans and the preparation process
- Classroom observation of lesson presentations to students.

Prior to each of the two formal observations, the mentor will ensure readiness for the assessment and will communicate findings with the Administrator prior to the scheduled visit. Additional classroom observations may be necessary before the Administrator can formally complete evaluative observations.

C. Data Collection

The COE Administrator and COE Mentor will use the Marzano Teacher Evaluation Plan to record data using one or more of the following sources:

- Individual conferences
- Individual Professional Development Plan (IPDP); Educator's Professional Learning Plan on **http://my.paec.org/**, or Deliberate Practice Score Plan
- FEAP Self-Assessment
- Review of daily lesson plans
- Copies of assessments previous administered by teacher
- Sample emails or other correndence to and from parents of students
- Parent contact log
- Evidence of adherence to ***6A-10.081 Principles of Professional Conduct for the Education Profession in Florida***

COE Administrator's Evaluation Conference should be conducted within 90 days after hire date. After the conference has been conducted, the administrator will provide teacher with a completed assessment form *(Appendix M - Gadsden County Annual Evaluation Report for Category I Teachers: 1-3 Years of Service)* for the documentation folder.

D. Number of Classroom observations Required for the College of Education Program

The program requires **two (2)** classroom observations:

- Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation) – COE Mentor *(preparation purposes only)*
- Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and classroom observation) – COE Administrator

Part 3 - Face-to-Face – Teacher Assessment

A. Purpose of Conference
Several of the Florida Educator Accomplished Practices cannot be demonstrated during a classroom observation, therefore a face-to-face conference will be scheduled to allow an opportunity for teacher to respond to specific questions and provide documents to support answers.

B. Documentation

The program requires **two (2)** face-to-face conferences:

- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference reflection and collegiality/professionalism) – COE Mentor *(preparation purposes only)*
- Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face conference reflection and collegiality/professionalism) – COE Administrator

The COE mentor helps prepare for the Administrator's evaluation conference. Prior to the conference, the mentor will review Domains 3 and 4 and provide assistance with completing the forms---Apendices H and I. Suggestions of possible responses teacher will need to provide and materials to take to the conference will also be discussed.

C. Data Collection

The COE Administrator and COE Mentor will use the Marzano Teacher Evaluation Plan to record data using onel or more of the following sources:

- Domains 3 and 4 during the face-to-face conferences
- Individual Professional Development Plan (IPDP); Educator's Professional Learning Plan on **http://my.paec.org/,** or Deliberate Practice Score Plan
- FEAP Self-Assessment
- Review of daily lesson plans
- Copies of assessments previous administered by teacher
- Sample emails or other correndence to and from parents of students
- Parent contact log
- Evidence of adherence to ***6A-10.081 Principles of Professional Conduct for the Education Profession in Florida***

Part 4 - Review of Program Documentation with COE Mentor

A. Documentation Requirement

The district requires that the teacher document completion of the COE Program. Upon completion, place items in a portfolio that will be submitted to the COE Mentor on or before the completion due date.

B. Folder Preparation/ Folder Submission

Use the COE Documentation/Verification Checklist as a guide for arrangement of portfolio. Copy before submitting; submit originals.

Make sure appropriate names/signatures are on each required document. When COE mentor approves portfolio, submit to the Human Resources/Staff Development Department. You will receive notification of successful completion of the Professional Educator Competence Program.

C. Program Completion Due Date

COE teachers are expected to complete the program in one year. However, the program may be completed sooner.

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

Submit completed COE portfolio to the Human Resources/Staff Development Department by April 30th.

College of Education (COE) Program

Mentor's Log

Beginning Teacher (print) _____ School _____

Mentor (print) _____ Mentor Signature _____

This log verifies the required mentoring services I have provided for the above named COE Beginning Teacher assigned to me this year.

	Required Mentoring Services for COE *(Before, During and After Contract Hours)*	Date	Start Time – End Time
1	Welcomed teacher and provided opportunities for teacher to meet other teachers.		
2	Completed teacher's Support Team Agreement and sent form to HR/SD Office.		
3	Set up my documentation folder to keep teacher's completed documents on file.		
4	Met with teacher to review the requirements of the COE Program; helped create a plan for meeting requirements by the due date, including Survival Training sessions.		
7	Assisted teacher in developing school-based IPDP, Educator's Professional Learning Plan on **http://my.paec.org/**, or Deliberate Practice Score Plan		
8	Met with teacher to study Domains 1, 2, 3, and 4; gave suggestions and assisted with preparation for first observation; set date for first observation (prior to teacher administrator's observation).		
10	Held first pre-observation conference, first classroom observation, and first post-observation conference providing feedback with teacher using Domains 1, 2, and 3.		
12	Provided copies findings to teacher and to the Administrator prior to formal observation.		
13	Met with Administrator, to review findings from administrator's first formal classroom observation and to decide next steps.		
15	Met with teacher to review Support Team's findings from first classroom observation and to prepare for formal conference. Also, discussed interventions or additional support, if needed. (copies provided)		
19	Met with teacher to discuss his/her progress in completing program requirements, using the COE Checklist/Verification form.		
20	Held second pre-observation (Domain 2), second classroom observation using (Domain 1) and second post-observation with feedback (Domain 3) conference with teacher.		
21	Assisted with the preparation of Domain 4.		
23	Completed Mentor's observation and conference forms ; provided copies to teacher and Administrator.		
24	Met with teacher to monitor progress in completing COE Program requirements (Using COE Documentation Checklist).		
25	Met with teacher for final review of teacher's COE Program documentation folder/checklist		
26	Submitted approved COE documentation portfolio to Human Resources / Staff Development Department.		

College of Education Program
Checklist/Verification Form

Beginning Teacher: _____ School: _____

	Section Title	Mentor's Signature	Administrator's Signature
1	**Test Score Documentation** ***Indicate date of completion in space next to each requirement.*** Copies of score reports for: ____ General Knowledge Test: Math, Reading, Language, Essay sections ____ Subject-area Examination ____ Professional Education Test		
2	**Survival Training** ***Indicate date of completion in space next to each requirement.*** ____ Exploration of Gadsden District website, Human Resources/Staff Development pages, and FLDOE website as it pertains to certification and teachers http://www.fldoe.org/teaching/certification/ http://www.fldoe.org/teaching/just-for-teachers-community/ http://www.fldoe.org/academics/standards/ ____ Policies/Laws Regulations professional Conduct ____ Legal Mandates ____ Completion Statement for ***FEAP Mastery through the Gadsden County Teacher Induction Program*** form (Teachers holding a professional educator's certificate will not need to complete this document.)		
3	**Classroom Observation Documentation of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 1 and 2** ***Indicate date of completion in space next to each requirement.*** **Copies of:** • Marzano Teacher Evaluation Teacher Assessment - Domains 1 and 2 (planning and *classroom observation*) – COE Mentor (preparation purposes only) ___ • Marzano Teacher Evaluation Teacher Assessment – Domains 1 and 2 (planning and *classroom observation*) – COE Administrator ___		

4	**Face-to-Face Conference of Teacher Assessment: Marzano Teacher Evaluation Plan Domains 3 and 4** ***Indicate date of completion in space next to each requirement*** **Copies of:** • Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face *conference*, reflection and collegiality/professionalism) – COE Mentor (preparation purposes only)___ • Marzano Teacher Evaluation Teacher Assessment – Domains 3 and 4 (face-to-face *conference*, reflection and collegiality/professionalism) – COE Administrator___		
	• Individual Professional Development Plan (IPDP); Educator's Professional Learning Plan on **http://my.paec.org/,** or Deliberate Practice Score Plan ___		
5	**COE Program Documentation Review with Mentor**		

Verification of College of Education Program Completion

and demonstration of Professional Education Competencies

Program Completion Verified by _____ Date _____

Mentor

Program Completion/Mastery of FEAP/Professional Education Competencies

Approved by _____ Date _____

Principal

Note to COE Mentor:
Place the completed Verification Form in the front of the Teacher Portfolio along with completed Mentor's log and other required documents and submit to Human Resources/Staff Development Department for final approval.

HR Department Use Only --- Received

Human Resources/Staff Development Office Representative Approved by _____

Signature

_____ _____

Title **Date**

Florida Educator Accomplished Practices Self-Assessment for Teachers

Name: _____ Date: _____

Instructions: Beside each critical skill listed below, supply the score that best describes your level of competency in the Florida Educator Accomplished Practice (FEAP) at the present time. This self-assessment is designed to familiarize you with the six (6) Florida Educator Accomplished Practices that are in the integral part of the teaching and evaluative processes.

SCORING:

1 = I consider myself a beginner with this skill.

2 = I am familiar with this skill but need increased knowledge/practice.

3 = I believe that I am very competent in this area.

Quality of Instruction:

FEAP 1- Instructional Design and Lesson Planning	**To apply concepts from human development and learning theories…**	**SCORE**
a. I align instruction with state-adopted standards at the appropriate level of rigor.		
b. I sequence lesson and concepts to ensure coherence and required prior knowledge.		
c. I design instruction for students to achieve mastery.		
d. I select appropriate formative assessments to monitor learning.		
e. I use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.		
f. I develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.		

Notes:

FEAP 2- The Learning Environment	**To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative…**	**SCORE**
a. I organize, allocate, and manage the resources of time, space, and attention.		
b. I assessed and evaluated on the Lesson Plan-Management Techniques). I manage individual and class behaviors through a well-planned management system.		
c. I design instruction for students to achieve mastery.		
d. I select appropriate formative assessments to monitor learning.		
e. I use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the		
f. I maintain a climate of openness, inquiry, fairness and support.		
g. I integrate current information and communication technologies.		
h. I adapt the learning environment to accommodate the differing needs and diversity of students.		
i. I utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.		

Notes:

FEAP 3- Instructional Delivery and Facilitation	**To consistently utilize a deep and comprehensive knowledge of the**	**SCORE**
a. I deliver engaging and challenging lessons.		
b. I deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter		
c. I identify gaps in student's subject matter knowledge.		
d. I modify instruction to respond to preconceptions or misconceptions.		
e. I relate and integrate the subject matter with other disciplines and life experiences.		
f. I employ higher-order questioning techniques.		
g. I apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.		
h. I differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.		

Notes:

FEAP 4- Assessment	**To collect and use date gathered from both traditional and alternate assessment strategies…**	**SCORE**
a. I analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.		
b. I design and align formative and summative assessments that match learning objectives and lead to mastery		
c. I use a variety of assessment tools to monitor student progress, achievement and learning gains		
d. I modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge		
e. I share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).		
f. I apply technology to organize and integrate assessment information.		

Notes:

FEAP 5: Continuous Professional Improvement	**To participate in a lifelong learning process characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan…**	**SCORE**
a. I design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.		
b. I examine and use data-informed research to improve instruction and student achievement.		
c. I collaborate with the home, school and larger communities to foster communication and to support student learning and continuous		
d. I engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues		
e. I implement knowledge and skills learned in professional development in the teaching and learning process.		

Notes:

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 Educational Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C…**	**SCORE**
a. I understand that educators are held to a high moral standard in a community, the effective educator adheres to the Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C.		
b. I fulfill the expected obligations to students, the public and the education profession.		

Notes:

Teacher _____ Date _____

Florida Educators Accomplished Practices Mastery Verification Documentation

Please document satisfactory or unsatisfactory demonstration of the Florida Educators Accomplished Practices.

Satisfactory/Unsatisfactory

S/U	Accomplished Practice
	Quality of Instruction
	1. Instructional Design and 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 a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and • Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
	2. The Learning Environment **To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**
	• Organizes, allocates, and manages the resources of time, space, and attention; • Manages individual and class behaviors through a well-planned management system; • Conveys high expectations to all students; • Respects students' cultural, linguistic and family background; • 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.

	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.
	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.
	Continuous Improvement, Responsibility and Ethics
	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; • 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, both independently and in collaboration with colleagues; and implements knowledge and skills learned in professional development in the teaching and learning process.
	6. Professional Responsibility and Ethical Conduct **The effective educator consistently:**

Understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

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

DOCUMENT OF COMPLETION STATEMENT FOR FEAP MASTERY THROUGH THE GADSDEN COUNTY TEACHER INDUCTION PROGRAM

TEACHER'S NAME: _____

SOCIAL SECURITY NUMBER: _____

START DATE: _____

SCHOOL: _____

TEACHING ASSIGNMENT: _____

It is my professional opinion that _____, a beginning teacher in the Gadsden County School District _____ HAS _____ HAS NOT successfully mastered the FEAP through the Gadsden County Teacher Induction Program.

_____ 1st Year in Program – 2016 -2017

_____ 2nd Year in Program – 2017 -2018

_____ 3rd Year in Program – 2018 -2019

_____ _____

Mentor Teacher's Signature Date

_____ _____

Administrator's Signature Date

Appendix

To complete the *individual professional development plan* or *educator's professional learning plan*; go to http://my.paec.org/.

1. **Log in under Menu/ePDC**
2. **Click transcript (this action populates Menu)**
3. **Click Professional Learning Plan**

Educator's Professional Learning Plan

A Professional Learning Plan (PLP) is an individual educator's written plan that defines the educator's professional learning focus for growth each school year. (s. 1012.98(4)(b)(5) F.S.)

Educator Name:
School:
District: GADSDEN

Fiscal Year:

INITIAL REVIEW

Section 1: Professional Learning Protocol Standards

Below are the professional educator expectations found in the Florida Department of Education Professional Development System Evaluation Protocol Standards. You are to utilize these as a guide when developing, implementing, and evaluating the impact of your professional learning on the needs of your students and your individual professional learning needs. Indicate which standards below will be included in your plan.

Planning (Check all that apply.)

- ☐ I am reflecting on my professional practices and I have disaggregated and analyzed my student data.
- ☐ I am meeting with my administrator to jointly create the focus of my professional learning goals and activities.
- ☐ I am developing my Professional Learning Plan for this fiscal year.

Learning (Check all that apply.)

- ☐ I am participating in a Professional Learning Community (PLC).
- ☐ I am focusing my study on a specific content area.
- ☐ I am focusing my [illegible] or behavioral strategies.
- ☐ I am participating [illegible] that are rigorous and of a sustained duration.
  (i.e., knowledge building, guided practice, implementation, and ongoing reflection)
- ☐ I am using technology throughout my professional learning as available.
  (i.e., blogs, webinars, distance learning activities/courses, Edmodo, mobile devices as tools, websites with professional resources, Facebook, videoconferences, wikis, podcasts, video clips)
- ☐ I am participating in professional learning during the work days designated by the district.
  (i.e., professional learning days, professional learning early release days, PLCs, lesson studies, etc.)
- ☐ I manage my own professional learning systematically through available methods such as district/school offerings, professional learning portfolio, PAEC electronic Professional Development Connections (ePDC).

Implementing (Check all that apply.)

- ☐ I commit to implementing new professional learning in my classroom and/or within the scope of my job responsibilities.
- ☐ I commit to participating in coaching and mentoring support that may be provided to assist in the high-fidelity implementation of my new professional learning.
- ☐ I commit to using web-based resources that are available, demonstrated, and practiced during professional learning activities.
  (i.e., data tools, distance learning, CPALMS database, curriculum planning and support tools and materials, etc.)

Evaluating (Check all that apply.)

- ☐ I will provide evidence of the degree of fidelity of my individual PLP implementation.
- ☐ I will provide evidence of the changes in my educator practices due to my professional learning.
- ☐ I will provide evidence of the changes in my students progress related to my new learning.
- ☐

Sample

Sample

INITIAL REVIEW CONTINUED

Section 2: Teaching/Job Assignment
Your needs as an educator, your current students' needs, and your school and district goals will be addressed within your plan by completing each section below. You will be asked to reflect on your current practices and your student data.

Current Assignment:

Highly Qualified: ○ Yes ○ No
In Field: ○ Yes ○ No
Beginning Teacher (0-3 years) ○
Experienced Educator (More than 3 years) ○
New to District ☐
New Assignment ☐

Section 3a: Student Performance Data
What specific student performance data indicates areas for improvement? Include disaggregated data and/or formative or summative data for students currently assigned to you.

Student performance data:

Section 3b: Student Performance Goals
Identify your SMART (Specific, Measureable, Attainable, Reasonable, Timely) student achievement goals. (Example: By spring 2015, 71% of my fifth grade students will be at level 3 or above in scientific thinking as evidenced by the Discovery Education Assessment (DEA) class summary report.) A minimum of two SMART goals are recommended.

Student Goal 1:

Student Goal 2:

Other Goal(s):

Sample

INITIAL REVIEW CONTINUED

Section 4a: Instructional or Professional Practice Data

Describe specific educator evaluation, instructional practice, and/or professional practice data which have been identified for your professional learning through the appraisal system. Write your Instructional/Professional Practices goal below. (Include data from your prior year's performance evaluation. Beginning educators include data from six Florida Educator Accomplished Practices (FEAPs) self-assessment.)

Instruction/Professional Practice Data:

Section 4b: Instructional Practice Goals (Deliberate Practice)

Deliberate Practice is an educator's proficiency at implementing quality professional learning practices with fidelity. What professional practice(s) will you enhance/develop in order to improve student performance? First, select the FEAPs you will address. Then, identify specific, thinly focused areas of study you will implement to gather student data which supports your goals. (Check all that apply.)

- ☐ A.1. Instructional Design and Lesson Planning
- ☐ A.2. The Learning Environment
- ☐ A.3. Instructional Delivery and Facilitation
- ☐ A.4. Assessment
- ☐ B.1. Continuous Improvement
- ☐ B.2. Professional Responsibility and Ethical Conduct

Instruction/Professional Practice Data:

Other Goal(s), if applicable:

Sample

INITIAL REVIEW CONTINUED

Section 4d: Professional Learning and Deliberate Practice

What professional learning activities will you engage in to improve your knowledge and skills for the professional practices identified? Indicate and describe all evidence based activities you will participate in to accomplish your goals. Check each activity that applies and provide an explanation in the column on the right. (For each activity explanation include workshop or training titles, topics for deliberate practice, area of study to enhance student performance, frequency of learning sessions, level of collaboration, and other specific details related to your active participation and completion.) Professional Learning Activities.

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

Initial Review Date Educator Signature Administrator Signature

Sample

MID-YEAR REVIEW

Section 5a: Evidence of Results (Evaluation)
Report your formative assessment data for each goal.

Student Goal Data:

Other Student Goal Data, if applicable:

Instructional or Professional Practices Goal Data:

Other Instructional or Professional Practices Data, if applicable:

Section 5b: Reflections and Feedback
Does the academic or behavioral evidence indicate your students have benefited from your professional learning? Reflect on the contributing factors for your answer.

Educator Mid-Year Reflections:

Revised Goals, if applicable:

Administrator Mid-Year Feedback:

Mid-Year Review Date Educator Signature Administrator Signature

Sample

END of YEAR REVIEW

Section 6a: Evidence of Results (Evaluation)
Report your summative assessment data for each goal.

Student Goal Data:

Other Student Goal Data, if applicable:

Instructional or Professional Practices Goal Data:

Other Instructional or Professional Practices Data, if applicable:

Section 6b: Reflections and Feedback
Does the academic or behavioral evidence indicate your students have benefited from your professional learning? Reflect on the contributing factors for your answer.

Educator End of Year Reflections:

Administrator End of Year Feedback:

Final Review Date Educator Signature Administrator Signature

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

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

Marzano Observation Instruments	Location in Evaluation Plan	Cycle
Domain 1: Overall Classroom Strategies and Behavior Form	Appendix D	2, 5, 8
Domain 2: Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E	1
Domain 2: Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F	4
Domain 2: Planning Conference Structured Interview Enacting on the Spot	Appendix G	7
Domain 3: Planning Conference Structured Interview Reflecting on Teaching	Appendix H	3, 6, 9
Domain 4: Planning Conference Structured Interview Collegiality and Professionalism	Appendix I	10

or

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

Important Web Sites/Pages

http://www.gcps.k12.fl.us/ - Gadsden County Schools

www.fl.nesinc.com - FTCE/FELE Home

http://www.fldoe.org/teaching/certification/

http://www.fldoe.org/teaching/just-for-teachers-community/

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

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

http://www.fldoe.org/ - Florida Department of Education

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.56.html - 1012.56 Educator certification requirements.

http://my.paec.org/