

Teacher Induction Program



“Growing Great Teachers”

Duval County Public Schools
Jacksonville, Florida

2009 - 2010

DUVAL COUNTY PUBLIC SCHOOLS

Jacksonville, Florida

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TEACHER INDUCTION PROGRAM
TABLE OF CONTENTS

Statement of Purpose	4
Vision	4
Selection Criteria for Mentor	5
Individual Responsibilities	5
Program Requirements	7
Helpful Tips.....	7
Participant Information - OTE 119	8
Appeals Process Form	9
Observation Information.....	10
Educator Accomplished Practices: Professional Level	11
Educator Accomplished Practices: Preprofessional Level	12
Appendix	
How to Enroll Through the Schultz Center Website	14
Contact Log	15
Crisis Intervention Interview	16
Guidelines for Videotape/CD/Audiotape.....	18
Video Release Statement	19
Ethics Scenarios	20
Education Labels/Acronyms.....	21
Resource List.....	22

Observation Forms (available online at <http://www.duvalschools.org/newteachers>)

TEACHER INDUCTION PROGRAM

STATEMENT OF PURPOSE

The purpose of the Teacher Induction Program (T.I.P.) is to increase student learning by providing supervised support services for teachers during the first year of teaching in Florida, to assist in continuance of their professional development and to meet the requirements of Florida Statute 1012.56 (7)(b).

VISION

To provide a supportive structured program that will foster growth and commitment to excellence in teaching.

IDENTIFICATION OF PROGRAM PARTICIPANTS

Teachers new to Duval County will participate in the Teacher Induction Program.

LENGTH OF PROGRAM

All program participants should complete the Teacher Induction Program within the first 180 days of teaching. See page 8 for more details.

RESOURCE TEAM

The Resource Team consists of a mentor, principal or designee, the Professional Development Facilitator (PDF), and the novice teacher. Duties may include observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. *The observations conducted by the Resource Team will become a part of the novice teacher's portfolio.*

DESCRIPTION OF THE MENTOR

The mentor is an experienced, highly competent classroom teacher who demonstrates effective interpersonal communication skills in working with adults. The mentor serves as a resource and a role model of best practices. The mentor coaches, supports, and inspires the novice teacher to skillful practice.

SELECTION CRITERIA FOR MENTOR

1. The mentor will have a minimum of three (3) years' experience.
2. The mentor is a highly skilled classroom teacher with high expectations for students.
3. The mentor is willing to be a part of the professional development of a novice teacher, committing both time and energy in working with the novice teacher.
4. Whenever possible, the mentor is at the same grade level/subject as the novice teacher.
5. The mentor has been or is willing to be trained in Clinical Education. The formative process of the Florida Performance Measurement System (FPMS) is also recommended.
6. The mentor's classroom is located near the novice teacher's classroom whenever possible.

INDIVIDUAL RESPONSIBILITIES

The novice teacher will

1. meet with the mentor weekly at a scheduled time during the first semester, then not less than once a month for the remainder of the school year;
2. participate in scheduling classroom observations with a member of the T. I. P. resource team;
3. prepare with the mentor:
 - opening of school,
 - open house,
 - parent conferences,
 - learning and implementing school policies and procedures,
 - setting up, organizing, managing the classroom,
 - designing instructional units and obtaining the necessary resources,
 - and planning for instruction/assessment;
4. assist in the development of an Action Plan;
5. notify any member of the T. I. P. Resource Team of any concerns regarding program progress;
6. prepare all exhibits necessary for program completion; and
7. maintain a log of all meetings with the mentor. (This log should document the topics and recommendations that are discussed.) See Appendix page 44 for a sample contact log.

The mentor will

1. meet with the novice teacher weekly at a scheduled time during the first semester, then not less than once a month for the remainder of the school year;
2. attend T. I. P./mentor meetings;
3. observe the novice teacher using the FPMS formative and/or CLINICAL EDUCATOR TRAINING (C.E.T.) instruments within the designated timeline of the prescribed program to provide feedback, encouragement, and support;
4. work with the novice teacher with respect to the preparation for:
 - opening of school,
 - open house,
 - parent conferences,
 - learning and implementing school policies and procedures,
 - setting up, organizing, managing the classroom,
 - designing instructional units and obtaining the necessary resources,
 - and planning for instruction/assessment;
5. visit the novice teacher's classroom for the purpose of providing assistance;

6. maintain a log of all meetings with the novice teacher (This log should document the topics and recommendations that are discussed.);
7. monitor the novice teacher's progress;
8. assist in the development of the novice teacher's Action Plan;
9. ensure that all exhibits have been completed to assist with Accomplished Practices verification;
10. advise the principal on the novice teacher's progress toward completion of Action Plan;
11. implement the principal's requests; and
12. serve as a member of the T.I.P. Resource Team.

The principal will

1. review the section, "SELECTION CRITERIA FOR MENTOR," and then assign mentors to novice teachers;
2. convey expectations for performance in the induction program to both mentor and novice teacher(s);
3. conduct an initial screening process of the novice teacher within 45 days of hire using the Florida Performance Measurement System Screening/Summative Observation Instrument;
4. develop with the novice teacher an Action Plan at the initial screening post-conference with the assistance of the PDF and mentor;
5. review the Action Plan quarterly and modify, as necessary, with the novice teacher, PDF, and mentor;
6. review and amend the Action Plan at the start of the second year (if applicable);
7. provide resources to both the mentor and novice teacher as needed;
8. review the pairing of mentor/novice teacher each nine weeks for effectiveness in promoting instructional excellence;
9. select and activate the T. I. P. Resource Team when additional assistance is needed for the novice teacher and/or mentor;
10. serve as a member of the T.I.P. Resource Team;
11. ensure that the induction process is completed for each novice teacher;
12. submit to the district office no later than the last thirty (30) days of the school year verification that support has been provided and an Action Plan implemented; and
13. validate the completion of T.I.P. for the novice teacher.

The Professional Development Facilitator will

1. attend all scheduled PDF meetings;
2. assist the principal in identifying participants;
3. assist the principal in the selection of mentor teachers;
4. meet regularly with mentor teachers/novice teachers to provide support;
5. facilitate scheduling the dates for principal observations;
6. assist the mentor and novice teacher in scheduling formative observations throughout the year;
7. assist in the creation of an Action Plan for the novice teacher after the principal completes the initial screening;
8. assist in the review and/or amendment of the Action Plan in the T. I. P. participant's second year (if applicable);
9. serve as a member of the T. I. P. Resource Team;
10. provide resources to both the mentor and novice teacher as needed;
11. ensure that all exhibits have been completed to assist with Accomplished Practices verification; and
12. review all portfolio documentation prior to principal's final review.

REQUIREMENTS FOR PROGRAM COMPLETION

Florida Professional Certificated Teachers	
Teachers with less than one year of experience	Action Plan 1*
Teachers who have <u>not taught</u> in the last three years	Action Plan 1*
Teachers CANNOT be considered for exemption until a copy of the FL Professional Certificate is on file and documentation of current teaching experience is received from Human Resources (HR).*	
Florida Temporary Certificated Teachers	
Teachers who have completed PEC (Professional Education Competence; i.e. TIP) elsewhere in Florida	Action Plan 2*
Majoring in education from an accredited College or Dept. of Education	Action Plan 2*
All other majors	Action Plan 3
	or
	Alternative Certification Program (Application must be made.)
Vocational Teachers	Action Plan 3
Part-time Hourly Teachers	See certificate level above
<i>*Placement at a more supportive T.I.P. level is at the discretion of the principal.</i>	

Exempt needs:

- OTE 119/Appeals Forms
- Verification of Experience
- Assigned Buddy
- Copy of Florida Professional Certificate
- Exemption form to be completed by the principal

Action Plan 1 needs:

- OTE 119/Appeals Forms
- Copy of Florida Professional Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)-- Completed within first 45 days of hire]
- Action Plan
- Principal sign off at the end of the first 180 days

Action Plan 2 needs:

- OTE 119/Appeals Forms
- Copy of Florida Temporary Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)-- Completed within first 45 days of hire]
- Action Plan
- Demonstration of the Accomplished Practices as determined by the Action Plan
- Two (2) mentor observations
- Final Summative (Observation Information and SSOI)
- Principal sign off at the end of the first 180 days*

**Continuation in the Teacher Induction Program is contingent upon contract renewal and principal discretion.*

Action Plan 3 needs:

- OTE 119/Appeals Forms
- Copy of Florida Temporary Certificate
- Assigned mentor
- Initial screening [Observation Information and Screening/Summative Observation Instrument (SSOI)-- Completed within first 45 days of hire]
- Action Plan
- Demonstration of the 12 Accomplished Practices (Portfolio)
- Four (4) mentor observations
- Final Summative (Observation Information and SSOI)
- Principal sign off at the end of the first 180 days*

**Continuation in the Teacher Induction Program is contingent upon contract renewal and principal discretion.*

A GRAPHIC VIEW

	Exempt	Action Plan 1	Action Plan 2	Action Plan 3
OTE 119/Appeals	✓	✓	✓	✓
Initial Screening	Principal Discretion	✓	✓	✓
Mentor Observations	-	-	2	4
Action Plan	-	✓	✓	✓
Final Summative	-	-	✓	✓
Copy of Certificate	✓	✓	✓	✓
T.I.P. Documentation	-	Folder	Notebook	Portfolio

NOTE: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education.

HELPFUL TIPS

1. All coursework, testing and necessary certification information and questions are to be referred to the Certification Office at the Duval County School Board Building (390-2376).
2. Program should be completed within the first 180 days from hire date. See “Action Plan 2 needs” and “Action Plan 3 needs” for more details.
3. It is the responsibility of the T.I.P. Resource Team to ensure timely scheduling of observations.
4. All exhibit documentation must be created and completed by the participant.
5. Principals may require more than the minimum observations and Accomplished Practice documentation for completion of the T.I.P. program.
6. Successful completion of all exhibits alone does NOT indicate mastery of Accomplished Practices.

The principal will determine successful completion of the program and exit date (within established guidelines).

**TEACHER INDUCTION PROGRAM (T.I.P.)
PARTICIPANT INFORMATION
(OTE 119)**

Action Plan # _____

Name: _____
(Last, First, Middle)

Contact: _____
(Street) (City) (State) (Zip Code) (Home Phone)

TEACHING ASSIGNMENT INFORMATION

School _____ Grade/Subject _____ Date Employment Began (m/d/y) _____ Mentor Name _____

TEACHER TRAINING INFORMATION

Bachelor's Degree:

Institution: _____ State: _____

Program Major: _____ Date of Graduation (m/d/y): _____

Practicum Teaching/ Internship: _____ Yes _____ No

School: _____
(Name) (City/State) (Grade/Subject taught)

Graduated from the following College/Department: (Check One)
 _____ Education _____ Arts & Science _____ Other (Specify)

Degrees Other Than Bachelor's: _____ Yes _____ No

(Degree) (Institution) (Graduation Date) (College/Dept.) (Program Major)

Pre-K – 12 TEACHING EXPERIENCE (exclude substitute teaching)

Please List (beginning with most recent):

Grade/Subject	Years (e.g., 2003-2004)	Name of School	School District/State	Certificate Type (e.g., Temporary or Professional)

COLLEGE TEACHING EXPERIENCE

Please List:

Subject	Years (i.e., 2003-2004)	Institution	State/ Country

** _____ (please initial) T.I.P. participants should complete the program within the first 180 days from date of hire.

Participant's Signature

Date of Signature

OTE 119 Send completed copy to Professional Development within 10 days.

APPEALS PROCESS

NAME: _____

The Principal or designee will conduct a conference with any teacher who will receive an unsatisfactory/non-completion statement. During this conference the appeals process will again be explained to the participant.

Any beginning teacher who does not successfully complete the Induction Program in Duval County may appeal in writing through the following progressive levels:

Level One: Principal

Level Two: Supervisor of the Teacher Induction Program

Level One: After receiving written notification of non-completion, the beginning teacher will have ten (10) calendar days to submit a written request to his/her principal requesting reconsideration of the non-completion decision. The principal shall respond to the teacher in writing. If the principal upholds the initial decision, the beginning teacher may appeal to the next level.

Level Two: After receiving a written response from the principal, the beginning teacher will have ten (10) calendar days to submit a written request for a hearing to the Supervisor of the Teacher Induction Program. The Supervisor of the Teacher Induction Program will arrange a meeting of the Appeals Committee to hear the beginning teacher's appeal.

The Appeals Committee will consist of administrators, peer teachers, and successful beginning teachers. The number of people on the committee will be no less than three and will not exceed five. The Supervisor of the Teacher Induction Program will facilitate the Appeals Committee meeting. The beginning teacher must personally make a presentation to the Appeals Committee and shall speak only to how he/she has met the criteria for success in the Induction Program. The members of the committee will vote as to whether to uphold the principal's decision. The Supervisor of the Teacher Induction Program will notify in writing the decision of the committee to the beginning teacher within ten (10) days of the decision.

It shall be the burden of the beginning teacher to show that he/she has met the criteria for successful completion of the Induction Program. F.S. 1012.56 (7)(b)

I have read the Duval County Appeals Process and understand it.

Participant's Signature

Date of Signature

OBSERVATION INFORMATION

All observations must include:

- *Pre-Observation Conference Process
- *Observation Instrument
- *Post-Observation Conference Planning Guide
- *Refer to appropriate action plan for specific directions and required forms*

Required Observation: FPMS Initial Screening Observation (Observation Information & SSOI)

- ◆ Must be completed by the principal or building administrator
- ◆ Must be completed within the first 45 days of hire
- ◆ Must include the teacher's and the observer's signatures
- ◆ Must be at least 30 minutes in length
- ◆ Must include the following:
 - ◆ Pre-Observation Conference Process form
 - ◆ Observation Information form
 - ◆ Observation Instrument (SSOI)
 - ◆ Post-Observation Conference Planning Guide form

Optional Formative Observations:

The following observations may be completed by mentors trained in FPMS:

- a. FPMS DOMAIN 1.0: Instructional Planning
- b. FPMS DOMAIN 2.0: Management of Student Conduct
- c. FPMS DOMAIN 3.0: Instructional Organization and Development
- d. FPMS DOMAIN 4.0: Presentation of Subject Matter
- e. FPMS DOMAIN 5.0: Communication – Verbal and Nonverbal
- f. FPMS DOMAIN 6.0: Testing – Student Preparation, Administration, and Feedback

The following observations may be completed by mentors trained in C.E.T.:

- a. C.E.T. - Selected Verbatim
- b. C.E.T. - Verbal Flow
- c. C.E.T. - At-task
- d. C.E.T. - Classroom Traffic
- e. C.E.T. - Anecdotal

Required Observation for Action Plan 2 and 3: FPMS Final Summative Observation (Observation Information & SSOI)

- ◆ Must be completed by the principal or building administrator
- ◆ Must be completed prior to the last 10 days of the academic year
- ◆ Must include the teacher's and the observer's signatures
- ◆ Must be at least 30 minutes in length
- ◆ Must include the following:
 - ◆ Pre-Observation Conference Process form
 - ◆ Observation Information form
 - ◆ Observation Instrument (SSOI)
 - ◆ Post-Observation Conference Planning Guide form

Note: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education. Contact your cadre for these forms.

Educator Accomplished Practices: Professional Level

Assessment: The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.

Communication: The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/He communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

Continuous Improvement: The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to lifelong learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in in-service, participation in school/community committees, and designing and meeting the goals of a professional development plan.

Critical Thinking: The professional teacher uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

Diversity: The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and support.

Ethics: The professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Human Development and Learning: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and development level.

Knowledge of Subject Matter: The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings." The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources, which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

Learning Environments: The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences that would create such an environment, and by honoring dissent.

Planning: The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

Role of the Teacher: The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

Technology: The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/He provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

Educator Accomplished Practices: Preprofessional Level

Assessment: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive social, linguistic, cultural, emotional, and physical needs.

Communication: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Continuous Improvement: The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Critical Thinking: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

Diversity: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Ethics: The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Human Development and Learning: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Knowledge of Subject Matter: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

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

Planning: Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Role of the Teacher: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Technology: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

APPENDIX

How to enroll through the Schultz Center website

Crisis Intervention Interview (Accomplished Practice 6)

Contact Log

Videotape Guidelines (Accomplished Practices 3 & 9)

Release Statement

Ethics Scenarios (Accomplished Practice 6)

Education Labels/Acronyms

Observation Forms (available online at www.duvalschools.org/newteachers)

How to Enroll Through the Schultz Center Website

In order to enroll in professional development classes (face-to-face, online or other), you will need to enroll through the Schultz Center website. Go to

<http://www.schultzcenter.org>

On the left side, click on Course Registration System and then click on Register Online. This will take you to the ERO website.

Your user id is your 8 digit personnel number. (Your school bookkeeper can help you if you do not know this.)

Example: 00012345

OR

90012345

Your password is the number 3 followed by your school's number PLUS the last 4 digits of your personnel number. If your school number is 987, then your password would be 39872345.

If you have a 1 or 2 digit school number, you would insert zeros. For example, if your school number is 4, then your password would be 30042345.

After you are signed in, click on the tab labeled Course Catalog. Click on the Search button and all of the courses offered will be displayed. Courses are listed alphabetically.

Select the course you want to enroll in by clicking on the name of the class. If seats are available, you can click on the green Register button. If it is full, you can still click on the button that will add you to the waiting list. You will get an email if a spot opens up for you.

Follow the rest of the prompts, and you will be registered.

To get your certificate of completion:

After you complete the course, go back and enter the Course Registration/ Register Online site. Instead of clicking on the Course Schedule tab, click on the My Transcripts tab. To the left of the course that you completed, it should say Certificate in blue (if a certificate is available). Click on the Certificate and you can print it for your records and/or TIP portfolio. Make sure you change the printing options so that it will print landscape.

Crisis Intervention Interview

T.I.P. Participant _____
Guidance Counselor Signature _____ Date _____

This survey interview instrument should be completed by the T.I.P. participant and reviewed with the guidance counselor.

1. List causes that could contribute to a student experiencing severe emotional distress.

2. Describe a situation in which you have identified a student in severe emotional distress. (Include verbal and nonverbal signs, the action(s) taken and the result(s).)

3. What alternatives are available if the situation in number 2 is beyond what you alone could handle?

4. List the behaviors that could indicate a student might be suicidal.

5. List behaviors that could indicate a student has been physically or sexually abused.

6. What is the policy at your school for reporting child abuse?

7. What strategies would you use to help a student whose parents are going through a divorce?

8. List signs/behaviors that could indicate substance abuse.

9. List appropriate interventions and referral procedures for reporting substance abuse.

10. What strategies would you use to help a student cope with a personal loss (death, separation, teenage romance, breakups, etc.)?

11. Briefly describe Emergency Exit Procedures (fire, tornado, etc.).

12. Briefly describe what constitutes a Class I, II, III, and IV offense under the Student Conduct Code.

I.

II

III

IV

GUIDELINES FOR VIDEOTAPE/CD/AUDIOTAPE

Must be at least 30 minutes in length, to include:

- Introduction of lesson
- Actual teaching (at least 20 minutes)
- Review/Summary

Video/CD:

- Record on a VHS tape, CD or DVD.
- Teacher should be visible throughout the video.
- Video should have good quality.
- Video should scan class periodically.
- If students are shown in the video, complete the release statement. See page 48.

Audio:

- Record on a cassette tape.
- Verbal communications must be clear throughout the tape.

Commentary Directions/Written Summaries:

Accomplished Practice 3 - Continuous Improvement

Reflect on the classroom environment including the use of:

- rituals and routines,
- procedures,
- praise, and
- consequences.

Questions to answer:

- What did you do well?
- What disappointed you? Why?
- What would you do differently? Why?

Accomplished Practice 9 – Learning Environments

Reflect on the classroom environment including the use of:

- rituals and routines,
- procedures,
- praise, and
- consequences.

Discuss the following:

- How did you handle disruptions during the lesson?
- Discuss positive and negative attributes of your classroom environment.
- Discuss your short and long term professional goals that relate to the learning environment.

The intent of the video is for the teacher to reflect upon and critique his/her teaching.

Release Statement

I hereby authorize the filming/videotaping/photographing of my child/dependent, _____.
The intent of this media is for the teacher to reflect upon and critique his or her own teaching. The video will be viewed by the teacher and a mentor and is not intended for general broadcast.

I understand that the Duval County School Board is not a party to this filming/video production and will hold the Duval County School Board and its employees harmless from any liability in connection with this production.

Parent/ Guardian Signature

Date

Ed Pratt-Dannals, Superintendent of Schools

Duval County Public Schools is committed to providing all Duval County students with a high-quality, rigorous education that will inspire them to dream and reach their goals.

Ethics Scenarios

An educator discusses information from “Dave’s” cumulative folder while in the presence of another teacher, a school volunteer, and students.

A teacher has walked away from his computer without logging off. A student sits down and, still logged in as the teacher, sends inflammatory e-mails to students and posts similar messages on the class newsgroup.

A teacher had shared with her students in one of her classes that she really wanted the new Jaguars poster. She was delighted to receive one in May from a senior in one her classes. She felt that if he cared enough about her to give such a prized poster, she would give him extra make-up work so that he could pass her class and the other kids would never know the difference.

A teacher was driving home after a party at a friend’s house and was pulled over by the local highway patrol. She was embarrassed as she went through the paces and was required to take a Breathalyzer test. Due to the reading she was arrested for DUI, taken down to the jail, arrested, and later released on bail. She was so glad that no one from work had seen her by the side of the road or knew about her arrest. She told no one.

A teacher has a standing offer for tutoring on Wednesdays, after school, in his classroom. Generally there are four to five students who attend. On the first Wednesday after winter break only one 8th grade girl comes to his room for tutoring after school. The teacher continues the tutoring session as planned.

Several students have asked their teacher if they can stay in her room rather than going to the cafeteria for lunch. They all had brought their own lunch from home. The teacher agrees, although she tells them she will be in the room next door. She instructs the students they must keep their voices down, cannot get on the computers, and should stay seated at the table where they are eating. The teacher checks in on the students in her room every five to ten minutes.

Over the winter holiday a student e-mails her teacher asking how the teacher’s holiday was. The student shares a list of presents she received and a rundown of the activities she did. The teacher sends a response indicating that she had a fun visit with her family in her home state and that she and her boyfriend also went to St. Augustine for a day. As the year goes on, the teacher and the student continue to exchange casual e-mails filling each other in on simple events in their lives.

Education Labels/Acronyms

ADD/ADHD	Attention-Deficit Disorder/ Attention-Deficit/Hyperactivity Disorder
AFT	American Federation of Teachers
ASCD	Association for Supervision and Curriculum Development
AVID	Advancement Via Individual Determination: a program designed to help underachieving secondary students
Cadre	Group of educators who support teachers new to Duval County Public Schools; district T.I.P. contact persons
C.E.T.	Clinical Educator Training: training for principals and mentors enabling them to coach and observe novice teachers
DCPS	Duval County Public Schools
DCSB	Duval County School Board
DOE	Department of Education: Florida State Department of Education
DSC	District Standards Coach: district resource person for standards-based education
Domain	Area of focus in the FPMS observation system
DTU	Duval Teachers United
EH	Emotionally Handicapped
ELL	English Language Learners
EMH	Educable Mentally Handicapped
ESE	Exceptional Student Education
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FCAT	Florida Comprehensive Assessment Test: statewide student achievement test
FDLRS	Florida Diagnostic & Learning Resource System: support system for ESE
FEA	Florida Education Association
FPMS	Florida Performance Measurement System: classroom observation system used for T.I.P. participants
Formative	Term used to denote a coaching model or assessment
FTE	Full Time Equivalent (Students): student enrollment used for funding schools
GGD	Grade Gathering Document used to record report card grades at the end of the marking period
GKE	General Knowledge Examination: state-mandated test used to prove competency in basic skills
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan: education plan for any ESE student
IPDP	Individual Professional Development Plan
IR	Intensive Reading
IT	Instructional Technology
LEP	Limited English Proficient
NCEE	National Center on Education and the Economy
NCLB	No Child Left Behind
NEA	National Education Association
NWEA	Northwest Evaluation Association: an organization working to promote data driven instruction
OTE	Office of Teacher Education
PDF	Professional Development Facilitator: school-based contact person for T.I.P. program
PEC	Professional Education Competencies (T.I.P. in Duval County)
PET	Professional Education Test
PMP	Progress Monitoring Plan: state-mandated instructional plan for low-achieving students
SOE	Status of Eligibility: document from the state DOE that specifies requirements for certification
SLD	Specific Learning Disability
SSS	Sunshine State Standards
SSOI	Screening/Summative Observation Instrument: FPMS observation instrument used by the administrator
SSP	Student Services Personnel: guidance counselors, school psychologists, speech therapists, social workers
Summative	Term used to denote a final evaluation of performance
TAI	Teacher Assessment Instrument: data collection instrument used by administrators
TAS	Teacher Assessment System: the teacher evaluation system used in Duval County
TDE	Temporary Duty Elsewhere: work performed away from normal work site
T.I.P.	Teacher Induction Program: Duval County Public Schools' state-mandated Professional Education Competence Program
TMH	Trainable Mentally Handicapped
VE	Varying Exceptionalities
ZIP	Zeroing in on Prevention

RESOURCE LIST

Alternative Certification - DCPS	390-2627
Certification	390-2376
Diversity	348-7737
ESOL	348-7887
Highly Qualified Teachers	390-2542
In-service Points	See the CRT operator at your school.
Professional Development	348-7807
Recertification	348-7775
Schultz Center	348-5757
Teacher Induction Program	348-7769
Transition to Teaching	390-2502