

ACTION PLAN 3

TEACHER INDUCTION PROGRAM

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OBSERVATION INFORMATION

All observations must include:

- *Pre-Observation Conference Process
- *Observation Instrument
- *Post-Observation Conference Planning Guide

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.

Instructions for Completion of Initial Screening/Final Summative Paperwork

1. A pre-observation conference will be scheduled with the appropriate administrator.
2. Novice teacher will complete the Pre-Observation Conference Process form prior to meeting.
3. Novice teacher will fill in “Teacher’s Name” and “School Name” on the Observation Information form.
4. During the pre-observation conference the novice teacher will share his/her lesson plan and final decisions will be made concerning date and time of the scheduled observation.
5. The observing administrator will complete the remainder of information on the Observation Information form and the SSOI form during the observation itself.
6. A post-observation conference will be scheduled between the novice teacher and the observing administrator. It is recommended that this post-observation conference occur within 3 days of the observation but not on the day of the observation itself.
7. During the post-observation conference the observing administrator will fill in the Post-Observation Conference Planning Guide. Both the novice teacher and the principal will sign the Observation Information form.

PRE-OBSERVATION CONFERENCE PROCESS

Circle one: Initial Screening/Final Summative

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures:

___ Identify lesson objective:

___ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

- ___ Concept
- ___ Law/Law-like Principle
- ___ Academic Rule
- ___ Value Judgment

___ Identify relevant classroom information:

- a.) Classroom discipline:
- b.) Management of materials:
- c.) Questioning techniques:
- d.) ESE students:
- e.) Other:

___ Identify/review areas of focus:

- a.) Observation instrument:

___ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

Additional space may be required.

OBSERVATION INFORMATION (PLEASE PRINT)

Teacher's Name:

(Last)

(First)

(Middle)

District Name: _____ Duval _____ **Number:** 0 1 6

School Name: _____ **Number:** 3 _____

Observer's Name:

(Last)

(First)

(Middle)

Position: 1. Principal 2. Other Administrator

Class: ____ ____ Grade Level (Specify one level only - For Adult Education, Mark Level 13
For Kindergarten or Preschool, Mark 00
For multi-grade, Mark Level MG)

Subject Area Observed: _____

Observation Information: Date: ____ ____ / ____ ____ / ____ ____

Time Observation Begins: ____ ____ : ____ ____ **Observation Ends:** ____ ____ : ____ ____

Test Begins: ____ ____ : ____ ____ **Test Ends:** ____ ____ : ____ ____

Type of Classroom/Facility in Which the Observation Occurred:

- 1. Regular Classroom - Self-contained, Open, Pod
- 2. Laboratory or Shop
- 3. Field, Court, or Gymnasium
- 4. Media Room or Library

Total Number of Students in Class ____ ____

Type of Observation:

- | | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Screening Observation | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |
| Summative Observation | <input type="checkbox"/> 1. | <input type="checkbox"/> 2. | <input type="checkbox"/> 3. | <input type="checkbox"/> 4. |

Methods Used in the Observed Lesson:

- Lecture Interaction/Discussion Independent Study/Lab or Shop Work

Sign during post-observation conference:

Teacher's Signature: _____

Observer's Signature: _____

*Send completed copy to Professional Development within 10 days of observation.

Teacher Name _____

Date _____

Florida Department of Education
 DIVISION OF HUMAN RESOURCE DEVELOPMENT
 FLORIDA PERFORMANCE MEASUREMENT SYSTEM
 SCREENING/SUMMATIVE OBSERVATION INSTRUMENT

Number of Students Not Engaged

1 2 3 4

DOMAIN		TOTAL FREQ.	FREQUENCY	FREQUENCY	TOTAL FREQ.		
3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT	1. Begins instruction promptly					1. Delays	
	2. Handles materials in an orderly manner					2. Does not organize materials systematically	
	3. Orients students to class work/maintains academic focus					3. Allows talk/activity unrelated to subject	
	4. Conducts beginning/ending review					4.	
	5. Questions: academic comprehension/ lesson development	a. single factual (Domain 5)					5. a. Allows unison response
		b. requires analysis/reasons					b. Poses multiple questions asked as one
							c. Poses nonacademic questions/nonacademic procedural questions
	6. Recognizes response/amplifies/gives correct feedback					6. Ignores student or response/expresses sarcasm, disgust, harshness	
	7. Gives specific academic praise					7. Uses general, nonspecific praise	
	8. Provides for practice					8. Extends discourse, changes topic with no practice	
9. Gives directions/assigns/checks comprehension of homework, seatwork assignments/gives feedback					9. Gives inadequate direction on homework/no feedback		
10. Circulates and assists students					10. Remains at desk/circulates inadequately		
4.0 PRESENTATION OF SUBJECT MATTER	11. Treats concepts-definitions/attributes/examples/nonexamples					11. Gives definition or examples only	
	12. Discusses cause-effect/uses linking words/applies law or principle					12. Discusses either cause or effect only/uses no linking word(s)	
	13. States and applies academic rule					13. Does not state or apply academic rule	
	14. Develops criteria and evidence for value judgment					14. States value judgment with no criteria or evidence	
5.0 COMMUNICATION VERBAL AND NONVERBAL	15. Emphasizes important points					15.	
	16. Expresses enthusiasm verbally/challenges students					16.	
	17.					17. Uses vague/scrambled discourse	
	18.					18. Uses loud, grating, high-pitched, monotone, or inaudible talk	
	19. Uses body behavior that show interest-smiles, gestures					19. Frowns, deadpan or lethargic	
2.0 MANAGEMENT OF STUDENT CONDUCT	20. Stops misconduct					20. Delays desist/doesn't stop misconduct/desists punitively	
	21. Maintains instructional momentum					21. Loses momentum-fragments nonacademic directions, over dwells	

Observer's Notes: _____

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POST-OBSERVATION CONFERENCE PLANNING GUIDE

Circle one: Initial Screening/Final Summative

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

1. _____
2. _____
3. _____

- C.E.T. observation
- Temporary Duty Elsewhere (TDE)
- Collegial observation
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation : _____

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.

Teacher Induction Program Action Plan 2 & 3 Guidelines Temporary Certificate

- The FPMS Initial Screening will be completed within 45 days of hire.
- The Action Plan will be developed within five days of the Initial Screening post-conference by the resource team: principal, mentor, PDF and the novice teacher.
- Based on the principal's FPMS Initial Screening, the principal will check the Accomplished Practices that have not been satisfactorily mastered at the preprofessional level.
- The Accomplished Practices that have been checked will serve as the area of focus for the participant to address. **Additional Accomplished Practices and/or strategies may be added to the Action Plan if areas of concern arise as formative and other informal observations take place.
- During the Initial Screening post-conference the resource team will review the Accomplished Practice(s) that have not been mastered. The team and the teacher, together, will identify activities and strategies that will assist in achieving mastery of these Accomplished Practices at the preprofessional level.
- Any T.I.P. participant on an Action Plan 3 is also responsible for completing a minimum of two (2) indicators for each of the twelve (12) Accomplished Practices, portfolio pages 35-41. The resource team may wish to use the portfolio indicators as the basis for developing Action Plan strategies. These should be activities that will support the participant in the completion of the portfolio indicators.
- Action Plan strategies are NOT restricted to support of the portfolio indicators. Additional strategies or activities specific to the participant's setting or area of concern may be necessary.
- Mentor observations and feedback may serve as strategies that focus on the identified Accomplished Practice(s) where a need has been identified.
- The resource team will meet quarterly to monitor progress; these dates will be indicated on the Action Plan.
- The Action Plan must include anticipated dates for completion.
- The Action Plan must include the date of actual completion, and the principal or designee must initial that the strategy has been completed. Completion of a strategy does not indicate that the Accomplished Practice(s) has been satisfactorily demonstrated.
- The FPMS Final Summative observation will be completed prior to the last 10 days of the academic year.
- Based on the principal's FPMS Final Summative, he/she will check for the Accomplished Practices that have been satisfactorily demonstrated.
- At the Final Summative post-conference the principal will determine that:
 - the participant has satisfactorily demonstrated all Twelve Accomplished Practices at the preprofessional level and has completed the Teacher Induction Program;
 - the participant has made significant progress toward satisfactorily demonstrating the Twelve Accomplished Practices and his/her T.I.P. program should be continued for an additional school year to allow him/her the opportunity to satisfactorily complete T.I.P. (**contingent upon contract renewal**); or
 - the participant has not satisfactorily demonstrated the Accomplished Practices.
- The principal will sign off verifying the successful completion of the Teacher Induction Program.

Teacher Induction Program - Action Plan 3

School _____ Date Initiated _____

Teacher's Name _____ Teacher's Signature _____

Principal's Signature _____ PDF's Signature _____

Mentor's Signature _____

Based upon the FPMS SSOI, check the Accomplished Practice(s) that **HAVE NOT** been satisfactorily demonstrated. Create strategies and activities to assist in achieving mastery of the indicated Accomplished Practice(s).

ONE: Assessment		SEVEN: Human Development and Learning	
TWO: Communication		EIGHT: Knowledge of Subject Matter	
THREE: Continuous Improvement		NINE: Learning Environments	
FOUR: Critical Thinking		TEN: Planning	
FIVE: Diversity		ELEVEN: Role of the Teacher	
SIX: Ethics		TWELVE: Technology	

Accomplished Practice #	Strategy	Anticipated Date of Completion	Actual Date of Completion	Initial Upon Completion (Admin, PDF, Mentor)
AP # 1-12	Demonstrate the 12 Accomplished Practices via portfolio.			
AP #	Four mentor observations.			
AP #				
AP #				
AP #				
AP #				

Mentor Observation Dates: _____

Monitoring Dates: _____

Initial and Sign at the end of the first year:

_____ **Contingent upon contract renewal**, it is recommended that the Teacher Induction Program participant continue for an additional 180 days in order to have the opportunity to satisfactorily demonstrate The Twelve Accomplished Practices at the pre-professional level.

_____ The T.I.P. participant **has NOT** successfully completed the Teacher Induction Program.

Principal _____ Date _____

Sign at the completion of the T.I.P. program:

_____ The T.I.P. participant **HAS** successfully completed the Teacher Induction Program.

Principal _____ Date _____

Action Plan #3

Portfolio

Action Plan #3 information and artifacts should be kept in a 2-3” binder to include the following TABS (see next page) for completion of all requirements.

TABS: (19)

OTE 119/Appeals Process Forms

Certificate

Observations: (Initial/Summative)

These items need to be included behind this tab for both observations:

- Pre-observation Conference Process form
- Lesson Plan
- Observation Information form
- SSOI
- Post-observation Conference Planning Guide form

Mentor Observations

These items need to be included behind this tab for all 4 observations:

- Pre-observation Conference Process form
- Lesson Plan
- Screening Tool
- Post-observation Conference Planning Guide form

Action Plan

The Action Plan needs to be signed, dated, and completed in all appropriate areas.

Artifacts:

Educator Accomplished Practices Verification checklist (pages 36-42)

12 TABS (Each Accomplished Practice will have a separate TAB.)

- 1) A minimum of two (2) artifacts are required for each Accomplished Practice.
- 2) Additional artifacts may be required per the indicators listed on the Action Plan. Place artifacts behind the appropriate Accomplished Practice.

T.I.P. Booklet

Action Plan #3 TABS

Cut tabs out along the solid lines. Fold and insert into the tab holder.

OTE 119/Appeals

OTE 119/Appeals

Certificate

Certificate

Observations

Observations

Mentor Observations

Mentor Observations

Action Plan

Action Plan

Artifacts

Artifacts

Assessment

Assessment

Communication

Communication

Continuous
Improvement

Continuous
Improvement

Critical Thinking

Critical Thinking

Diversity

Diversity

Ethics

Ethics

Human Development
and Learning

Human Development
and Learning

Knowledge of
Subject Matter

Knowledge of
Subject Matter

Learning Environment

Learning Environment

Planning

Planning

Role of the Teacher

Role of the Teacher

Technology

Technology

TIP Booklet

TIP Booklet

**EDUCATOR ACCOMPLISHED PRACTICES VERIFICATION
PREPROFESSIONAL LEVEL
Duval County Teacher Induction Program**

Directions:

- 1. T.I.P. PARTICIPANT MUST COMPLETE A MINIMUM OF TWO (2) INDICATORS FOR EACH ACCOMPLISHED PRACTICE.**
- 2. All documentation must be developed by the participant during participation in the Teacher Induction Program.**
- 3. Mentor or PDF must initial and date the demonstration of each completed indicator.**
- 4. Appropriate university or college course work may suffice as having completed up to six of the Accomplished Practices. Read artifact description for requirements. The course work must have been completed within the past five years. Submit a copy of the transcript and the syllabus or the course catalog description as verification.**
- 5. An artifact may be used as documentation under no more than two Accomplished Practices, when appropriate.**
- 6. Some artifacts require a written reflection.**

REMINDER: ANY PERSONAL STUDENT OR PARENT INFORMATION INCLUDING NAME, STUDENT ID, SOCIAL SECURITY NUMBER, OR PHONE NUMBER MUST BE REMOVED FROM ALL ITEMS INCLUDED IN YOUR PORTFOLIO.

SPECIAL NOTES: Principals may require more than the minimum indicators.
Exhibits alone do not indicate mastery of the Accomplished Practices.

1. Assessment

- _____ a. Implement and submit three different types of assessment tools used to determine student mastery. Explain how each one was utilized in the classroom.
- _____ b. Develop an original assessment rubric that identifies the performance objectives for the student work. Provide a copy of the lesson plan and the rubric and explain how it met the objectives.
- _____ c. Create and administer a chapter or unit exam. Analyze the results in terms of individual items. Submit the analysis with a conclusion regarding both individual and group mastery of the items.
- _____ d. Interpret, with PDF or mentor, district level student data, such as AIDE, and identify student strengths and weaknesses. Explain how you would utilize this information in planning instruction for your classroom.
- _____ e. Summarize how you have modified instruction based upon assessed student performance on a task. Submit a copy of the student task.
- _____ f. Include an assessment rubric and written teacher commentary which provides feedback to the student as demonstrated through three work samples from the same assignment that reflect different levels of achievement.
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

2. Communication

- _____ a. Attend the T.I.P. Communication workshop. Submit both certificate and workshop follow-up.
- _____ b. Conduct a parent conference with a mentor present. Have the mentor provide a list of the teacher's strengths and weaknesses. Write a summary and discuss how the information will be utilized for future conferences.
- _____ c. Design a class or school newsletter that is sent home at least monthly. Submit three copies of the various newsletters.
- _____ d. Submit two teacher-written parent letters or information letters (e.g., syllabus, classroom management expectations, etc.).
- _____ e. Read an article on effective parent-teacher communication. Write a reflection on how this can be a vital component in student success and how you will implement these strategies into your classroom.
- _____ f. Complete online course "Effective Communication" through Blackboard. Submit certificate as verification. Successful completion of the online course can satisfy the entire Accomplished Practice (see appendix page 43 for directions on how to enroll in Blackboard through the Schultz Center website).
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

3. Continuous Improvement

- _____ a. Observe two different classrooms per month for at least two months. Write a summary of each observation and what was effective and could be utilized in your classroom. Be certain to identify in your summary what you were focusing on during your observation (e.g., classroom management techniques, questioning strategies, rituals and routines implementation).
- _____ b. View a Harry Wong training video or read *The First Days of School* and submit a written summary and reflection.
- _____ c. Videotape yourself teaching. Write a reflection on the classroom environment including the use of rituals and routines, procedures, praise, and consequences. (See Appendix pages 47-48 for guidelines, commentary directions and required release statement.)
- _____ d. Submit a copy of your in-service record. Provide a written reflection on the improvement in personal teaching practices gained through in-service participation.
- _____ e. Document participation as a member of any of the following:
 - School Improvement Team (SIT)
 - Shared-Decision Making Team (SDM)
 - Leadership Team (LT)
 - School and Community (SAC)
 - Other committee that has an educational focus _____Write a reflection on how being on this committee has affected your classroom.
- _____ f. Read the School Improvement Plan. Identify elements from your content area and reflect on how they could be implemented in your classroom.

- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

4. Critical Thinking

- _____ a. Attend the T.I.P. Instructional Strategies workshop. Submit both certificate and workshop follow-up.
- _____ b. Review Bloom's Taxonomy and/or Webb's Depth of Knowledge and explain the differences among the levels. Write a reflection on how you will implement this knowledge into your lesson planning and classroom activities.
- _____ c. Design learning activities that require higher-order thinking skills. Provide two lesson plans that require information gathering and problem solving, evaluative thinking, making judgments and drawing conclusions.
- _____ d. Document use of varied teaching materials to expand students' thinking abilities. Submit two lesson plans. Explain in writing why you selected these materials and how successful they were.
- _____ e. Incorporate effective instructional strategies (e.g. CRISS) into lesson development. Submit two lesson plans with strategies marked. Explain in writing why you selected these strategies and how successful they were.
- _____ f. Complete online course "Instructional Strategies" through Blackboard. Submit certificate as verification. Successful completion of the online course can satisfy the entire Accomplished Practice (see appendix page 43 for directions on how to enroll in Blackboard through the Schultz Center website).
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

5. Diversity

- _____ a. Attend the T.I.P. ESOL or site-based workshop. Submit certificate **and** reflect in writing how you will implement this knowledge into your teaching.
- _____ b. Attend the T.I.P. Diversity workshop. Submit both certificate and workshop follow-up.
- _____ c. Observe an ESOL class and take anecdotal notes. Summarize the observation and write a reflection on how this information could be used in your classroom.
- _____ d. Review one of the following: IEP, PMP, or LEPP. **Do not include a copy of these legal documents!** Identify three accommodations that are required and provide a lesson plan that incorporates at least one accommodation.
- _____ e. Read an article on diversity in the classroom. Identify one critical piece of information you gained from the article and reflect on how this new knowledge impacts your understanding of student learning.
- _____ f. Complete online course "Diversity" through Blackboard. Submit certificate as verification. Successful completion of the online course can satisfy the entire Accomplished Practice (see appendix page 43 for directions on how to enroll in Blackboard through the Schultz Center website).

- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

6. Ethics

- _____ a. Attend the T.I.P. Ethics or site-based workshop. Submit certificate **and** reflect in writing how you will implement this knowledge into your teaching.
- _____ b. Complete the Crisis Intervention Interview with a guidance counselor. See page 45 in the Appendix.
- _____ c. Review “The Code of Ethics and The Principles of Professional Conduct of The Education Profession in Florida” with PDF or mentor. Reflect in writing how you will implement this knowledge into your teaching.
- _____ d. Review two ethics scenarios and identify which Principle of Professional Conduct is violated. Write a summary for each which reflects appropriate teacher actions in accordance with “The Code of Ethics.” See page 49 in the Appendix for copies of the scenarios.
- _____ e. Meet with a school administrator to discuss your school’s protocol for zero tolerance offenses. Write a summary of the policies and procedures as they apply to situations which may occur in your classroom (e.g., a student threatens to harm another student, a student claims another student has a weapon, a student claims a classmate stole his MP3 player while they were in your classroom, etc.)
- _____ f. Read an article on plagiarism. Summarize in writing the content and explain the importance of teaching students about plagiarism.
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

7. Human Development and Learning

- _____ a. Attend the T.I.P. ESE or site-based workshop. Submit certificate **and** reflect in writing how you will implement this knowledge into your teaching.
- _____ b. Review one of the following: IEP, PMP, or LEPP. **Do not include a copy of these legal documents!** Identify three accommodations that are required and provide a lesson plan that incorporates at least one accommodation.
- _____ c. Select two previously taught lesson plans and explain how you would use alternative instructional strategies to teach the lessons again. Explain the rationale for choosing different strategies. Submit copies of the two lesson plans with the reflection.
- _____ d. Using AIDE data, submit two lesson plans that include strategies for addressing individual learning needs of the lowest quartile.
- _____ e. Summarize how you differentiate instruction in your classroom, considering the various learning styles, and provide two sample lesson plans, student products or activities as evidence.
- _____ f. Develop and submit two lesson plans that present concepts and include enrichment strategies that address different learning modalities.

- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

8. Knowledge of Subject Matter

- _____ a. Submit FPMS Domain 4 or C.E.T. observation cycle. Write a reflection on how your implementation of the strategies that were suggested during the post-conference has benefited your teaching.
- _____ b. Participate in collegial book study/talk related to subject matter and reflect in writing what you've learned.
- _____ c. Summarize planning and teaching decisions that result from collaborative team or subject area meetings.
- _____ d. Submit documentation of subject related in-service. Provide a written reflection on the improvement in personal teaching practices gained through this in-service participation.
- _____ e. Research a current issue related to your subject area in a professional journal or on a professional/academic website, and reflect in writing about its impact on your curriculum and instructional planning.
- _____ f. Observe two different master teachers (as defined by the principal) in your subject area. Write a summary of each observation and what was effective and could be utilized in your classroom.
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

9. Learning Environments

- _____ a. Attend the T.I.P. Rituals and Routines workshop. Submit both certificate and workshop follow-up.
- _____ b. Attend a CHAMPs (minimum 2-day) workshop. Submit one Classroom Activity Worksheet and one Classroom Transition Worksheet. Reflect on CHAMPs impact on student behavior.
- _____ c. Design a cooperative learning activity. Observe the students' behavior and keep an anecdotal record of their social skills. Submit the lesson plan, anecdotal record, and an analysis of the activity.
- _____ d. Videotape yourself teaching. Write a reflection on the classroom environment including the use of rituals and routines, procedures, praise, and consequences. (See Appendix pages 47-48 for guidelines, commentary directions and required release statement.)
- _____ e. Create an interdisciplinary unit in collaboration with a teacher from another discipline. Explain the planning process and include a copy of the unit.
- _____ f. Complete online course "Rules, Rituals and Routines" through Blackboard. Submit certificate as verification. Successful completion of the online course can satisfy the entire Accomplished Practice (see appendix page 43 for directions on how to enroll in Blackboard through the Schultz Center website).

- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

10. Planning

- _____ a. Attend the T.I.P. Lesson Planning workshop. Submit both certificate and workshop follow-up.
- _____ b. Complete Planning Questionnaire (available online) and discuss the answers with your mentor. Submit a copy of the questionnaire along with a reflection of your discussion.
- _____ c. Submit a lesson plan that you have taught and provide a self-reflection that demonstrates how you adapted instruction during the lesson in response to unexpected problems or opportunities.
- _____ d. Show evidence in writing of how data and/or assessment results have impacted your instructional planning.
- _____ e. Read professional research on differentiated instruction (e.g. Carol Ann Tomlinson). Explain the differences among differentiation of content, process and product. Select one type of differentiation and submit a lesson plan reflecting the implementation of differentiated instruction.
- _____ f. Complete online course “Elementary Lesson Planning” **OR** “Secondary Lesson Planning” through Blackboard. Submit certificate as verification. Successful completion of the online course can satisfy the entire Accomplished Practice (see appendix page 43 for directions on how to enroll in Blackboard through the Schultz Center website).
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

11. Role of the Teacher

- _____ a. Attend the T.I.P. Zeroing In on Prevention (ZIP) workshop. Submit certificate **and** reflect in writing how you will implement this knowledge into your teaching.
- _____ b. Submit copy of a guidance referral or summary of actions taken to obtain assistance for a student.
- _____ c. Submit a “Top Ten List for Parents” you created with suggestions that parents can use to help their children at home.
- _____ d. Document in writing how you have utilized volunteers within the classroom setting.
- _____ e. Document involvement in extra-curricular activities at your school (i.e., club sponsorship, coaching). Reflect in writing how this has increased your understanding of your students’ community.
- _____ f. Participate in the planning of a school-wide event (Fall Festival, Parent Education, Family Night, etc.) and reflect in writing about its benefits to the school.
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____

12. Technology

- _____ a. Demonstrate use of a computerized grade book program. Submit a copy of a grade book page with an explanation of the program.
- _____ b. Demonstrate use of educational software (e.g., Compass/Odyssey or Destination Success) for instruction. Submit an explanation of the software and its implementation in your classroom.
- _____ c. Research and develop two supplemental learning activities using the Internet. Provide two lesson plans which cite the Internet source and include the first page of the source.
- _____ d. Provide students the opportunity to use technology to research and collection information to use in a presentation. Submit the lesson plan with two student work samples that show the use of technology.
- _____ e. Create a PowerPoint presentation for instruction or Open House. Submit the handouts pages of the slides with no more than six slides per page.
- _____ f. Create a homepage through an online website (Schoolnotes.com, etc.). Keep communication up-to-date for students and parents, and submit samples with dates (over the course of at least one grading period) from your webpage.
- _____ g. Document university or college course work. (Participant must provide verification; see directions.) A university course can satisfy the entire Accomplished Practice by explaining in writing how you implemented knowledge from this course into your classroom and how it successfully enhanced student growth and performance.
- _____ h. Other _____