

ALTERNATIVE CERTIFICATION PROGRAMS

TEACHER INDUCTION PROGRAM

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

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.

Alternative Certification Programs At a Glance

Program	Alt Cert DCPS	Teach First Coast FCCJ	Educator Prep Institute (EPI) UNF	Second Career as a Teacher (SCAAT) JU Not an Alt Cert Program Course Work Only
Contact	Dr. Monica McAleer 390-2627	Dr. Kathleen Foley 633-8285	Dr. Betty Bennett 620-1823	Ms. Diana Peaks 256-7245
Certification Status	Temporary	Temporary	Temporary	Temporary
OTE 119/ Appeals Form	Yes	Yes	Yes	Yes
Initial Screening	Yes, by principal or principal's designee	Yes, by principal or principal's designee	Yes, by principal or principal's designee	Yes, by principal or principal's designee
Final Summative	Yes, by principal or principal's designee <i>Part of DCPS Alt Cert</i>	Yes, by principal or principal's designee	Yes, by principal or principal's designee <i>Part of UNF EPI</i>	Yes, by principal or principal's designee
Action Plan	3	3*	3	3
Accomplished Practices Demonstration Portfolio	Designed and evaluated by DCPS Alt Cert.	Demonstrated by completion of FCCJ Teach First Coast tasks	Designed and evaluated by UNF	Action Plan 3 T.I.P. portfolio as designed by DCPS Professional Development
Mentor	School-based	School-based	School-based	School-based
Observations	Mentor observations as defined by Alt Cert DCPS using Alt Cert forms	Mentor observations as defined by Action Plan 3	Mentor observations as defined by Action Plan 3	Mentor observations as defined by Action Plan 3
Exit Program	By DCPS Alt Cert	- Letter of Completion for FCCJ Teach First Coast - Completed Action Plan signed by principal - Exit DCPS T.I.P. through Prof. Dev.	By UNF EPI <i>(UNF EPI requires a signed completed Action Plan as part of teacher's portfolio)</i>	- Completed Action Plan signed by principal - Exit through Professional Development

***New Hires with a letter of completion from FCCJ Alt Cert program at the date of hire and a Temporary teaching certificate will be on Action Plan 2. Those exiting FCCJ Alt Cert program with a Professional certificate may be on Action Plan 1.**

DCPS Alt Cert.	www.duvalschools.org/static/wearedcps/joindcps/alternativecert
Teach First Coast FCCJ	www.fccj.edu/teachfirstcoast
Educator Prep Institute (EPI) UNF	www.unf.edu/coehs/epi/index.htm
Second Career as a Teacher (SCAAT) JU	www.ju.edu/programs/grad/tcp/default.aspx

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Teacher Induction Program - Action Plan 3 DCPS Alt Cert*

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 the DCPS Alt Cert Program.	Completed via DCPS Alt Cert Program		
AP #	Mentor Observations via the DCPS Alt Cert Program requirements.	Completed via DCPS Alt Cert Program		
AP #	Additional strategies may be added at the discretion of the principal.			
AP #				
AP #				
AP #				

Monitoring Dates: _____

Sign at the completion of the program:

_____ The novice teacher has NOT successfully completed this Action Plan.
Principal _____ Date _____

_____ The novice teacher HAS successfully completed the Action Plan.
Principal _____ Date _____

*Action Plan requirements subject to change.

Teacher Induction Program - Action Plan 3
FCCJ Teach First Coast*

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 the FCCJ Teach First Coast Alt Cert Program. Provide Certificate of Completion as documentation.			
AP #	Minimum 4 Mentor Observations (School Based)			
AP #	Additional strategies may be added at the discretion of the principal.			
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 requirements subject to change.

Teacher Induction Program - Action Plan 3 UNF EPI Alt Cert*
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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 the UNF EPI Alt Cert Program. (This strategy will be verified through UNF)	Completed via the UNF EPI Alt Cert Program		
AP #	Minimum 4 Mentor Observations (School Based)			
AP #	Additional strategies may be added at the discretion of the principal.			
AP #				
AP #				
AP #				

Mentor Observation Dates: _____

Monitoring Dates: _____

Sign at the completion of the program:

_____ The novice teacher has NOT successfully completed this Action Plan.
Principal _____ Date _____

_____ The novice teacher HAS successfully completed the Action Plan.
Principal _____ Date _____

*Action Plan requirements subject to change.