

**Clay County
Teacher Induction Program
Plan**

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Teacher Induction Program Handbook

CERTIFICATION OF APPROVAL

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I. STATEMENT OF PURPOSE

GOALS AND OBJECTIVES

The goal of the Clay County Teacher Induction Program (TIP) is to increase student learning by providing a set of supervised support services for the beginning teacher which will assist in the development, demonstration and documentation of teaching competence based on a system which provides technical and psychological support to the first year teacher; and at the same time, meet the requirements of Section 1012.56(8) Florida Statutes.

PHILOSOPHY

The Clay County Teacher Induction Program is based on a deep commitment to the improvement of teaching and learning in Clay County and to the professional development of teachers through a planned, supportive, competency-based program designed to meet the needs of the beginning teacher.

ASSUMPTIONS

Procedures for managing and implementing each of the components in the Clay County Teacher Induction Program are based upon a number of assumptions, which include:

1. There is a definite need for an extended introduction into the profession for new teachers prior to assuming duties as the teacher of record.
2. Better preparation will produce more effective teachers.
3. That effective teaching is the result of good training.
4. Experienced peer mentor expertise can be used to assist beginning teachers.
5. Collaboration between Clay County District Schools and other supporting agencies may be helpful in providing an effective beginning teacher program.
6. Content knowledge is an important component of a beginning teacher program which includes training in:
 - a. the requirements specified in state board rules for professional preparation;
 - b. a variety of data indicators for student progress;
 - c. methodologies including technology-based methodologies for teaching subject content that supports the Next Generation Sunshine State Standards;
 - d. the educator accomplished practices;
 - e. effective classroom management techniques
 - f. techniques and strategies for operationalizing the teacher role in assuring a safe learning environment;
 - g. methodologies for assuring the ability of all students to read, write, and compute;
 - h. required achievement of passing scores on the professional education competency examination;

II. CRITERIA FOR ADMISSION OF PARTICIPANTS INTO THE TEACHER INDUCTION PROGRAM

A beginning teacher is a teacher who holds a bachelor's degree, temporary certificate or equivalent vocational level temporary certificate and who has not completed the Teacher Induction Program. The successful teaching experience must satisfy these requirements:

1. A full school year is the period during which the schools are in regular session for the minimum number of one hundred eighty (180) days of instruction (or the equivalent on an hourly basis) including periods of pre and post planning days - or its equivalent ~~Section 228.041(5)~~ 1003.02 (G) 1 Florida Statutes.

2. Teaching experience for the Teacher Induction Program is defined by the state as full-time teaching in a publicly or state supported elementary or secondary school; or in a prekindergarten (ages three and four) school as defined in ~~Section 228.041(5), Florida Statutes~~, or in a birth through age two (2) school which is a public or state supported school or is a contractor for a public school system. Teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired. [6A-4.002(5) (a) 1. FAC]

3. Successful teaching experience for the Teacher Induction Program shall be documented by a notarized statement from the chief administrative officer of the school district or nonpublic school in which the experience was acquired or by acceptance of teaching experience through submission of a Clay County experience verification form.

PROGRAM DESCRIPTIONS AND REQUIREMENTS

Clay County District Schools will have five variations of the Teacher Induction Program:

- (1) TIP-Plus
- (2) TIP-ACP (Alternative Certification Program)
- (3) TIP-Ethics ~~Basic~~
- (4) TIP-EPI
- (5) TIP-90 Day

TIP-PLUS

Any new teachers who have not graduated from an approved teacher preparation program (usually non-education majors) have been enrolled in the Clay County TIP-Plus program. These teachers will not be participating in the Clay County Alternative Certification Program (ACP) classes or an EPI program through a college. Any required professional preparation training will be satisfied by attending local college classes. The TIP-Plus participants will:

- (1) Have a portfolio to demonstrate competency in the Accomplished Practices.
- (2) Have a peer teacher and support team chosen to assist the teacher.
- (3) Be observed within the first forty-five (45) days by the principal.
- (4) Be observed by his/her peer teacher in at least three (3) different formative observations. Clinical Educator Training (CET) tools or Clay Formative Observation Instruments may be used as observation instruments ~~in lieu of Florida Performance Measurement System (FPMS) formatives~~.
- (5) Be limited to the district level in the final step in the appeal process for a non-completer. The Department of Education will not be involved.
- (6) Be signed off by the Principal/Supervisor on the TIP-Plus program only if they have at least one hundred eighty (180) days of teaching including pre and post-planning. The cut-off date will be provided to the principals each year. Any teacher employed after this date will be considered a carry over into the new year (see the TIP Plan for a description of the alternative pre-planning option).
- (7) Demonstrate all competencies within the first year of employment (unless recommended for continuation by the Principal/Supervisor).
- (8) Will attend a minimum of two ~~TIP workshops offered by the Sprint Teachers~~ Clay County workshops including code of Ethics Training.

TIP-ACP

Any new teacher who has not graduated from an approved teacher preparation program (usually non-education majors) may ~~will~~ be enrolled in the Clay County TIP-Alternative Certification Program, if offered. The TIP-ACP participants will:

- (1) ~~Have~~ Complete a portfolio to demonstrate the Accomplished Practices.
- (2) Have a peer teacher, support team and ~~mentor teacher~~ other professional mentor assigned to assist the teacher.
- (3) Be a paid instructional employee of the Clay County School Board who holds at least a bachelor's degree and meets the subject area requirements in a subject area for a three-year temporary certificate.
- (4) Be observed within the first forty-five (45) days by the Principal.
- (5) Demonstrate successful completion of the ACP program including demonstration of the Accomplished Practices within the first year of employment unless the Principal recommends continuation into a second year.
- (6) Be limited as a non-completer to a district-level appeal.
- (7) Attend an orientation session prior to the start of the school year which will provide basic survival skills for teachers entering the profession without prior experience. This training will include program requirements, classroom management suggestions, Florida Code of Ethics training, etc.
- (8) Satisfy all ACP program requirements specified in the Alternative Certification Program (ACP) section of this manual.

~~TIP-BASIC~~ ETHICS

Florida graduates of approved teacher education programs do not have to participate in a ~~teacher induction program~~ state required professional education competence program. Clay County, however, will ~~may~~ enroll them in a Teacher Induction Program, TIP-Ethics Basic. ~~based upon the request of the teacher's Principal~~. Out-of-state teachers who graduated from state approved teacher training programs but have no teaching experience will be assigned to this program. This program consists of an orientation program best practices workshops and, upon the recommendation of the Principal, a mentor teacher providing assistance. Participants in the program will:

- (1) ~~if recommended by the Principal, have a peer teacher assigned to them who must document that he/she has made three formative observations (using FPMS formatives or CET instruments)~~. Be observed within the first forty-five (45) days.

~~(2) have his/her P peer teachers share observations with the principal to provide ideas for the teacher's professional development plan.~~

~~(3) not have a portfolio required if the teacher is a graduate of a Florida state approved program. of teacher preparation.~~

~~——(4) if an out of state graduate from a teacher preparation program, develop a portfolio documenting mastery of the Florida Accomplished Practices.~~

~~(35) Will Be evaluated by the Principal/Supervisor as required of all annual contract/1st year teachers in the Clay Assessment System.~~

~~(46) Attend Clay County training on the Florida Code of Professional Ethics.~~

TIP-EPI

Any new teachers who have not graduated from an approved teacher preparation program (usually non-education majors) can choose to be enrolled in an EPI alternative certification program offered through local colleges in place of the TIP PLUS program. Participants will:

- (1) Notify the Director of Instructional Personnel in writing as soon as accepted into an approved EPI program
- (2) Complete required coursework and portfolio documentation by enrolling in an approved EPI program.
- (3) Will not be assigned a peer teacher or required to complete a portfolio,
- (4) Attend Clay County training on the Florida Code of Professional Code of Ethics.
- (5) Completion of the requirements of the TIP-EPI Program are entirely regulated by the college program officials, not the Clay County District Schools.

TIP-90 DAY

~~If a new experienced Clay teacher to Florida is certified in another state and has at least one (1) year of successful out of state teaching experience, they will be enrolled in a 90-Day Teacher Induction Program. Participants will: will be enrolled in the 90 Day Teacher Induction Program if: (1) he/she held or holds a professional certificate in Florida or another state, (2) has at least one (1) year of successful teaching experience, and (3) are required by the Department of Education to complete a Professional Education Competence Program. Participants will:~~

- (1) Be observed by the principal/supervisor within the first forty-five (45) days of enrollment using the approved county observation instrument.

- (2) Will not be assigned a peer teacher or complete a portfolio.
- (3) Complete and forward the TIP 90 Day documents including: Accomplished Practices Assessment, Accomplished Practices Action Plan and Final Completion Statement, to the Director of Instructional Personnel anytime between the 45th and 90th day.

~~Must have a satisfactory Accomplished Practices Assessment, a ninety (90) day sign-off sheet and Instructional Appraisal System Instrument sent to the district office sometime before the 90th day of employment. It may be sent to the Director of Instructional Personnel anytime between the 45th and 90th day.~~

- (4) Attend Clay County training on the Florida Code of Professional Code of Ethics
- (5) A principal who is unable to document mastery of Accomplished Practices within the ninety (90) days may request the teacher participate in the full-year program.

ELIGIBILITY REQUIREMENTS REGARDING PREVIOUS EXPERIENCE

To be eligible for the shortened (90 day) program, the participant must be able to document one full year of successful teaching experience in “a publicly or state supported, elementary or secondary school; or in a prekindergarten (ages three and four) school or in a birth through age two (2) school which is a public or state supported school or is a contractor for a public school system as defined in Section 228.041(5), 1000.01 Florida Statutes. Teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired.” (Rule 6A-4.002 (5) (a)1., FAC)

A full-time teaching certificate includes either a temporary or professional certificate. A substitute certificate is not acceptable.

Acceptable nonpublic school experience ~~can be~~ acquired in grades kindergarten through twelve experience in a nonpublic prekindergarten is acceptable only if the school has an approved Florida Competency Demonstration Program.

Experience in a non-accredited school may be acceptable if the teacher held a state-issued teaching certificate. There is no requirement that the school be accredited.

To clarify acceptable previous experience in Florida: Prior to July 1, 1998, Florida temporary certification was granted to teachers based upon their eligibility and at their request. Thus, it is possible for a teacher to have acquired acceptable experience in a nonpublic school while holding a Florida temporary certificate issued prior to July 1, 1998. The plan holder may choose to accept such documented experience.

To demonstrate successful performance of the Florida Accomplished Practices specified in Rule 6A -5.065, FAC and F.S. 231.002(2)- 1012.52. A teacher who has documented at least one (1) full year of successful teaching experience may demonstrate successful performance of the Accomplished Practices during the first ninety (90) school days following the date of employment and be recommended as successfully completing the Florida Teacher Induction Program. To be

eligible for the shortened (90 day) program, the participant must be able to document one full year of successful teaching experience in “a publicly or state supported elementary or secondary school; or in a prekindergarten (ages three and four) school or in a birth through age two (2) school which is a public or state supported school or is a contractor in a public school system as defined in Section 228.041(5), Florida Statutes. Teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired.” [Rule 6A-4.002 (5) (a)1., FAC] (See Appendix D)

FULL SCHOOL YEAR

A full school year is the period during which the schools are in regular sessions for the minimum number of one hundred eighty (180) days of instruction (or the equivalent on an hourly basis) including periods for pre and post planning or its equivalent (F.S. ~~228.041(16)~~; 1003.02 (G) 1.

PRE/POST PLANNING REQUIREMENTS—AN ALTERNATIVE

When the teacher must miss pre or post planning due to unforeseen circumstances beyond his/her control, the teacher should be offered the opportunity to satisfy the requirements of pre or post planning in one of the following ways:

1. Attend to pre-planning objectives as stated by the principal prior to actual student contact. (Ex. First two days of contracted time will be in planning prior to student contact)
2. Voluntarily attend post-planning to satisfy the objectives of post planning.
3. Substitute on pre or post-planning to satisfy requirements of pre and post planning.
4. The teacher must have been employed a minimum of 180 days.

The objective of pre and post planning are to complete the requirements of a regular teacher under contract as far as cumulative folders, leveling students, preparing lesson plans and objectives, etc.

If the teacher does satisfy the requirements of pre or post planning, then the principal may choose to sign the Teacher Induction Program signature sheet as satisfactory, provided documentation is attached documenting the method used to satisfy the pre or post planning.

~~FULL SCHOOL DAY~~

~~A full school day for a beginning teacher shall consist of not less than (F.S. 228.041(13) 1000.01):~~

- ~~— 5 net hours = grades 4-12~~
- ~~— 4 net hours = grades 1-3~~
- ~~— 3 net hours = PreK or Kindergarten~~

IV. STEERING COMMITTEE RESPONSIBILITIES

A collaborative approach to the supervision and the revision of policies and procedures will involve the members of a steering committee. This committee will be appointed by the Superintendent and will represent a cross section of district and school- based administrators, instructional specialists and teachers. SPRINT teachers will serve on the committee as will the Director of Instructional Personnel Services, who will serve as chairman.

This steering committee will be responsible for:

1. Documenting that supervisory team members on the support team ~~staff~~ have completed a competency-based clinical supervisory training program.
2. Meeting the following supervisory duties
 - a. Identification of:
 - (1) Competencies, skills and sub-skills, to be demonstrated
 - (2) Conditions under which demonstrations occur
 - (3) Responsibilities of the beginning teacher
 - (4) Responsibilities for supervisory team's documentation, including portfolio requirements
 - (5) Recommendations for staff development
 - (6) Recommendations regarding remediation
 - b. Arrangement for staff development or remedial training as needed
 - c. Providing feedback and support services as needed
 - d. Observation of all performance of competencies
 - e. Documentation of satisfactory or unsatisfactory performance on all competencies, skills and sub-skills
 - f. Serving as consultants to the program administrator and Superintendent

V. SPECIFIC ROLES AND RESPONSIBILITIES OF PARTICIPANTS

Principal

- Hold major responsibility for evaluating each beginning teacher and recommend completion, non-completion, or continuation in the program
- Responsible for ensuring that all opportunities to demonstrate all competencies have been given.
- Assign a peer teacher and support team to the TIP-PLUS or ACP participant and forward names of the support team members to the district coordinator at the required time
- Conduct school-based orientation meeting with the participant and the support team
- Conduct an initial screening cycle observation including a pre- and post conference within the first forty five days (45) of program participation
- Complete the Accomplished Practices Pre and Post Assessment
- Create a PDP with the assistance of the Support Team immediately following the post-observation conference
- Meet periodically with support team to monitor progress toward PDP goals
- Provide resources to the mentor, peer teacher and participant
- Provide opportunities and make provisions for groups of beginning teachers to meet for in-service or district-wide orientation
- Responsible for providing classroom instruction while the beginning teacher observes in other settings
- Assure the program is completed for each participant
- Conduct a final summative observation cycle, including a pre- and post conference, of the participant in a timely manner
- Verify portfolio contents for competency demonstration
- Document all completed competencies and forward the documentation (portfolio) of Accomplished Practices to the Director of Instructional Personnel

Vice/Assistant Principal

- Be responsible for coordination of any activities or duties as deemed necessary by the principal or supervisor
- Make formal observations using the summative or formative instruments when requested by principal or support team.
- Participate in the formulation of the beginning teacher's professional development plan
- Assist the principal by providing input which may be helpful to the principal in the final evaluation of the beginning teacher
- Provide feedback instruction and support to the beginning teacher
- Alert the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these deadlines

Peer Teacher

- Facilitate the beginning teacher's smooth transition into becoming a functioning and viable member of the department, program, and/or grade level
- Report to the principal or his designee
- Validate a log of all contact with the beginning teacher
- Conduct a minimum of three (3) observations using formative instruments and provides feedback
- Assist the beginning teacher in meeting all requirements of the Teacher Induction Program (TIP) including completion of the portfolio
- Conference and advise beginning teacher on a regular basis, meeting a minimum of once a week
- Assist in finding solutions to beginning teacher's problems
- Assist in the development and completion of the Action Plan and Professional Development Plan (PDP)
- Assist with various forms of paperwork
- Orient the beginning teacher to school and district routines and policies
- Alert the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these deadlines
- Help locate and organize teaching materials
- Work directly with the beginning teacher in preparing daily, weekly and long range lesson plans
- Assist beginning teacher to develop and implement behavior management strategies and interventions
- Make periodic informal observations in the beginning teacher's classroom when deemed necessary for the purpose of diagnosing weaknesses and providing feedback and assistance to the beginning teacher
- Provide assistance to the participant through modeling and coaching
- Assist beginning teacher with peer and parent interaction including parent conferencing skills
- Assist beginning teacher to develop a variety of instructional strategies with differentiation of curriculum
- Attend Peer Teacher training which includes specific details and descriptions of the portfolio requirements, Accomplished Practices and evaluation tools

Mentor or Other Professional Educator

- Validate a log of all contact with the program participant
- Visit the participant's classroom for the purpose of providing assistance
- Conduct formative or informal observations with the participant
- Provide resources and support services to the peer and beginning teacher
- Provide program support throughout the year
- Implement the principal's request for assistance

Participant

- Participate in orientation and in-service as indicated by the district guidelines
- Meet with the peer teacher on a weekly basis
- Maintain a log of all contact with the peer teacher and/or mentor
- Meet with the mentor or other professional educator as required
- Participate in scheduling classroom observations with the principal, peer teacher and/or mentor/other professional educator
- Attend Clay County workshops including Code of Ethics training as required
- Visit and observe peer teacher
- Meet with the support team to formulate and periodically review progress on the

beginning teacher's PDP

- Prepare and submit all portfolio documents necessary for program completion
- Seek advice from members of the support team and bring to the immediate attention of the peer teacher and/or principal any problem or concern that the beginning teacher may experience
- Meet requirements and deadlines associated with certification and the TIP-PLUS program

~~BEGINNING TEACHER~~

- ~~1. Has responsibilities for providing instructional service as contracted by board.~~
 - ~~2. Meets with the support staff to formulate and review his/her individual plan of development.~~
 - ~~3. Has responsibility in scheduling and participating in classroom observation and assessment — procedures.~~
 - ~~4. Participates in orientation and training as indicated by the district guidelines.~~
 - ~~5. Has responsibilities of seeking advice from all members of the support staff and bringing to — the immediate attention of the peer teacher and/or principal any problems or concerns that — he/she might experience on a daily basis.~~
 - ~~*6. Develops and submits items or documentation for TIP Plus or TIP ACP portfolio.~~
 - ~~*7. Meets requirements and deadlines associated with certification and TIP program.~~
- ~~* Applies only to TIP Plus and TIP ACP teachers~~

~~PEER TEACHER~~

- ~~1. Supervises the beginning teacher on a day to day basis.~~
- ~~2. Reports to the principal or his designee.~~
- ~~3. Has the responsibility (job goal) to facilitate the beginning teacher's smooth transition into — becoming a functioning and viable member of the department, program, or grade level.~~
- ~~4. Participates in all support team training including peer teacher training.~~
- ~~5. Works directly with the beginning teacher in preparing daily, weekly, and long range lesson — plans.~~
- ~~6. Participates in a minimum of three formative cycles annually and participates in pre and post — conferences.~~
- ~~7. Provides feedback, instruction, and support to the beginning teacher.~~

- ~~8. Works with the beginning teacher and the support team in the formulation of the beginning teacher's professional development.~~
- ~~9. Assists in the review of the beginning teacher's progress.~~
- ~~10. Alerts the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these guidelines.~~
- ~~11. Makes periodic informal observations in the beginning teacher's classroom when deemed necessary for the purpose of diagnosing weaknesses, and providing feedback and assistance to the beginning teacher.~~
- ~~*12. Assists principal in providing each beginning teacher opportunities to demonstrate all competencies.~~
- ~~*13. Assist the beginning teacher in providing documentation for the beginning teacher's portfolio.~~

~~* Applies only to TIP Plus and TIP ACP teachers~~

~~OTHER PROFESSIONAL EDUCATOR (OPE)~~

~~1. An additional other Professional Educator is optional. If it is determined that another professional educator is needed they may be selected from professional teaching staff, local and school based administrators and subject area specialists. Possible responsibilities are as follows:~~

- ~~—— a. Participate in orientation and training as indicated by the approved TIP orientation program;~~
- ~~—— b. Make formative observation(s) of the beginning teacher and participate in pre and post observation conferences;~~
- ~~—— c. Participate in formulating and updating the teacher's professional development plan;~~
- ~~—— d. Provide resource and support services to the beginning teacher and the peer teacher;~~
- ~~—— e. Suggest and coordinate materials and activities for implementing the professional development plan; and,~~
- ~~—— f. Assist with scheduling in service activities and scheduling district or university assistance.~~

~~BUILDING LEVEL ADMINISTRATOR~~

~~1. Building Level Administrator—Principal. Responsibilities are as follows:~~

- ~~—— a. Holds major responsibility for evaluating each beginning teacher and recommends~~

~~completion, non-completion, or continuation in the program.~~

~~_____ b. Responsible for ensuring that all opportunities to demonstrate all competencies have been given.~~

~~_____ c. Participates in the formulation of each beginning teacher's professional development plan (PDP).~~

~~_____ d. Forwards names of the support staff members to the district coordinator at the time required.~~

~~_____ e. Conducts school-based orientation meeting with the teacher and the support staff.~~

~~_____ f. Meets with the support staff and is responsible for revisions and follow up of revisions made to the professional development plan of each beginning teacher.~~

~~_____ g. Responsible for getting input from other support staff and using educationally sound principles to make revisions in the professional development plan of each beginning teacher.~~

~~_____ h. Responsible for providing the beginning teacher and the peer teacher or other support staff with needed materials.~~

~~_____ i. Provides opportunities and makes provisions for groups of beginning teachers to meet for in-service or district-wide orientation.~~

~~_____ j. Participates in a minimum of two formal summative cycles (one diagnostic screening and one final summative observation) annually in each beginning teacher's classroom. Participates in pre and post observation conference.~~

~~_____ k. Verifies that the TIP Plus or TIP ACP beginning teacher has satisfactorily demonstrated teaching competence based on the required competencies DOE Accomplished Practices and has completed the Professional Education Competence program required is eligible to receive a Florida professional teaching certificate.~~

~~_____ l. Responsible for providing classroom instruction while the beginning teacher observes in other settings.~~

~~_____ m. Establishes procedures for maintaining the beginning teacher's TIP Plus or TIP ACP portfolio and reviews it for completeness.~~

~~_____ n. Responsible for seeing that the Director of Instructional Personnel (or TIP coordinator) receives the portfolio.~~

~~2. Building Level Administrator—Vice/Asst. Principal. Responsibilities as follows:~~

~~a. Be responsible for coordination of any activities or duties as deemed necessary by the principal or supervisor.~~

- ~~b. Makes formal observations using the summative or formative instruments when requested by principal or support staff.~~
- ~~e. Participates in the formulation of each beginning teacher's professional development plan.~~
- ~~d. Assists the principal by providing input which may be helpful to the principal in the final evaluation of the beginning teacher.~~
- ~~e. Provides feedback instruction and support to the beginning teacher.~~
- ~~f. Alerts the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these deadlines.~~

GOVERNANCE

The Clay County Administrative unit for program implementation will be:

1. Human Resources under the supervision of the Assistant Superintendent for Human Resources.
2. The Director of Instructional Personnel Services ~~who~~ will coordinate the Teacher Induction Program beginning teacher program.
3. The principal or the supervisor at the cost center shall implement the program at any school that has a beginning teacher. Once a support staff is formed, they will work with the principal and the beginning teacher to develop a professional development plan (PDP) and a portfolio demonstrating the Florida Accomplished Practices.
4. The ~~Superintendent of Clay County Schools~~ Director of Instructional Personnel will have final authority to verify successful program completion.

VI. PORTFOLIO

A portfolio is a ~~file~~ document for the TIP-Plus beginning teacher that includes, as a minimum, ~~the~~ a professional development plan, ~~and any formative and summative evaluation information and documentation of satisfactory demonstration of the Florida Accomplished Practices for the~~ teacher.

The TIP-Plus beginning teacher has the right to include in the portfolio exhibits of successful performance during participation in the ~~TIP Florida Beginning~~ Teacher Induction Program. The teacher and members of the support staff may examine the portfolio contents at any time during the course of the program.

The portfolio should contain the following:

- * Time line for program implementation
- * Professional development plan
- * Diagnostic observation instrument
- * Pre/Post assessment
- * Formative observation instruments
- * Summative observation instruments
- * ~~Accomplished Practices competency demonstration checklist~~
- * Appeal process
- * Final assessment statement
- * Artifacts Exhibits that verify Accomplished Practices and specific competency demonstration
- * Rubrics that evaluate the quality of artifacts
- * Support staff identification
- * In-service documentation
- * Peer teacher meeting log

The portfolio may also contain:

- * Date of entry into the program and date of completion
- * Verification that the Florida Teacher Certification Examination has been passed
- * Copy of Temporary Certificate

After the beginning teacher and the support staff have completed the end-of-cycle review and final assessment, the portfolio is sent to the ~~Superintendent~~ Director of Instructional Personnel for his/her recommendation. After the portfolio is evaluated it will be returned to the local school/department to be retained for a period of three years.

VII. PROFESSIONAL DEVELOPMENT PLAN

The professional development plan is written documentation ~~that is~~ designed to assist each beginning teacher to improve and to demonstrate performance of the Accomplished Practices. For the beginning teacher who is demonstrating the Accomplished Practices, the professional development plan serves as official documentation of attainment of these practices. For the beginning teacher, the professional development plan contains teacher improvement objectives, recommended activities for meeting objectives, and projected and actual dates of accomplishment.

The following are steps for designing the professional development plan:

- The professional development plan for each beginning teacher is developed and maintained jointly by the beginning teacher and all members of the support staff team. It

is a part of the TIP beginning teacher's portfolio/file.

- Initiation of the plan begins with the diagnostic screening observation.
- The purpose of the diagnostic screening observation/conference is to identify teaching strengths and areas in which the teacher may need assistance/development.
- The professional development plan is an outgrowth of this diagnostic screening observation/conference. Using the results of the diagnostic screening observation, the beginning teacher and support staff team decide upon teacher improvement objectives, which are included in the professional development plan.
- Specific suggestions, strategies, teaching activities, and/or in-service activities are recommended by the support staff team to assist the beginning teacher.
- The professional development plan is developed from data collected after summative and /or formative observations are conducted.
- For teachers in need of improvement, more observations—both formal and informal—may be conducted. Additional professional development plan forms may be attached as needed.
- Provisions are made for review and modification of the professional development plan at stated intervals throughout the school year. Updates occur as needed after each formative observation; any additional improvement objectives are listed on the professional development plan during the formative conference.
- Anticipated completion dates and actual completion dates of improvement objectives are recorded on the professional development plan forms.
- The beginning teacher indicates that the improvement objectives have been met by signing the designated form, and successful completion is verified by the support staff member(s), who also sign(s) the designated form.

III. OBSERVATION

Observation involves the skilled use of techniques to identify and record teacher behaviors in the learning environment. Observation of the beginning teacher requires knowledge of the selected instrument content as well as skill in coding teaching behaviors. The observation instruments provide for the collection of data; they are not instruments of evaluation. The data gathered serves to document competency attainment and assist in the analysis of the teacher behaviors which need strengthening. For purposes of teacher evaluation, the data from these instruments is considered in conjunction with other aspects of the teacher's work.

DIAGNOSTIC CYCLE

The diagnostic screening observation is the first observation done by the building-level administrator for the purpose of identifying teaching strengths and areas which need

improvement. This observation must be completed within forty-five (45) working days of the beginning teacher's employment. The instruments used for data collection ~~may be the diagnostic screening instrument of the FPMS~~ will be identified by the Instructional and Human Resources division.

The diagnostic cycle involves a pre-observation conference, an observation, and a post-observation conference. The pre-observation conference, which occurs prior to the observation, sets up specifics of the observation. The post-observation conference, which occurs as soon as possible after the observation, addresses teaching strengths and areas needing improvement. Using the data gathered during the observation, the beginning teacher and the support team initiate development of the professional development plan and decide upon teacher improvement objectives. Specific suggestions, strategies, teaching activities, and in-service activities are recommended by the support staff to help the beginning teacher reach these objectives.

Guidelines for conducting effective pre and post observation conferences are listed in the "Conferencing" section of ~~this~~ the Clinical Educator Training manual from the Department of Education.

FORMATIVE CYCLE

The formative cycle is an ongoing process of observing and providing feedback to help the beginning teacher improve teaching performance and demonstrate the essential teaching competencies. The specific teaching area which each formative cycle addresses is determined by the beginning teacher's need, as indicated by the data gathered during the diagnostic screening cycle and indicated in the professional development plan and/or Accomplished Practices Pre-assessment. At least three formative observations/conferences occur during the year.

Each formative cycle involves a pre-observation conference, an observation, and post-observation conference. During the pre-observation conference, the observation instrument should be identified and reviewed with the beginning teacher. During the post-observation conference the support team ~~staff signs off~~ reviews the observation tool, data collected on Accomplished Practices and essential teaching competencies which the beginning teacher has demonstrated. Progress toward portfolio completion may also be reviewed, and the professional development plan is updated to reflect this. The professional development plan may also be revised at this time to reflect additional or revised teacher improvement objectives.

~~The FPMS provides an observation instrument to be used for data collection for each of the domains.~~ The instrument/form which is used should be shared with the beginning teacher during the pre-observation conference so that the beginning teacher is familiar with the instrument. CET data collection instruments may also be used.

Guidelines for conducting effective pre and post observation conferences are listed in the "Conferencing" section of the Clinical Educator Training manual from the Department of Education.

SUMMATIVE CYCLE

The summative observation is the final observation done by the building level administrator for

the purpose of determining whether the beginning teacher has successfully demonstrated the Accomplished Practices. This observation is preceded by a conference and followed by an evaluation conference with the entire support staff and the beginning teacher. At this time the support staff determines whether each of the teaching competencies has been demonstrated, the PDP is finalized and the Post-assessment completed. Timelines for completion of the final summative is extended for beginning teachers until late April or early May (date to be announced yearly).

IX. ~~CONFERENCING~~ Section deleted

~~Effective conferencing skills are vital to continued growth of the beginning teacher. Training may be provided by utilizing the materials of the Florida Performance Measurement System, Clinical Educator Training or other systems approved by the State Department of Education.~~

~~CONFERENCING SKILLS~~

~~Helping a beginner is not something one does to another; instead, a helping relationship occurs in working with another. (Improvement of performance is most often the result of an individual, with the help of others, changing behaviors are designed to assist the support staff members in utilizing the collected data as one resource in helping the teacher improve teaching.)~~

~~———— Seven effective conferencing rules include:~~

~~———— 1. Use Persuasive Data~~

~~———— The support staff member should present data collected during the observation as a base to confer with a teacher. Even when the observer collects “hard data” in the classroom observation, he/she often neglects to use it in the conference with the teacher.~~

~~———— 2. Establish a Responsive Climate~~

~~———— Behaviors for establishing a responsive climate include listening attentively, asking clarifying questions, and accepting and using the ideas of others.~~

~~———— Problems which arise frequently involve failures to communicate. The most effective conferences are conducted by the support staff member who listens more and talks less. These behaviors are particularly important in formative and developmental conferences.~~

~~—— The support staff may find it effective to talk about the teacher’s perceptions and the teacher’s analysis of what occurred during the observation rather than about the observer’s own analysis. There is a need for the support staff to ask “how” rather than “why” questions. These questions, which seek descriptions instead of explanations, alleviate the need for defensive responses.~~

~~———— 3. Use Effective Praise~~

~~———— Praise of specific teaching behaviors reduces anxiety about evaluation, reinforces the~~

positive behaviors of the teacher, and shifts the focus from the nervous person to the specific teaching acts. Instructional goals of the school and the support staff are more likely to be realized if positive examples are consistently reinforced in conferences with the teacher.

~~4. Pursue Alternatives~~

~~The beginning teacher needs to be provided with a variety of alternative behaviors, activities, and/or plans with which to compare and contrast his/her own behavior. Opportunities should be provided for the beginning teacher to see, discuss, and try alternatives in the classroom.~~

~~5. Deal with Feelings and Attitudes~~

~~Change does not occur simply because one is provided with information he/she did not have previously. Change occurs when an individual feels that a former behavior is no longer serving a desired need. A teacher changes because he/she wants to, because he/she fears the consequences of not changing, or because he/she perceives the need to change. The effective support staff must tap into those feelings and attitudes as a means of providing impetus for the change process.~~

~~6. Avoids Giving Direct Advice~~

~~Note that the word in the name of this paragraph is “avoid” — not “never”. The effective support staff consciously provides a mixture of both direct and indirect advice. Holding back on direct advice allows the teacher the opportunity to analyze and solve his/her own problems.~~

~~7. Plans the Next Steps~~

~~No conference should be held without a commitment to further activity on the part of the participants. The support staff member should agree on the beginning teacher’s improvement efforts and on the responsibilities of each member prior to the next conference.~~

~~PRE-OBSERVATION CONFERENCE~~

~~The pre-observation conference occurs prior to each scheduled observation. It is an integral part of the diagnostic, formative, and summative cycles.~~

~~The following are suggested topics for discussion during the pre-observation conference:~~

~~* Inform the beginning teacher of the purpose of the observation. Is the observation for diagnosing general areas of strengths and weakness or for demonstrating?~~

~~* Discuss the method and form(s) which will be used to gather data.~~

~~* Point out that the data collected will be shared with the support staff as a basis for the development, updating, or revision of the professional development plan and as a~~

~~basis for planning formative observations.~~

~~_____ * Determine what kind of lesson will be observed.~~

~~_____ * Determine what teacher behaviors will be exhibited.~~

~~_____ * Determine what students will be doing.~~

~~_____ * Identify any concerns which the beginning teacher may have, or identify specific competencies which the beginning teacher may choose to demonstrate during the observation.~~

~~_____ * Set a mutually acceptable time for the observation and for the post-observation conference.~~

~~POST-OBSERVATION CONFERENCE~~

~~The post-observation conference is designed to guide the beginning teacher to think critically about his/her performance. The support staff members present data gathered during the observation and structure the conference around this data.~~

~~The following are suggested topics for discussion during the post-observation conference:~~

~~_____ * Present data collected during the observation. The support staff and the beginning teacher should analyze this data together.~~

~~_____ * Initiate, update, or revise the professional development plan.~~

~~_____ * Point out teaching strengths and identify areas which need improvement.~~

~~_____ * Identify teacher improvement objectives and recommend specific suggestions, strategies, or activities to reach these objectives.~~

~~_____ * Discuss any concerns which the beginning teacher may have.~~

~~_____ * Sign off on any Accomplished Practices which have been demonstrated. Point out Accomplished Practices which have not been demonstrated. (For TIP-Plus teachers only)~~

~~_____ * Insert documents into the portfolio.~~

~~_____ * Schedule additional observations.~~

X. PROGRAM COMPLETION

TIP-PLUS BEGINNING TEACHER

After the summative cycle has been completed, the support staff meets with the TIP-Plus beginning teacher for a final review of the portfolio and a check of the Accomplished Practices attainment. The support staff team checks the portfolio contents for completion ~~of all the forms required by the district plan~~, verifies Accomplished Practices documentation and insures all appropriate forms are signed.

The building level administrator completes a final assessment statement verifying the beginning teacher's status as one of the following:

- The teacher has successfully completed the Teacher Induction Program.
- The teacher has not demonstrated attainment of all the Accomplished Practices and program continuation is recommended.
- The teacher has not successfully completed the program, and continuation is not recommended.

The final assessment statement is then forwarded to the Director of Instructional Personnel along with the portfolio. The Director of Instructional Personnel notifies the beginning teacher and the Certification Section of the Department of Education whether ~~or not~~ the program has been successfully completed. ~~He/she also notifies the beginning teacher who has not successfully completed the program.~~

TIP-ACP TEACHER

The ACP teacher's program completion will be verified by the support team and the Principal when all requirements listed in the Alternative Certification Program section of this manual have been met. The Director of Instructional Personnel Services will then submit appropriate documentation to the Department of Education that the teacher has successfully completed the program.

TIP-ETHICS ~~BASIC~~ BEGINNING TEACHER

~~After a summative observation and submission of appropriate portfolio documentation~~ satisfactory completion of Clay County's Code of Ethics training, the TIP-Basic Ethics teacher participant, ~~who attended an out-of-state teacher training institution, may be signed off by his/her administrator as demonstrating satisfactorily the Accomplished Practices. A TIP-Basic completion form will be submitted to Human Resources by the date required.~~ will be signed off as complete by the Human Resources Division.

TIP-EPI BEGINNING TEACHER

After a summative observation and completion of Clay County's Code of Ethics training, the TIP-EPI teacher must submit documentation of the successful completion of an approved educational preparation institute program through an approved college to demonstrate competence in the Accomplished Practices.

TIP-90 DAY BEGINNING TEACHER

The TIP-90 Day beginning teacher who has documented at least one (1) full year of successful teaching experience may demonstrate successful performance of the Accomplished Practices during the first ninety (90) school days following the date of employment and be recommended as successfully completing the TIP program. The experienced teacher holding a temporary certificate has demonstrated successful performance on the Accomplished Practices when the following conditions are fulfilled:

1. The teacher is employed in a public or nonpublic school having an approved Teacher Induction program.
2. The building-level administrator conducts a summative evaluation of the teacher's instructional performance during the first ninety (90) days following the date of employment.
3. The summative evaluation is conducted using a state-approved instructional personnel performance measurement system.
4. The summative evaluation provides documentation that a ~~satisfactory~~ an effective level of performance has been demonstrated.
5. ~~A portfolio is maintained for the experienced teacher and contains at least the summative observation instrument(s) and the recommendation regarding the evaluation. The principal completes an Accomplished Practice Checklist, signs a Completion Statement, and forwards it to the Director of Instructional Personnel.~~
6. The Human Resources Division verifies successful completion is provided to the Department of Education in a timely manner
~~fifteen (15) working days of the completion of the summative evaluation.~~
7. Florida Code of Ethics Training must be completed. This is a district requirement.

NON-COMPLETION APPEAL PROCESS

Any TIP participant who does not successfully complete the Teacher Induction Program in Clay County may appeal in writing through the following progressive levels:

1st Level - After receiving written or verbal notification of non-completion, the beginning teacher will submit a written request to his/her principal requesting reconsideration of the non-completion decision. If the principal upholds the initial decision, the beginning teacher

may appeal to the next level.

2nd Level - After receiving a non-completion statement from the principal, the TIP participant will have ten (10) calendar days to submit a written request for a hearing by the support team. The request should be submitted to the principal who will arrange a meeting of the support team to hear the TIP participant's appeal. If the decision at this level is to uphold the principal's non-completion decision, the TIP participant may appeal to the third level.

3rd Level - After receiving notification of the finding of Level Two, the TIP participant has ten (10) calendar days to submit a written request for a hearing to the Assistant Superintendent for Human Resources.

It shall be the burden of the TIP participant to show that he or she has met the criteria for successful completion of the Teacher Induction Program.

XI. TRAINING ACTIVITIES

The following are procedures for training beginning teachers and members of the supervisory team to participate in the program:

SUPPORT TEAM/OTHER PROFESSIONAL EDUCATOR

1. SPRINT teachers will hold peer teacher training during the year to provide the peer teacher with the necessary information needed to fulfill their duties. ~~Workshops are held during the year to train the peer teacher in the research of the~~ Florida Performance Measurement System, ~~with certification being highly suggested~~ as well as training ~~on the formative instruments. Training will be required on the~~ FPMS as well as ~~Peer Teacher Training.~~ Clinical Educator Training (CET) will also be required as this is very helpful in diagnosing, conferencing, and ~~in preparing an effective the Professional Development Plan (PDP).~~ assisting novice teachers.
2. Administrators and peer teachers are provided training updates as they are recommended.
3. Administrators are provided with Clinical Educator Training, Professional Development Plan training, and will receive ~~the same training as the peer teachers~~ regarding procedures of the TIP program.
4. The Director of Instructional Personnel Services will coordinate the district program. The school principal will coordinate program activities at the local school site.
5. Training for District office personnel is provided in the event they are used as the Other Professional Educator.
6. The SPRINT (Supervisors of Pre-interns, interns and new teachers) teachers, who are working jointly with the University of North Florida ~~pre-interns and the county, will be providing training to coordinate the transition between the University and actual employment as~~

~~beginning teacher~~-, will initiate, monitor and evaluate beginning teachers throughout their Professional Educator Competency (PEC) program.

TIP BEGINNING TEACHER

1. ~~A district-wide orientation training session is provided for the TIP PLUS/ACP beginning teacher is provided a district wide orientation training session~~ prior to pre-planning. This is a paid workshop for those beginning teachers (who are required to attend) providing introduction to the formative and summative instruments, portfolio information, professional ethics, and timelines for the program. Beginning teachers hired after school starts will be provided an orientation session at a later date.

2. Beginning teachers will be offered workshops throughout the year to increase their teaching skills (In-service components title - Skills for Teachers) ~~based upon identified needs~~. Attendance at a minimum of two (2) TIP workshops is mandatory for TIP Plus participants.

Some workshop examples are:

- | | |
|--------------------------|--|
| a. Parent Communication | e. Critical Thinking Skills |
| b. Classroom Management | f. Learning Styles |
| e. Assessment | g. Cooperative Learning |
| d. Lesson Planning | h. Creative Presentations |
| | ————— i. Technology |

XII. TRAINING COMPONENTS

The following components are available for Beginning Teachers, Peer Teachers, and other members of the Support Staff:

1. Beginning Teacher Components

~~Orientation to the Teacher Induction Program—Component Identifier: 10130208~~

a. Skills for Teachers - Component Identifier: 5-404-003

1. Orientation to the Teacher Induction Program
2. Lesson Planning
3. Getting Started and Classroom Management

2. Peer Teacher/Administrator/Other Professional Components

~~a. Skills in Observation and Consultation for Beginning Teacher Support Staff—50105308—Peer Teacher Training - Component Identifier: 7-512-001~~

~~b. Initial Training for the Florida Performance Measurement System (FPMS)—Component Identifier: 58501308~~

b. Clinical Educator Training - Component Identifier: ~~58114100~~ 7-507-016

c. Approved Observation Instrument Training - Component Identifier 7-507-016

d. ~~Update Training for the FPMS—Component Identifier: 10127200~~

e. ~~FPMS Training for Peer Teachers—Component Identifier: 58138200~~

XIII. EVALUATION

The Clay County School District procedures for the evaluation of the Beginning Teacher Program are as follows:

1. Send out a county wide Teacher Induction Program Survey to all beginning teachers, school- based administrators, peer teachers, and other members of the support staff in the spring.
2. Meet with the Teacher Induction Program Steering Committee to discuss results and improvements for the Teacher Induction Program.

The results of the evaluations will be reviewed by the Assistant Superintendent for Human Resources and the Director of Instructional Personnel Services.

After these individuals have completed their review and have made suggestions and/or recommendations, the results will be used to update the Clay County Teacher Induction Program.

XIV. LEGAL REFERENCES

The last pages of this plan contain the relevant Florida Statute addressing the legal requirements regarding Clay County's Teacher Induction Program and Alternative Certification Program.