ALTERNATIVE CERTIFICATION PROGRAM

CLAY COUNTY PUBLIC SCHOOLS

GREEN COVE SPRINGS, FLORIDA

GUIDELINES FOR THE CLAY COUNTY PUBLIC SCHOOLS
ALTERNATIVE CERTIFICATION PROGRAM

MISSION
Clay County Public School System is committed to providing the best educational opportunities for all students. The Alternative Certification Program (ACP) philosophy is based on a deep commitment to student achievement by providing high quality professional development for teachers through a quality competency based program. The goal of the ACP is to expand the pool of educators to include non-education majors committed to making a positive impact on student achievement and providing quality educational opportunities.

Clay County Public School System has designed an ACP in accordance with ~~Section 231.17(7)(a),~~ 1012.56 (8) (a) Florida Statutes.

> *The Department of Education shall develop and each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in this subsection and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district shall provide a competency-based alternative certification preparation program developed by the Department of Education or developed by the district and approved by the Department of Education.*
> ~~*Each school district may develop and maintain an alternative certification program by which members of the district's instructional staff may satisfy the professional education course requirements specified in rules of the State Board for issuance of a professional certificate. The state board must adopt by rule standards and guidelines for the approval of alternative certification programs. Each approved program must include methods for identifying each applicant's entry level competencies.*~~

PROGRAM PARTICIPATION
The ACP is designed to offer non-education majors, who hold at least a bachelor's degree in a subject for which a professional certificate may be issued, the opportunity to be trained as an educator. After ACP completion, the candidate may seek a professional certificate. The Clay County ACP is a three part program that includes demonstration of the ~~Professional Benchmark Level~~ of the Accomplished Practices for Educators ~~of the Twenty-First Century~~, teaching experience under the supervision of a trained ACP Support Team, and professional development components designed to provide participants with quality training opportunities.

QUALIFICATIONS
In order to qualify for the Clay ACP, an applicant must
- Be a paid instructional employee of Clay County School Board in a teaching assignment that does not vary from day to day (at least half-time or its equivalent).
- Hold at least a bachelor's degree and meet the subject area requirements in a subject area for which a professional certificate may be issued.
- Obtain the signature of the hiring principal on the ACP Application as agreement to coordinate the ACP on site.
- Sign the ACP Application as an agreement of participation and salary reduction.

SCREENING
Current Clay County instructional employees, who are non-education majors, may be interviewed for interest and appropriate placement in the ACP.

PROGRAM PROCEDURES

- Possible ACP participants are initially identified and apply through the Clay County Teacher Induction Program. The ~~A Human Resource Personnel Staffing Supervisor~~ Director of Instructional Personnel then identifies and notifies employees who qualify for ~~the~~ ACP. ~~Upon notification by the Human Resource Supervisor, the Office of Certification forwards an Application for the Clay County ACP to the employees.~~

- The employee signs the completed Application for the Clay County ACP as an agreement of participation. The completed application is forwarded to the Director of Instruction Personnel for review and admittance in the program

- After receiving the completed application, the Director of Instructional Personnel informs the ACP participant of the professional development and portfolio information opportunities.

- ~~The Director of Instructional Personnel updates the principal regarding the participant's completion status of the professional development components and portfolio. Upon completion of the ACP participant completion of the program, the principal duplicates~~ reviews ~~the portfolio contents and forwards the original portfolio to the Director of Instructional personnel for review. The Director of Instructional Personnel verifies the participant's professional development component and portfolio completion status.~~

- ~~After this verification, the Director of Instructional Personnel signs the final completion document and forwards it to the Office of Certification at the Department of Education. The portfolio is returned to the principal who maintains it at the site for a minimum of three years.~~

- ~~The Director of Instructional Personnel initiates and signs the Florida Department of Education (DOE) Verification of the Demonstration of Professional Educator Competency Form that is forwarded to DOE for issuance of the regular professional certificate~~

- ~~The Director of Instructional Personnel updates the principal regarding the participant's completion status of the professional development components and portfolio.~~ Upon completion of the ACP program, the principal reviews the participant's portfolio contents and forwards the original ~~a copy of the~~ portfolio to the Director of Instructional personnel for review. The Director of Instructional Personnel verifies the participant's professional development component and portfolio completion status.

- After this verification, the Director of Instructional Personnel signs the final completion document and the Florida Department of Education (FDOE) Verification of the Demonstration of Professional Educator Competency Form that is then forwarded to FDOE for issuance of the regular professional certificate

- The portfolio is returned to the principal who maintains it at the site for a minimum of three years.

LENGTH OF ACP

Participants in the program must complete pre-planning, post-planning and a minimum of 180 days of teaching under the supervision of an ACP Support Team that consists of the Principal, ~~and~~ a Peer

Teacher, and other Professional Educators. When the participant is unable to satisfy the pre- or post-planning requirements due to circumstances beyond their control, the principal, with approval by the Director of Instructional Personnel, may implement an alternative to the pre- and post-planning requirement. The ACP Support Team members must have received training in the ACP procedure, Accomplished Practices, and state-approved observation instruments such as CET. This Support Team provides assistance with professional development, meets regularly with the participant, observes the participant in the classroom setting and provides supportive feedback.

PROGRAM COMPONENTS

Entry Level Assessment & Competency Demonstration
Each participant's performance will be assessed upon entry into the program. Demonstration of entry level competencies will be based on the Accomplished Practices. Participants will be required to demonstrate consistent patterns of ~~acceptable behavior~~ effective performance in all ~~twelve~~ six areas of the Accomplished Practices ~~at the Preprofessional level~~ throughout the ACP program, not only during the initial observation. All ~~twelve~~ six previously demonstrated Accomplished Practices may be addressed at any time during the ACP. Accomplished Practices that are comprehensive in nature must be ~~comprehensively~~ thoroughly demonstrated. Accomplished Practices will also be documented through portfolio artifacts.

Assistance Delivery
All participants will be required to attend all of the professional development components that are based on the Accomplished Practices ~~at the pre-professional level~~. Additionally, participants will be required to take professional development components in any other area identified as needing remediation during the ACP program. The professional development components designed for the ACP program will assist participants in gaining knowledge, skill and abilities required to successfully demonstrate each of the six Accomplished Practices. The ACP Support Team will design an Action Plan covering all competencies not demonstrated through a consistent pattern of acceptable performance throughout the program. For a description of methods for documenting the competencies, see the ACP Assessment Matrix. The program schedule will ensure opportunities for consistent Accomplished Practices demonstration. Successful completion of professional development components will be measured by consistent successful competency demonstration in required component evaluation activities.

SUMMATIVE ASSESSMENT
The summative assessment is designed to ensure that those competencies that are comprehensive in nature are ~~comprehensively~~ thoroughly demonstrated. The summative assessment is made by the Principal after consultation with the other members of the ACP Support Team.

APPEAL PROCESS
A participant who does not successfully complete the ACP program in Clay County may appeal in writing through the following progressive levels:
A participant who is unsuccessful in completing the ACP in two years may appeal by:
- 1st Level - After receiving written or verbal notification of non-completion, the ACP participant 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 ACP participant will ten (10) calendar days to submit a written request for a hearing by the Support Team. The Support Team will review the completed ACP Portfolio and Summative Assessment. If the decision at this level is to uphold the Principal's non-completion decision, the participant may appeal to the third level.

- 3rd Level – After receiving notification of the findings of Level Two, the ACP participant has ten (10) calendar days to submit a written request for a hearing to the Assistant Superintendent for Human Resources. After reviewing the portfolio and other supporting documents, the Assistant Superintendent may or may not grant program completion.

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

CERTIFICATION
In order to obtain a State of Florida Professional Certificate, the participant must:
- Meet requirements for a three-year temporary certificate in the area in which the Department of Education offers certification.
- Successfully complete the Clay ACP with the portfolio.
- Pass the Florida General Knowledge Test or state-approved test within the first year of employment
- Pass the Florida Professional Educator Examination
- Pass the Florida Subject Area Examination.
- Meet other requirements of law

ROLES AND RESPONSIBILITIES

Principal

- Hold major responsibility for evaluating each beginning teacher and recommends 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 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 ~~three weeks~~ forty five days (45) of program participation
- Complete the Accomplished Practices Pre and Post Assessment
- Create an ACP Action Plan and PDP with the assistance of the Support Team ~~immediately following~~ during 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 makes 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 at least two formative observation cycles~~
- Conduct a final summative observation cycle including a pre- and post conference of the participant within the last three weeks of program participation
- Verify portfolio contents for competency demonstration

- Document all completed competencies and forward the documentation (portfolio) of Accomplished Practices to the ~~Office of Certification~~ Director of Instructional Personnel

Vice/Assistant Principal
- Be responsible for coordination of any activities or duties as deemed necessary by the principal or supervisor
- Makes formal observations using the summative or formative instruments when requested by principal or support team
- Participates in the formulation of the beginning teacher's professional development plan
- Assists the principal by providing input which may be helpful to the principal in the final evaluation of the beginning teacher
- Provides feedback instruction and support to the beginning teacher
- Alerts the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these deadlines

Peer Teacher
- ~~Be trained in, or receive training in, the Accomplished Practices, Clinical Educator Training, and Clay Formative Assessment Instruments Attend Peer Teacher training which includes specific details and descriptions of the portfolio requirements, Accomplished Practices, and evaluation tools~~
- ~~Validate~~ Maintain a log of all contact with the program participant
- ~~Conduct a minimum of four formative observation cycles with the program participant~~
- ~~Visit participant's classroom for the purpose of providing assistance~~
- ~~Provide assistance to the participant through modeling and coaching~~
- ~~Conduct informal observations as needed~~
- ~~Assist in gathering resources for the participant~~
- ~~Meet with the participant at least once a week~~
- ~~Meet~~ Work with the participant in respect to preparation of
   ~~Parent conferences~~
   ~~Learning and implementing district policies and procedures~~
   ~~Setting up, organizing and managing the classroom~~
   ~~Planning for instruction and assessment~~
   ~~Modification of curricula and teaching strategies~~
- Facilitates the beginning teacher's smooth transition into becoming a functioning and viable member of the department, program, and/or grade level
- Reports to the principal or his designee
- Validates a log of all contact with the beginning teacher
- Conducts a minimum of four (4) observations using formative instruments and provides feedback

- Assists the beginning teacher in meeting all requirements of the Teacher Induction Program (TIP) including completion of the portfolio
- Conferences and advises beginning teacher on a regular basis, meeting a minimum of once a week
- Assists in finding solutions to beginning teacher's problems
- Assists in the development and completion of the Action Plan and Professional Development Plan (PDP)

- Assists with various forms of paperwork
- Orients the beginning teacher to school and district routines and policies
- Alerts the beginning teacher to any deadlines and assists the beginning teacher in preparing to meet these deadlines
- Helps locate and organize teaching materials
- Works directly with the beginning teacher in preparing daily, weekly and long range lesson plans.
- Assists beginning teacher to develop and implement behavior management strategies and interventions
- 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
- Provides assistance to the participant through modeling and coaching
- Assists beginning teacher with peer and parent interaction including parent conferencing skills
- Assists beginning teacher to develop a variety of instructional strategies with differentiation of curriculum
- Attends Peer Teacher training which includes specific details and descriptions of the portfolio requirements, Accomplished Practices and evaluation tools

Mentor or Other Professional Educator

- ~~Be trained in or receive training in the Accomplished Practices and Clinical Educator Training~~
- Validate ~~maintain~~ a log of all contact with the program participant
- ~~Orient participant to school policies and practices~~
- Visit the participant's classroom for the purpose of providing assistance
- Conduct formative or informal observations with the participant
- Provide resource and support services to ~~participant~~ the peer and beginning teacher
- ~~Meet with the participant regularly to discuss the professional development component topics and to answer questions/concerns of~~
- 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 ~~NBCT Mentor or~~ mentor or other professional educator ~~regularly~~ as required
- Participate in scheduling classroom observations with the principal, peer teacher and/or mentor/other professional educator
- Attend all Alternative Certification workshops
- Visit and observe peer teacher
- Assist in the development of the Alternative Certification Action Plan
- Meet with the support ~~staff~~ 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-ACP program

PROFESSIONAL DEVELOPMENT COMPONENTS

PROGRAM ORIENTATION (3 hours): Participants will be orientated to the Alternative Certification Program requirements, the portfolio, state and Clay County School Board policies.

INSTRUCTIONAL DESIGN AND LESSON PLANNING (9 hours):

1. FCAT/Standards Curriculum Map Workshop: Sunshine State Standards – Participants will become familiar with Clay County Curriculum Maps and Next Generation Florida Sunshine State Standards and how to use them to design effective lessons. Participants will also become familiar with FCAT and learn instructional strategies to promote success in required FCAT skills.

2. Lesson Planning Workshop: Participants will focus on how to create an effective lesson plan which includes the objective, the rationale (Sunshine State Standards, real life application), content, prior knowledge, materials required, an instructional hook, sequential procedures with questioning, review/closure, assessment, remediation, enrichment, and accommodation strategies.

3. Technology and Planning Workshop: Participants will identify many on-line tools and software useful for instruction and the creation of effective lessons. Participants will also familiarize themselves with Clay County Systems for tracking and using student data to inform instruction.

THE LEARNING ENVIRONMENT (27 hours)

1. Classroom Management Workshop: Participants will learn strategies used to establish classroom procedures as well as behavior management techniques.

2. ESE/IEP Workshop: ESE specialists will familiarize participants with IEPs, their legal obligations and share strategies and accommodations to promote the success of inclusion students within the classroom.

3. Bullying and Harassment Workshop: Participants will learn their legal responsibilities as well as how to recognize signs and prevent bullying in the classroom.

4. Truancy and Child Abuse Workshop: Participants will recognize their responsibilities and obligations under the law in reporting abuse. Participants will also learn patterns and warning signs of abuse for different age groups.

5. Parent Communication Workshop: Participants will discover effective strategies for working with parents, conducting conferences, and encouraging parental participation for successful student achievement.

6. ADD/ADHD/504 Workshop: Participants will focus on identification of these conditions, legal issues and classroom accommodations to implement.

7. ESOL Workshop: Participants will become familiar with the Florida Consent Decree and instructional strategies to deal with ESOL students.

8. Technology in the Classroom Workshop: Participants will focus on ways to use the computer to create lesson materials, to manage and evaluate grades, to incorporate student use of the internet in their classrooms, and with software available for student use.

9. Crisis Intervention Strategies Workshop: Participants will become familiar with causes and signs of student emotional distress, violent tendencies and drug/alcohol abuse with appropriate interventions/procedures and their legal responsibilities to report them.

INSTRUCTIONAL DELIVERY AND FACILITATION (24 hours)

1. Cooperative Learning Workshop: Participants will become familiar with the knowledge, skills and strategies to implement cooperative learning in the classroom.

2. Questioning Skills/Critical Thinking Workshop: Participant will become familiar with questioning techniques that invite higher order thinking.

3. CRISS Strategies (12 hours) *Creating Independence through Student Owned Strategies*: Participants will identify strategies to facilitate student learning.

4. Creative Presentations Workshop: Participants will focus on ways to actively involve students in learning, techniques to hook, grab their attention, and strategies to make learning fun and exciting.

5. Motivating At-Risk Learners Workshop: Participants will focus on ways to engage and effectively support and encourage students at-risk including special needs learners.

ASSESSMENT (3 hours): Participants will focus on traditional and alternative forms of assessment ~~as well as alternative form~~s, including the creation of rubrics, student portfolios, and projects. ~~and creative/critical thinking evaluation by the student~~ Participants will learn how to use a variety of assessment data to inform instruction.

CONTINUOUS PROFESSIONAL IMPROVEMENT (6 HOURS): Participants will also attend two workshops for portfolio review and update. Questions about portfolio requirements will be answered at these workshops.

ETHICS (3 hours): Participants will be oriented to the State of Florida Department of Education Code of Ethics and Principles of Professional Conduct. Participants will also be asked to consider several ethical dilemmas and the appropriate response to each based on the Code.

~~COMMUNICATION (3 hours): Participants will focus on effective communication skills, written and oral, with all stakeholders in the education process – students, parents, administrators, colleagues, and the community.~~

~~CONTINUOUS IMPROVEMENT (36 hours): Participants will meet regularly with Support Team members to discuss implementation of the topics covered in the bi-weekly workshops, instructional strategies, participant concerns, and to problem solve. Participants will also attend two workshops for portfolio review and update. Questions about portfolio requirements will be answered at these workshops.~~

~~CRITICAL THINKING (3 hours) : (3 Hours): Participant will focus on questioning skills, differentiating high order and low order questions, and opportunities to require their students to think critically.~~

DIVERSITY (9 hours):
- English for Speakers of Other Languages (ESOL) Strategies – Participants will become familiar with the Florida Consent Decree and instructional strategies to deal with ESOL students
- ADD< ADHD, 504 Plans – Participants will focus on identification of these conditions, legal issues, and classroom accommodations to implement.
- Exceptional Student Education – Participants will become familiar with the acronyms used in ESE, procedures for writing an Individual Education Plan and its implications for the the classroom teacher

ETHICS (3 Hours): participants will be oriented to the State of Florida Department of Education Code of Ethics and Principles of Professional Conduct. Participants will also be asked to consider several ethical dilemmas and the appropriate response to each based on the Code.

HUMAN DEVELOPMENT AND LEARNING (6 hours)
- Cooperative Learning – Participants will become familiar with the knowledge, skills and strategies to implement cooperative learning in the classroom. This workshop is based on the work of Johnson and Johnson and Kagan.
- Motivating At Risk Students – Participants will focus on ways to actively involve students in learning activities, and to effectively support students at-risk. They will also become familiar with techniques to assist the special needs learner so they can become successful at school.

LEARNING ENVIRONMENTS (6 hours): As part of the orientation participants will first attend a workshop focusing on the beginning of the school year, how to get organized and the importance of procedures and routines. They will be shown such practical skills as setting up a grade book, setting up a routine for taking attendance, etc. Secondly, they will attend a workshop where they will be asked to develop a behavior management plan consisting of rules, consequences and rewards. There will be separate sessions for secondary and elementary teachers.

PLANNING (12 HOURS):
- Lesson Planning – Participants will focus on how to create an effective lesson plan which includes the objective, the rationale (Sunshine State Standards, real life application), content, materials needed, sequential procedures, review/closure, remediation and enrichment strategies, and accommodations.
- Sunshine State Standards – Participants will become familiar with the Florida Sunshine State Standards and how to incorporate them into their lessons.
- FCAT/Best Practices – Participants will become familiar with the FCAT and learn instructional strategies to promote success in required FCAT skills.
- Technology and planning – Participants will be exposed to web sites which will aid in creating effective lesson plans and which can be used in the classroom to aid in student achievement

ROLE OF THE TEACHER (9 hours):
- Truancy/Child Abuse – Participants will become familiar with state and local guidelines regarding attendance and truancy of students. They will also become familiar with ways of recognizing child abuse, their legal responsibilities and how to report it.
- Crisis Intervention Strategies – Participants will become familiar with causes and signs of student emotional distress violent tendencies, and their legal responsibilities, and drug/alcohol abuse, and appropriate interventions/procedures to report them.
- Creative Presentation Techniques – Participants will focus on ways to actively involve students in learning, techniques to hook, grab their attention, and strategies to make learning fun and exciting.

~~TECHNOLOGY (3 hours): Participants will focus on ways to use the computer to create lesson materials, to manage and evaluate grades, to incorporate use of the internet in their classrooms, and on software available for classroom use.~~

ASSESSMENT MATRIX
ALTERNATIVE CERTIFICATION PROGRAM

Accomplished Practice	Pre-Assessment	Professional Development	Final Assessment
1. Instructional Design and Lesson Planning	Diagnostic Observation	• FCAT/Standards/ Curriculum Map Workshop • Lesson Planning Workshop • Planning and Technology Workshop • ACP Orientation Workshop	• Summative Classroom Observation • Portfolio; Long Range Plan, Unit Plan, Lesson Plan based on data, Student Work Sample, Reflection on Accomplished Practice • Peer Teacher Evaluation • Final Accomplished Practice review by county personnel
2. The Learning Environment	Diagnostic Observation	• ESE/IEP Workshop • Classroom Management Workshop • Bullying/Harassment Workshop • Truancy and Child Abuse Workshop • Parent Communication Workshop • ADD/ADHD Workshop • ESOL Workshop • Technology in the Classroom Workshop • Crisis Intervention Strategies Workshop • ACP Orientation	• Summative Classroom Observation • Portfolio: Procedures Checklist, Classroom Management Plan, 2 Lesson Plans; one with student use of technology and one with accommodations for special needs students, Modification Checklist for 3 students, Parent Newsletter, Read and discuss District ESOL Plan with Peer Teacher, Crisis Intervention Survey, Reflection on Accomplished Practice • Peer Teacher Evaluation • Final Accomplished Practice review by county personnel

3. Instructional Delivery and Facilitation	Diagnostic Observation	- Cooperative Learning Workshop - Questioning Skills/Critical Thinking Workshop - CRISS Strategies Workshop - Creative Presentations Workshop - Motivating-at-Risk Learners Workshop - Lesson Planning Workshop - ACP Orientation Workshop	- Summative Classroom Observation - Portfolio: Differentiation Project, List of 5 Reading strategies implemented, 2 Lesson Plans; one with subject area integrated with math and one including high level, critical thinking questions highlighted, Motivational Hook indentified in one of the lesson plans, Student Work Sample with teacher feedback, Reflection on Accomplished Practice - Peer Teacher Evaluation - Final Accomplished Practice review by county personnel
4. Assessment	Diagnostic Observation	- Assessment Strategies Workshop - ACP Orientation Workshop	- Summative Classroom Observation - Portfolio: Teacher-made Test with Evaluation Questionnaire, 2 Lesson Plans; one with both traditional and non-traditional assessment that align with goals objective and one based on data and student need, Teacher Created Rubric, Copy of Student Interim Report, copy of On-line Assessment Tool use, Reflection on Accomplished Practice - Peer Teacher Evaluation - Final Accomplished Practice review by county personnel

ASSESSMENT MATRIX

5. Continuous Professional Improvement	Diagnostic Observation	- All Workshops - Meetings with Peer Teacher - ACP Orientation Workshop	- Summative Classroom Observation - Portfolio: PDP, summary of School Improvement Plan implementation, List of 5 Research-based Instructional Strategies, Parent Contact Log, Summary of 2 Clay County Workshops attended and strategies implemented in classroom, Summary of Collaboration with another teacher including plans, implementation, results, and reflection, Reflection on Accomplished Practice - Peer Teacher Evaluation - Final Accomplished Practice review by county personnel
6. Professional Responsibility and Ethical Conduct	Diagnostic Observation	- Ethics Workshop - ACP Orientation Workshop	- Summative Classroom Observation - Portfolio: Ethics Checklist, Ethics Scenarios, Reflection on Accomplished Practice - Peer Teacher Evaluation - Final Accomplished Practice review by county personnel