

# WAKULLA COUNTY SCHOOLS



*Bobby Pearce, Superintendent*

**New *Wakulla* Educator**

**Orientation and Induction Program**

**Professional Educators Competencies (PEC)**

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# WELCOME TO WAKULLA COUNTY SCHOOLS!

## New Educator Orientation and Induction Program

### Professional Education Competence (PEC) Completion Guide

Vision: “We will promote a rigorous and appropriate education that results in success for all students.”

Mission: “We are committed to successes for all students, teachers, staff, parents, and our community.”

## Introduction

The program for new educators in the Wakulla County Schools emphasizes growth, personal improvement and enhancement of professional practice. Florida Statute 1012.56(8) defines the minimum competencies for professional certification. The Wakulla County School District New Educator Orientation and Induction Program not only introduces teachers to the policies, procedures, and practices of the Wakulla County Schools, but also provides for verification of the teacher’s ability to demonstrate the teaching competencies and teaching accomplished practices.

This Induction Program is based on the premise that the Wakulla County School System employs the best available educators. The focus of the plan is not “remedial” in nature. It is designed to recognize that people new to the district and in many instances to the teaching profession, need assistance and mentoring as they become fully accomplished professionals. Our district realizes that effective teachers are essential to ensure the continuous progress of all students.

The Wakulla County School System recognizes that teaching is a complex profession and requires professional demands beyond the classroom. Getting off to a good start is vital to long-term employment and high productivity. This orientation and induction program is designed to provide teachers with the knowledge they need to experience a successful beginning. It is the obligation of the school district to create a well-designed, comprehensive and readily accessible set of learning experiences for beginning educators. It is the responsibility of the educators to familiarize themselves with the various components of the program and to complete the requirements in a timely manner.

Authority: Fla. Stat. 1012.56(8) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND EDUCATION COMPETENCY PROGRAM ...Each school district must provide a cohesive competency-based professional preparation 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.

#### The program shall include the following components:

- A minimum period of initial preparation prior to assuming duties as the teacher of record.
- An option for collaboration between school districts and other supporting agencies for implementation.
- Experienced peer mentors (3 years or more teaching experience and an HE on the most current evaluation)
- An assessment that provides for: a) an initial evaluation and b) a post evaluation.
- Professional education preparation content knowledge that includes, but is not limited to the following:
- Requirements specified in state board rule for professional preparation.
- The educator-accomplished practices approved by the state board.

WCS Board approved: 07.1.06, Rev. 06/13, 05/14, 08/15, 08/16, 07/30/18, 06/17/19, 08/17/20, 11/16/20  
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 Angie Walker, Chief Human Resource Officer

- A variety of data indicators for student progress.
- Methodologies, including technology for teaching subject content that supports the Florida State Standards.
- Techniques for effective classroom management.
- Techniques and strategies for assuring a safe learning environment for students.
- Methodologies for assuring the ability of all students to read, write and compute.
- Required achievement of passing scores on the professional education competency examination required by the state board rule.

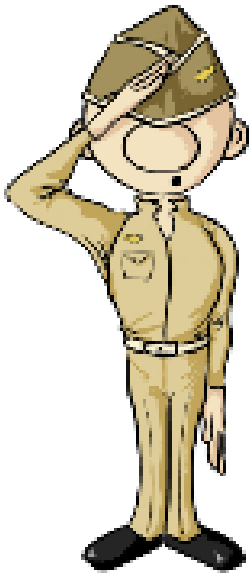
## Beginning Effective Teacher Candidate [BETC]

A beginning effective teacher candidate can:

- Identify high priority research based instructional strategies and behaviors with high effect size [i.e., probability of impact on student learning]:
- Demonstrate an understanding of the different types of lessons where each type has an appropriate set of instructional strategies and behaviors:
- Recognize the core elements of lesson design and planning;
- Identify core instructional strategies appropriate to enabling students to achieve academic [content] standards; and
- Identify core teacher behaviors that support deliberate practice – individual and collegial career-long continuous improvement behaviors.

Definition of a beginning effective teacher candidate [BETC]: *Someone who demonstrates sufficient core knowledge of subject matter and instructional strategies to meet effective teacher proficiency expectations for beginning teachers. Someone who has sufficient understanding of a core of research-based instructional strategies and behaviors so that there is a high probability of having a positive impact on student learning.*

## Strand A: New Educator Boot Camp –August 3, 2020

**BOOT CAMP NEW EDUCATOR TRAINING**

7:45-8:00	Sign-In
8:00-8:15	Welcome and Procedures- Angie Walker, DO ( <a href="mailto:angela.walker@wcsb.us">angela.walker@wcsb.us</a> )
8:15-8:30	Energy Efficient-Beth Brown, DO ( <a href="mailto:elizabeth.brown@wcsb.us">elizabeth.brown@wcsb.us</a> )
8:30-9:00	Students' Mental Health-Amy Bryan, DO ( <a href="mailto:amy.bryan@wcsb.us">amy.bryan@wcsb.us</a> )
9:00-9:30	Homeless Education-Cori Revell ( <a href="mailto:cori.revell@wcsb.us">cori.revell@wcsb.us</a> )
9:30-9:45	Superintendent Pearce
9:45-10:30	An Introduction to FEAP's, Professional Conduct-Jan Pearce, CES ( <a href="mailto:rebecca.pearce@wcsb.us">rebecca.pearce@wcsb.us</a> )
10:30-10:45	BREAK
10:45-11:15	All About Kagan: Kimberly Morgan-SES ( <a href="mailto:kimberly.morgan@wcsb.us">kimberly.morgan@wcsb.us</a> )
11:15-11:45	MTSS/RtI, Vicki Benton- DO ( <a href="mailto:victoria.benton@wcsb.us">victoria.benton@wcsb.us</a> )
11:45-12:15	Internet Security-Tim Stephens, IT Director ( <a href="mailto:timothy.stephens@wcsb.us">timothy.stephens@wcsb.us</a> ) & Jason Welch ( <a href="mailto:Jason.welch@wcsb.us">Jason.welch@wcsb.us</a> )
12:15-12:45	"CHOW" - Provided by Human Resources-Laura Greenwood, Marilyn Pascarella, and Brenda Clemons
12:45-1:15	Wakulla County Teachers Association (WCTA)-Jennifer Redfern, SES ( <a href="mailto:Jennifer.redfern@wcsb.us">Jennifer.redfern@wcsb.us</a> ) and Ricky Strickland ( <a href="mailto:Richard.strickland@wcsb.us">Richard.strickland@wcsb.us</a> )
1:15-1:45	Reading Endorsement and Professional Certificates-Lori Sandgren, DO ( <a href="mailto:lori.sandgren@wcsb.us">lori.sandgren@wcsb.us</a> )
1:45-2:15	COVID-19-Angie Walker ( <a href="mailto:angela.walker@wcsb.us">angela.walker@wcsb.us</a> )
2:15-2:25	BREAK
2:25-3:00	Progress Monitoring-Holly Harden, DO/schools ( <a href="mailto:holly.harden@wcsb.us">holly.harden@wcsb.us</a> )
3:00-3:30	Staying Fit, Mentally ( <a href="mailto:Jessica.wells@wcsb.us">Jessica.wells@wcsb.us</a> )

3:30-4:00	Closing-Katrina Roddenberry, Wakulla County Teacher of the Year ( <a href="mailto:katrina.roddenberry@wcsb.us">katrina.roddenberry@wcsb.us</a> )
4:00-4:15	Wrapping Up and Group Photo-Angie Walker

**NEW EDUCATOR PROGRAM FOR ALL NEW CERTIFIED OR INSTRUCTIONAL EMPLOYEES IN WAKULLA COUNTY**

This program features two critical aspects of becoming a fully accomplished professional educator:

**#1:** Learning the Ropes – policies, procedures, practices of Wakulla County Schools and

**#2:** Basic Training - Enhancing the ability to teach by acquiring the attitudes and strategies of effective classroom teachers, demonstrating the professional competencies and teaching accomplished practices.

STRAND A is comprised of *Summer Boot Camp* presented by educators in the district with expertise on specific topics. Boot Camp focuses on the professional competencies as required by Florida Statute 1012.56(8) and gives all new employees an overview of Wakulla County Schools.

<b>STRAND A: PROFESSIONAL COMPETENCIES</b>	
Implementation	Documentation
<ul style="list-style-type: none"> <li>• <b><i>New Educator Boot Camp</i></b> as identified and scheduled by the Human Resources Office on August 3, 2020</li> <li>• <u>July 26, 27</u> : PAEC New Teacher Training</li> </ul>	<ul style="list-style-type: none"> <li>• District will maintain attendance records from each day. Your printed name and signature on the “sign-in” sheet are the required documentation.</li> </ul>

**EVIDENCE: Registration in ePDC and sign-in sheet**

## NEWLY HIRED TEACHERS ARE EXPECTED TO ATTEND ALL SESSIONS SCHEDULED

STRAND B is comprised of seminars presented by educators in the district with expertise on specific topics. The workshops will focus on the professional competencies as required by Florida Statute 1012.56(8).

STRAND B PROFESSIONAL COMPETENCIES	
Implementation	Documentation
Attend <b>ALL</b> district seminars as identified and scheduled by the Human Resource Department.–A schedule of fall and spring seminars are provided.	Attendance will be recorded by the sign-in sheet on each seminar attended. Participants must bring notebooks to each seminar and <b>attendance is mandatory for all new certified or instructional hires regardless of years of experience, field of instruction, or type of certificate held.</b>

### Seminar Agenda

Sessions are on Tuesdays, **3:45-5:30pm**

**WAKULLA INSTITUTE CAFETERIA** located behind the District Office at 126 High Drive.

Dates	NOTES	Seminar Titles
July 31, 2018		<b>New Teacher Boot Camp</b>
Tuesday, September 1, 2020 <b>Must bring a copy of your professional</b> <b>1. Teaching certificate or</b> <b>2. Temporary certificate</b> <b>AND Statement of Eligibility(SOE)</b>		<i>New Educator-Overview –Angie Walker</i> <i>Teacher Certification</i> <i>Out-of Field teaching</i>
Tuesday, September 22, 2020		FEAP # 6: Professional Responsibility and Ethical Conduct- Angie Walker
Tuesday, October 6, 2020		CANVAS: Distance Learning Platform- Danny Lily
Tuesday, October 20, 2020		Exceptional Student Education-Cori Revell

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Tuesday, November 3, 2020		FEAP # 2: LEARNING ENVIRONMENT- How to incorporate an appropriate learning environment. Focus is on the requirements in the WCSB Teacher Evaluation-
Tuesday, November 17, 2019		Mandatory Reporting of Child Abuse/Neglect-Angie Walker
Tuesday, December 1, 2020		FEAP # 1: INSTRUCTIONAL DESIGN and LESSON PLANNING-How to.... use the standards to plan, progress monitor, adjust my teaching based on student progress-District Instructional Coaches-Holly Harden & Susan Tillman
Tuesday, January 12, 2020		Teacher Evaluation-Angie Walker
Tuesday, February 9, 2020		ePDC-How to use and navigate, responsibilities, and completion- LouAnn Kiessig
Tuesday, March 2, 2020		Wrapping Things Up-Angie Walker
Tuesday, April 6, 2020		Make Up Session If Needed

**Evidence: Registration in ePDC and sign-in sheets for each session**



## Strand C: School Orientation

**FACILITATOR: School Principal/Site Administrator**

**STRAND C** is intended to help the new educator become aware of how business is done at the school site. This aspect of the induction program involves the completion of the SCHOOL ORIENTATION CHECKLIST. The checklist is found on the following page. The checklist should be completed during the **first two months** of employment.

STRAND C School Orientation	
<b>Implementation</b>	<b>Documentation</b>
With the assistance of your Principal or his/her Designee, complete the Teacher Induction School Orientation Checklist.	Place the completed Teacher Induction School Orientation Checklist in your Induction Notebook.

Strand C: School Orientation

### TEACHER INDUCTION PROGRAM SCHOOL ORIENTATION CHECKLIST



A check indicates the topics were discussed.



#### PART I. HANDBOOKS

*This section is to be completed by the beginning teacher with the principal or designee. Administrators may conduct these orientations in small-group with all new hires or one-on-one.*

Review Faculty Handbook	_____	Review Student Handbook	_____
Review School Improvement Plan	_____	Review Curriculum Guides For grade level/subject area	_____
Review State/District Assessment Schedule	_____	Locate and Browse Wakulla County School District website: <a href="http://www.wakullaschooldistrict.org">www.wakullaschooldistrict.org</a>	_____
Review Code of Conduct & Attendance Policy	_____	Review Personnel Handbook	_____

#### PART II. PROCEDURES

____ Attendance/Tardy	____ Discipline Procedures
____ Clinic/Health Room	____ Behavior Management
____ Work/Room Maintenance	____ Lunch

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- |   |  |
|---|--|
| <input type="checkbox"/> Injury Reports           | <input type="checkbox"/> Office                    |
| <input type="checkbox"/> Monies Collected         | <input type="checkbox"/> Special Area/Unified Arts |
| <input type="checkbox"/> Ordering Supplies        | <input type="checkbox"/> Student Dismissal         |
| <input type="checkbox"/> Substitutes              | <input type="checkbox"/> Paraprofessionals         |
| <input type="checkbox"/> Withdrawal of Students   | <input type="checkbox"/> Volunteers                |
| <input type="checkbox"/> Field Trips              | <input type="checkbox"/> Make-up Work              |
| <input type="checkbox"/> Duplication of Materials | <input type="checkbox"/> Policy on Copyrights      |
| <input type="checkbox"/> Resources Available      | <input type="checkbox"/> Fund Raisers              |
| <input type="checkbox"/> Evacuations/Drills       | <input type="checkbox"/> Assemblies                |
| <input type="checkbox"/> Other                    |  |

**RECORD KEEPING**

- |  |  |
|--|--|
| <input type="checkbox"/> Lesson Plans                | <input type="checkbox"/> Grades/FOCUS                  |
| <input type="checkbox"/> Cumulative Folders          | <input type="checkbox"/> Textbook Inventory            |
| <input type="checkbox"/> <b>Sick Leave/TDY forms</b> | <input type="checkbox"/> Receipting Money              |
| <input type="checkbox"/> Daily Attendance            | <input type="checkbox"/> Lost Textbooks                |
| <input type="checkbox"/> I.D. Badge                  | <input type="checkbox"/> Visitors/Passes               |
| <input type="checkbox"/> Safety Expectations         | <input type="checkbox"/> After school/special Programs |

The handbooks and procedures have been reviewed by school administrator and teacher indicated by the signatures below:

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
**Administrator's Signature**      **Date**              **Mentor Signature**      **Date**              **Teacher's Signature**              **Date**

**PART II. Observation of school-base teachers. Principal arranges a TDY so the new educator can observe peers. You must record what you learned, who you observed and the date you observed. Include your TDY and your principal's signature on your written record of the observation.**

**EVIDENCE: Part I -checklist completed with all 3 signatures  
 Part II -TDY and record of observation as described above**

## Strand D: Continuous Professional Development (FEAPS, #5)

**FACILITATOR: Lori Sandgren**

### STRAND D

**STRAND D** involves the teacher's participation in continuous professional development. Special initiative training that is required by all Wakulla County teachers will be organized and provided by the district during the school year. The purpose of these training opportunities is to allow the beginning educator to have the same level of understanding as experienced teachers who have already completed the training.

STRAND D	
Teacher Professional Development Requirements	
Implementation	Documentation
<ul style="list-style-type: none"> <li>➤ Attend Professional Development Trainings sponsored by district or school</li> </ul>	District will maintain attendance records from each of the seminars. Your signature and employee identification number on the "sign-in" sheet are the items required for documentation.

**EVIDENCE: Print out from Efdc indicating all professional development trainings. Print out must indicate attendance and completion of training. See your assistant principal for questions about how to do this.**

STRAND E is comprised of scheduled meetings and/or contacts between the new educator and his/her assigned mentor. These meetings address the new educator’s needs and offer support to the new educators. This documentation form must be signed and submitted in your induction notebook.

STRAND E	
<b>Mentor Teacher Documentation</b>	
<b>Implementation</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>➤ Meet with your assigned mentor teacher a minimum of once/week during the first year of your induction program <b>no matter how many years of experience you have.</b></li> </ul>	Place the completed signed mentoring teacher collaboration log in your induction folder. Please use the form located in the Mentor Teacher Handbook.

**A minimum of one contact or meeting has occurred once a week (at least 30 contacts/meetings during the school year) between the new educator and his/her mentor teacher.**

**MENTORING LOG FORM**

Purpose: Documentation of Mentor Teacher Requirements

PAGE \_\_\_\_ of \_\_\_\_ (Attach additional pages as necessary)

Date (MM/DD/YYYY)	Description of Mentoring Activity	Time		Total Time for Session	Signature or Initials of Mentee
		From	To		
August					
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September					
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	<b>Total Hours Per Page</b>			
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This log is being submitted to verify that \_\_\_\_\_ met with his/her mentor weekly for the 2019-2020 school year. The meetings met the minimum requirements mandated by the Department of Education and Florida State statues.

Principal / Administrator’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date \_\_\_\_\_

New Educator Signature: \_\_\_\_\_ Date \_\_\_\_\_

### WEEKLY MEETING AGENDA ITEMS

*Mentors and new educators **must meet weekly**. Below are the guidelines for your weekly meetings:*

1. Set up a formal weekly meeting time with your mentee. Share the calendar with your administrator.
  - Maintain a log of the meetings with a list of the topics discussed.
  - Meetings should be **at least 30 minutes per week**
  - Meet informally as needed, providing ongoing support.
  - Review the New Teacher Program requirements with your mentee to help him/her stay on track with items to complete.
  - Review the Faculty Handbook, the Student Code of Conduct, the Curriculum Guide, and any other school handbooks with your mentee to assure overall understanding of school and district policies.
  - Refer the new educator to the appropriate people when questions arise that you are unable to answer.
  - Complete at least one observation during each semester
  - Enlist the support of your administrator if problems arise
  - Complete the Mentoring Program Evaluation Form at the end of the school
  - Remind your mentee to stay on top of deadlines, especially those relating to certification
  - Review the requirements of teaching out-of-field if your mentee is OOF.
  - *Complete the Mentoring Program Evaluation Form at the end of the school year.*
  - Lesson plans
  - Parent Communication
  - Behavior Management
  - Kagan Structures
  - Lower Quartile students and Progress monitoring
  - MTSS/RtI
  - *Safety drills and procedures*

### EVIDENCE: MENTOR LOG

## STRAND F: The Florida Educator Accomplished Practices [FEAPs]

FACILITATOR: School Principal/Site Administrator/Mentor

All New Wakulla Educators are required to complete STARND F with the following exception: **Veteran teaches in possession of an in-field professional certificate issued by FL DOE and transferring to Wakulla County with three or more years of teaching experience in a public k-12 school, evidenced by annual evaluations of effective or higher.**

6A-5.065 The Educator Accomplished Practices.

### (1) **Purpose and Foundational Principles.**

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

The effective educator exemplifies the standards of the profession.

(2) **The Educator Accomplished Practices.** Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

### (a) **Quality of Instruction**

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;

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- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. **Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

## **(b) Continuous Improvement, Responsibility and Ethics.**

1. **Continuous Professional Improvement.** The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.



*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.*

## Strand F: The Florida Educator Accomplished Practice

### Overview

Name \_\_\_\_\_

EIN # \_\_\_\_\_

School/Site \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date of Employment \_\_\_\_\_

Principal \_\_\_\_\_

The Florida Educator Accomplished Practices (FEAPs) are the research-based knowledge and skills that all Florida teachers need to implement so that their students can master the skills determined by the Florida Sunshine State Standards.

**Purpose:** The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

The Florida Educator Accomplished Practices include:

- Instructional Design and Lesson Planning
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

The school-based mentor and AP/Principal use the corresponding rubric as a guide to determine if the new educator has demonstrated the FEAP’s required. The new educator compiles a portfolio of his/her completed FEAP products and completed rubrics. These products become part of the New Educator Notebook and become public record. These records are audited.

## FEAP 1-Instructional Design and Lesson Planning

Task Name: Planning for a Lesson: PRE-CONFERENCE

**Task Description:** Planning is where educators formulate a course of action for carrying out instruction over a school year, a semester, several weeks, a week, a day, or a lesson. Decisions made by educators as they plan for instruction have an influence on all aspects of their classroom behavior and consequently, on the nature of the learning outcomes that result from instruction. If educators plan, they experience more confidence, direction, and security in their performance in the classroom.

FEAP : **TASK 1** Pre-Observation Planning Guide

<ul style="list-style-type: none"> <li>• What State Standard/Grade Level Expectation/Benchmark will be taught in this lesson?</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the lesson</li> </ul>
<ul style="list-style-type: none"> <li>• What prior learning is required of the students prior to the lesson being taught?</li> </ul>
<ul style="list-style-type: none"> <li>• How have you determined that students are ready for this lesson and how?</li> </ul>
<ul style="list-style-type: none"> <li>• What activities(s) or strategies will you use in order to ensure student engagement?</li> </ul>

You	Students
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<ul style="list-style-type: none"> <li>• How will you determine students' understanding of the stands/lesson?</li> </ul>	
<ul style="list-style-type: none"> <li>• List the higher order questions you plan to ask in this lesson.</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe the homework/practice assignment and the amount of time most students will spend completing the assignment.</li> </ul>	
<ul style="list-style-type: none"> <li>• What materials will you use during the lesson, e.g. document camera, PowerPoint, lab equipment, text books?</li> </ul>	
<ul style="list-style-type: none"> <li>• What modifications will be made in the lesson for the exceptional students in your class (during delivery, for assignments, and assessment of mastery)?</li> </ul>	
<ul style="list-style-type: none"> <li>• How is the content of this lesson related to future lessons?</li> </ul>	

**Mentor and New Educator met to discuss lesson plans in general and the particular lesson that will be observed:**

Mentor signature \_\_\_\_\_

Date \_\_\_\_\_

New Educator Signature \_\_\_\_\_

Date \_\_\_\_\_

FEAP 1: **TASK 2** – Observation Notes

**MAKE ADDITIONAL COPIES OF FORMS AS NEEDED FOR DEMONSTRATION OF FEAP 1.**

Teacher Name: _____	Signature of Mentor: _____
Date of Observation: _____	Observation #1 _____
	Observation #2 _____

Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

**\*The new educator will be required to redo an Element of the Rubric until all areas are demonstrated.**

	D	ND
1. Teacher promptly began lesson with a review .		
2. Teacher clearly specified learning objective(s).		
3. Teacher defined concept(s).		
4. Teacher provided quality examples and non-examples.		
5. Teacher provided student practice.		
6. Higher order questions were used		
7. Teacher/Student activities clearly followed the lesson plan.		
8. Lesson included final review.		

9. Student practice/homework was clearly described with time frame.		
10. Materials are prepared in advance.		
11. Lesson included relevant activities.		
12. Teacher checked for comprehension of directions.		
13. Activities were paced appropriately.		
14. Teacher provided modifications as needed.		
15. Positive praise or redirect was evident throughout lesson		
16. Students were engaged as evidenced by:		

**Notes:**

**Strand F: The Florida Educator Accomplished Practice**

**Florida Educator Accomplished Practice (FEAP) 1 – Instructional Design and Lesson Planning**

FEAP 1: <b>TASK 3</b>	Post-Conference
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Name of Teacher \_\_\_\_\_ Date of Observation \_\_\_\_\_

Name of Mentor \_\_\_\_\_ Date of Face-to-Face Conference \_\_\_\_\_

<ul style="list-style-type: none"> <li>• What were the strengths of the lesson?</li> </ul>
<ul style="list-style-type: none"> <li>• List 1 or 2 areas (if any) where the educator struggled</li> </ul>
<ul style="list-style-type: none"> <li>• What positive comments or praise was given during lesson?</li> </ul>

<ul style="list-style-type: none"> <li>• Review your observation notes with mentee</li> </ul>
<ul style="list-style-type: none"> <li>• Does mentee request any professional development needs?</li> </ul>

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

New Educator Signature \_\_\_\_\_ Date \_\_\_\_\_

**Strand F: The Florida Educator Accomplished Practice**

**FEAP 2: The Learning Environment**

Classroom Management System-This will be evidenced through administrative documentation

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**Directions:**

Before finalizing your behavior plan, discuss what you plan to use or do with your mentor and your administrator. This will help ensure that you are utilizing the school and district expectations/policies already established while giving you the opportunity to receive input from those who are helping support you.

**SUMMARY OF TASKS**

- Task # 1:** Behavior Management Plan-reviewed with your **mentor**
- Task # 2:** First semester observation from **administrator**
- Task # 3:** Lesson Plan used when **administrator** observed
- Task # 4:** Pre and post observation notes from **principal**
- Task # 5** Review the Learning Environment section of the WCSB Teacher Evaluation with your mentor-initialed

**Task # 1 BEHAVIOR MANAGEMENT PLAN and CLASSROOM ROUTINES**

**Part I: Procedures and Routines**

Establish your procedures so that daily activities become routine. Your behavior plan should include the following:

- Starting the day, taking attendance and dismissing class

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 Angie Walker, Chief Human Resource Officer

- Entry and exit procedures
- Movement within the class
- Social interaction within the class – permissible and not permissible
- Quieting the class, including signals for attention
- Responding to interruptions from visitors and students
- Calling on students
- Collecting and returning homework
- Make-up work – homework and tests

**Part II: Discipline**

Organize your thoughts, and subsequently your discipline plan, into the following four components:

1. **RULES**  
What the expected behaviors are  
Aim for five or fewer rules
2. **CONSEQUENCES**  
Describe what your actions will be when a student breaks a rule  
Develop a progression of consequences
3. **REWARDS**  
What is your reward system  
For what do you praise students and how  
Make sure you include positive consequences for students who follow the rules  
Post your plan where it is visible to all students in your classroom.
4. **POSITIVE REDIRECTION**  
Remember that positive redirection and praise is the preferred approach to discipline

**TASK # 2 -Analysis of Behavior Plan**

**Strand F: The Florida Educator Accomplished Practice: The Learning Environment**

**FEAP 2: Analysis of Behavior Plan-mentor will review your plan and complete form with you**

Name: _____	Mentor’s Name: _____	Date: _____	

Check one of the following when analyzing your plan

Demonstrated:	All ___ Most ___ Some ___
Not Demonstrated:	1 or more ratings are unacceptable _____

Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated.

Element	#	Criteria	Rating
	1	Procedures are established that will lead to a productive daily routine.	D ___ ND ___

Procedures and Routines	2	Procedures address all of the required elements listed in the instructions and are reasonable.	D ___ ND ___
Discipline	3	Rules establish behavioral expectations and are limited to five.	D ___ ND ___
	4	Consequences for infractions are appropriate and sequences for multiple recurrences.	D ___ ND ___
Overall	5	Rewards are established for positive behaviors and are appropriate.	D ___ ND ___
	6	The principal or another building administrator has approved the plan.	D ___ ND ___
	7	Students were involved in developing the plan, including the establishment of rules and standards for behavior.	D ___ ND ___
	8	Students will have opportunities to be accountable for their own behavior.	D ___ ND ___
	9	Students have developed shared values and expectations for their own interactions and a sense of responsibility for themselves and their classmates.	D ___ ND ___
	10	From the plan, it is clear that the teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	D ___ ND ___

Comments:

Improvements Needed:

**TASK #3**-Provide a copy of your lesson planned used when your administrator observes you during semester 1 and 2



**TASK # 4 Administrator's pre and post observation notes for each semester.** Your administrator should schedule a time to observe you at least one time during your first semester. This observation will include a pre-observation conference, the actual observation, and the post conference. You will need to include: the pre-observation conference notes with signatures and the post-observation notes with signatures in your notebook.

**Task #4-: Post Conference Guide-this may be used by your admin or another tool**

Name of Teacher: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date of Face-to-Face Conference: \_\_\_\_\_

What were the observed strengths?
What are areas (1 to 2) that could use improvement?
What recommendations were agreed upon for the next observation?
Other discussion topics:
Professional Development needs and actions:

***Domain B: The Classroom Environment***

7. Establishes and maintains a positive, organized, clean, attractive and safe learning environment.

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
Student empowered classroom where mutual respect supports learning. Effectiveness is evident in: clear traffic flow, adequate work space, materials in place and seamless organization.	Classroom environment functions smoothly as students and teachers, demonstrate mutual respect and learning as evidenced in: adequate traffic flow, devoted work space, materials in place and overall organization.	Classroom environment functions somewhat effectively. Classroom routines and use of space partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment characterized by chaos, conflict and/or overall poor engagement. Poor use of physical space inhibits interactions between individuals. Overall environment lacks adequate support of learning.

8. Understands students' interests and background and uses appropriate behaviors that indicate affection for students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities regularly. A positive rapport between students and teacher is apparent.	Fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities.	Sporadically fosters student responsibility. There is a lacking sense of classroom community. Procedures may be posted but not adhered to, or modeled. Leadership opportunities for students are sporadic.	Fails to foster student responsibility. There is a lack of class community, and procedures, Students are not given leadership opportunities.

9. Establishes and uses a well-planned positive behavior management system which is developmentally appropriate and effective.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Expectations are clear and have been developed with students, monitoring behavior is subtle. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Students' self-governing behavior is evident.	Expectations are clear to all students. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Expectations of behavior seem to be established; teacher is generally aware of student behavior but misses some misbehavior and/or behavior changes little when addressed.	Expectations of behavior do not seem to be established; teacher does not seem to monitor or be aware of behavior and/or students do not respond to correction or redirection of misbehavior.

10. Uses technology effectively and efficiently for administrative tasks, accessing student assessment data, attendance, reporting, etc...

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses technology to gather, analyze and make sense of data. Utilizes data when making instructional decisions that address individual student needs. Utilizes data to make instructional decisions and inform parents regarding student progress.	Uses technology to record, analyze and review student assessment data. Shares data analysis with students, their parents and colleagues.	Records and reviews data, and may use data for some planning purposes. Looks at whole class data but seldom applies data to the individual student.	Records data as required.

11. Creates an environment of respect and rapport while accommodating the differing needs and diversity of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Classroom interactions among teacher and individual students are highly respectful, reflecting	Classroom interactions among teacher and students are polite and respectful, reflecting general	Classroom interactions, both between teacher and students and among students, are generally	Classroom interactions, both between the teacher and students and among students

<p>genuine warmth and caring and sensitivity to students' cultures and levels of development. Students govern themselves to help ensure high levels of civility among members of the class.</p>	<p>warmth and caring and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>tend to be negative, inappropriate, or insensitive to students' cultural backgrounds, and may be characterized by sarcasm, put-downs, or conflict.</p>
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12. Establishes a culture for learning and maintains a climate of openness, inquiry, fairness and support.

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
<p>High levels of students' energy and teacher passion for the subject are evident in a culture for learning in the classroom. Everyone shares a belief in the importance of the subject, and students hold themselves to high standards of performance, for example, by initiating improvements to their work.</p>	<p>The classroom culture is characterized by high expectations for students and genuine commitment to the subject by teacher and students, with students demonstrating pride in their work.</p>	<p>The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, inconsistent expectations for student achievement, and little student ownership of learning.</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. Both teacher and students appear to be only "going through the motions."</p>

This was reviewed: New Educator \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

**Strand F: The New Florida Educator Accomplished Practice**

**FEAP 3: Instructional Delivery and Facilitation**

Task Name: Mentor Observation # 2 **(must be completed by February 28)**

- TASK 1:** Pre-observation notes (use same form from first semester)
- TASK 2:** Review teacher evaluation, Domain D, include signatures and dates on section
- TASK 3:** Post-observation notes (use same form from previous observation)

**FEAP 3: Observation sheet from your mentor-this should be reviewed prior to observation and during post conference discussion of observation**

## Strand F: The Florida Educator Accomplished Practice

### FEAP 4: Assessment:

1. Uses data to analyze teaching methods, 2. Continues Improvement, Responsibility, and Ethics, 3. Professional Responsibility and Ethical Conduct

Task Name: Parent/Teacher/Student Conference

#### **Task Description:**

Conferencing with parents takes preparation and poise. For this task you are to prepare for and **conduct two conferences**, including the student, if appropriate. These conferences should be attended by an administrator or mentor who will provide you with feedback.

**TASK 1:** Pre-conference plan for each conference (total of 2, 1 each semester)

- Schedule a time that is convenient for all parties concerned (you, the parent/guardian, the student if he/she will attend, and the support team member).
- Develop a pre-conference plan that includes:
  - Purpose of the meeting
  - Know roles of participants
  - Submit to mentor or administrator who will attend the conference

**TASK 2:** Conference Record -total of two

The conference should include:

- An analysis of the student's progress, including both strengths and weaknesses
- Your decision about whether the student will participate in the conference, including why, and how (if he/she will participate)
- Targeted samples of student work to support your conclusions about the student's performance
- Student's grades
- Clear and appropriate suggestions for improvement and reinforcement in the needed areas
- Specific suggestions of strategies for parent involvement

- Suggestions from parents/guardian for specific help from teachers
- Plans for monitoring improvement by teacher and family

**TASK 3:** Post Conference—total of two.

After the conference, you will provide the following:

- Completed observation form signed by the administrator or mentor
- Conference Record with a summary of what was discussed and agreed upon
- Identify appropriate improvement strategies for future conferences

**Strand F: The Florida Educator Accomplished Practice**

**FEAP 4: Continuous Professional Improvement**

FEAP 4: **TASK 1** Pre-Conference Planning Worksheet: #1 \_\_\_\_\_ #2 \_\_\_\_\_

Teacher’s Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Who will be attending conference \_\_\_\_\_  
\_\_\_\_\_

Student’s Name: \_\_\_\_\_ Parent(s)/Guardian Name: \_\_\_\_\_

Purpose of Conference

Items to be prepared and included in the conference

Description of the student's progress, including both strengths and weaknesses

Summary of student's grades (classroom performance)

Targeted samples of student work to support your conclusions about the student's performance are included

Positive student achievement samples and positive characteristics

Decision about whether the student will participate in the conference, including why, and how (if he/she will participate)

Clear and appropriate suggestions for improvement and reinforcement in the needed areas

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Angie Walker, Chief Human Resource Officer



Specific suggestions of strategies for parent involvement

Questions about the student's environment outside of school (e.g., family circumstances, community environment, extra-curricular activities, health and economic conditions) that may influence student's life and learning

Plans for monitoring improvement by teacher and family

Summary of community resources for parent

**Strand F: The Florida Educator Accomplished Practice**

Educator Accomplished Practice (FEAP) 5: Continuous Professional Improvement

FEAP 4: **TASK 2** Observation form to be used by mentor for parent conference

Teacher Name: _____	Signature of Mentor: _____
Date of Observation: _____	Observation #1 _____ #2 _____

Decision for FEAP on this task (check one):

Demonstrated: All are acceptable \_\_\_\_\_

Not Demonstrated: 1 or more ratings are unacceptable \_\_\_\_\_

Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated.

Element	#	Criteria	Rating
Plan	1	Teacher prepares pre-conference form and materials needed.	D___ ND___
	2	Decision about inclusion of student in the conference is appropriate.	D___ ND___
Conference	3	Teacher builds rapport with parent/guardian.	D___ ND___
	4	Teacher presents positive student achievements.	D___ ND___
	5	Teacher shares student work and analysis of strengths and weaknesses.	D___ ND___
	6	Teacher and parent/guardian agree on a plan to help improve student's area of weakness.	D___ ND___
	7	Teacher and parent/guardian agree on a plan to monitor student.	D___ ND___
	8	Community resources are suggested by teacher if appropriate.	D___ ND___
	9	Conference ended in a positive manner.	D___ ND___
Analysis	10	Reflection of the teacher's strengths and weaknesses of their performance during the conference.	D___ ND___

	11	Teacher has identified appropriate improvement strategies for conferences.	D___ ND___
Administrator/Mentor/ Guidance Counselor Observation	12	Teacher asks about external factors that might impact student performance and adapts recommendations accordingly.	D___ ND___
	13	Teacher presents meaningful feedback and accurate information about student in a positive way.	D___ ND___
	14	Teacher avoids arguing with a family, using appropriate conflict resolution strategies when needed.	D___ ND___

**Strand F: The Florida Educator Accomplished Practice**

Educator Accomplished Practice (FEAP) 5: Continuous Professional Improvement

FEAP 4: **TASK 3**

Post-Conference for Parent Conference Guide #1\_\_\_ #2\_\_\_

Name of Teacher\_\_\_\_\_

Date of Observation\_\_\_\_\_

Name of Mentor\_\_\_\_\_

Date of Face-to-Face Conference\_\_\_\_\_

What were the strengths of teacher during parent conference?
What information was discussed?
What did the teacher share with parent about she/he would help child improve?
What are the new educator’s responsibilities?
What are the student’s responsibilities?

Next meeting or contact date planned with parent.

**Administrator Assessment**

**Reference: STRAND G**

The administrator who conducts your walk-throughs (2 per year) and observations (2 per year) should initial each line. A copy of your final evaluation could be used in place of this if it is completed by the notebook due date.

Purpose: The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Wakulla Schools Self-Assessment  
KEY INDICATORS

1=LOWEST                                      5=HIGHEST                                      or N/A

**Quality of Instruction**

- \_\_\_\_\_ Aligns instruction with state-adopted standards at the appropriate level of rigor.
- \_\_\_\_\_ Sequences lessons and concepts to ensure coherence and required prior knowledge.
- \_\_\_\_\_ Designs instruction for students to achieve mastery.
- \_\_\_\_\_ Selects appropriate formative assessments to monitor learning.
- \_\_\_\_\_ Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
- \_\_\_\_\_ Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**The Learning Environment**

- \_\_\_\_\_ Organizes, allocates, and manages the resources of time, space, and attention.
- \_\_\_\_\_ Manages individual and class behaviors through a well-planned, **POSITIVE**

management system.

Conveys high expectations to all students.

Respects students' cultural, linguistic and family background.

Models clear, acceptable oral and written communication skills.

Maintains a climate of openness, inquiry, fairness and support.

Integrates current information and communication technologies.

Adapts the learning environment to accommodate the differing needs and diversity of students.

Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Uses Kagan Structures on a regular basis

**Instructional Delivery and Facilitation**

Deliver engaging and challenging lessons.

Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

Identify gaps in students' subject matter knowledge.

Modify instruction to respond to preconceptions or misconceptions.

Relate and integrate the subject matter with other disciplines and life experiences.

Employ higher-order questioning techniques.

Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.

Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.

Support, encourage and provide immediate and specific feedback to students to promote student achievement.

Utilize student feedback to monitor instructional needs and to adjust instruction.

**Assessment**

Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.

\_\_\_\_\_

Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

\_\_\_\_\_

Uses a variety of assessment tools to monitor student progress, achievement and learning gains.

\_\_\_\_\_

Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

\_\_\_\_\_

Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).

\_\_\_\_\_

Applies technology to organize and integrate assessment information

**Continuous Professional Improvement**

\_\_\_\_\_

Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.

\_\_\_\_\_

Examines and uses data-informed research to improve instruction and student achievement.

\_\_\_\_\_

Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

\_\_\_\_\_

Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.

\_\_\_\_\_

Implements knowledge and skills learned in professional development in the teaching and learning process.

**Professional Responsibility and Ethical Conduct**

\_\_\_\_\_

Understands that educators are held to a high moral standard in a community.

\_\_\_\_\_

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

New Teacher’s Signature \_\_\_\_\_

Mentor’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Return this checklist along with appropriate documentation in a folder to the HR Department located at the District Office at 69 Arran Road, Crawfordville, FL. You will be marked attended and complete upon receipt and review of your New Educator Orientation and Induction Program notebook.

Make copies of documents for your file

**2020-2021 FINAL CHECKLIST**

**NOTEBOOKS ARE DUE NO LATER THAN JUNE 17, 2021**

STRAND A: Attend Summer Boot Camp – August 3, 2020 \_\_\_\_\_  
Attended New Hire Orientation-July 27, 2020 \_\_\_\_\_

STRAND B: Attend New Educator Seminars (all must be attended) \_\_\_\_\_

STRAND C: School Orientation Checklist Completed and Signed by Administrator and Teacher \_\_\_\_\_

STRAND D: Continuous Professional Development –list all attended and/or provide print out from ePDC

Date \_\_\_\_\_ Training \_\_\_\_\_  
Date \_\_\_\_\_ Training \_\_\_\_\_  
Date \_\_\_\_\_ Training \_\_\_\_\_  
Date \_\_\_\_\_ Training \_\_\_\_\_  
Date \_\_\_\_\_ Training \_\_\_\_\_

STRAND E: Mentoring Teacher Collaboration Signed and Dated by Mentor and Teacher \_\_\_\_\_

STRAND F: Florida Educator Accomplished Practices

**Documentation/Products for REQUIRED FEAPs**

FEAP 1: Instructional Design & Lesson Plans

WCS Board approved: 07.1.06, Rev. 06/13, 05/14, 08/15, 08/16, 07/30/18, 06/17/19, 08/17/20, 11/16/20  
Wakulla County Schools New Wakulla Educator Orientation & Induction Program with FEAP’s  
Angie Walker, Chief Human Resource Officer

Mentor Observation Semester 1

**Task 1:** Pre-observation notes \_\_\_\_\_

**Task 2:** Observation notes \_\_\_\_\_

**Task 3:** Post-observation notes \_\_\_\_\_

FEAP 2: The Learning Environment

**Task 1:** Behavior Management Plan \_\_\_\_\_

**Task 2:** Analysis of Plan \_\_\_\_\_

**Task 3:** Lesson Plan used for administrative evaluation \_\_\_\_\_

**Task 4:** Administrator’s pre and post observation notes \_\_\_\_\_

FEAP 3: Instructional Delivery & Facilitation

Mentor Observation Semester 2

**Task 1:** Pre-observation notes \_\_\_\_\_

**Task 2:** Review teacher evaluation section: *The Classroom Environment* with your mentor prior to observation, indicated by signatures and date

**Task 3:** Review recorded observation with your mentor \_\_\_\_\_

**Task 4:** Post-observation notes \_\_\_\_\_ (use same form from previous observation)

**Task 5:** Self-assessment completed \_\_\_\_\_

FEAP 4: Assessment

Parent Conference with mentor present (2 conferences, same process)

**Task 1:** Pre-Conference Planning Worksheet: Conference #1 \_\_\_\_\_ Conference #2 \_\_\_\_\_

**Task 2:** Observation sheet from mentor: Conference #1 \_\_\_\_\_ Conference #2 \_\_\_\_\_

**Task 3:** Post-Conference with mentor: Conference #1 \_\_\_\_\_ Conference #2 \_\_\_\_\_

1. I have completed all of the assigned tasks as required with integrity and honesty:

\_\_\_\_\_  
New Educator Signature Date

2. This new educator has completed all of the assigned tasks as required with integrity and honesty:

\_\_\_\_\_  
Mentor Signature Date

3. This new educator and mentor have completed all of the assigned tasks as required with integrity and honesty:

\_\_\_\_\_  
Administrator Signature Date



**Code of Ethics**

# Principles of Professional Conduct for the Education Profession in Florida

## 6A-10.081

(1) Florida educators shall be guided by the following ethical principles:

(a) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

**(b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.**

**(c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.**

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

**1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.**

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally violate or deny a student's legal rights.

7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

8. Shall not exploit a relationship with a student for personal gain or advantage.

**9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.**

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

**4. Shall accept no gratuity, gift, or favor that might influence professional judgment.**

**5. Shall offer no gratuity, gift, or favor to obtain special advantages.**

(c) Obligation to the profession of education requires that the individual:

**1. Shall maintain honesty in all professional dealings.**

2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

**5. Shall not make malicious or intentionally false statements about a colleague.**

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

WCS Board approved: 07.1.06, Rev. 06/13, 05/14, 08/15, 08/16, 07/30/18, 06/17/19, 08/17/20, 11/16/20  
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7. Shall not misrepresent one's own professional qualifications.
- 8. Shall not submit fraudulent information on any document in connection with professional activities.**
9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- 13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance.** Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.
14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
- 15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.**
16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

*Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16*

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TO DO: forms at back, review check list at end, and check on page numbers for accuracy.