

Brevard County

Induction Program



August 2002

School Board of Brevard County
2700 Judge Fran Jamieson Way, Viera, Florida 32940

Brevard County Induction Program

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August 2002

Brevard Public
Schools
Mission Statement

Our mission is to
serve every student
with excellence
as the standard.

The mission of
Professional
Development is
continuous
improvement for all
employees to meet the
needs of all Brevard
County students.

Teacher's Thoughts

I HAVE COME TO THE FRIGHTENING CONCLUSION THAT I AM THE DECISIVE ELEMENT IN THE CLASSROOM. IT IS MY PERSONAL APPROACH THAT CREATES THE CLIMATE. IT IS MY DAILY MOOD THAT MAKES THE WEATHER.

AS A TEACHER I POSSESS TREMENDOUS POWER TO MAKE A CHILD'S LIFE MISERABLE OR JOYOUS. I CAN BE A TOOL OF TORTURE OR AN INSTRUMENT OF INSPIRATION. I CAN HUMILIATE OR HUMOR, HURT OR HEAL. IN ALL SITUATIONS IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS WILL BE ESCALATED OR DE-ESCALATED, AND A CHILD IS HUMANIZED OR DE-HUMANIZED.

DR. HAIM GINOTT
BETWEEN TEACHER AND CHILD

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Philosophy

The Brevard County Induction Program is designed to provide quality support to participating instructional personnel to ensure optimal classroom teacher performance and ultimately, optimal student performance. The Brevard County Induction Program is based on the premise that the professional development of teachers is best achieved through a planned, supportive, competency-based program. The guiding principles of the program are the Educator Accomplished Practices and the Minimum Competencies for Professional Certification. *The Educator Accomplished Practices for the Twenty-First Century* are teaching principles with key indicators of behavior for each identified principle. These behaviors require a high level of performance and provide a model of continuous improvement for educators. The Minimum Competencies are required for issuance of a professional teaching certificate.

Goal

The goal of the Brevard County Induction Program is to provide for the development, demonstration, and documentation of the professional education competencies while providing a technical and psychological support system for all first-year teachers.

Program Objectives

- Collaborate with the Office of Instructional Employment to identify first-year teachers employed by Brevard Public Schools.
- Monitor and maintain records of the first-year teachers' progress in the Brevard County Induction Program.
- Provide inservice opportunities for first-year teachers, mentor teachers, and administrative contacts.
- Support first-year teachers' efforts in demonstrating the Educator Accomplished Practices/Minimum Competencies.
- Notify the Department of Education of satisfactory performance by the first-year teacher of the Professional Education Competencies.

Admission Criteria

All teachers new to Brevard Public Schools, regardless of experience, participate in an induction process.

The Office of Instructional Employment for Brevard County Schools and the Florida Department of Education will determine the required components of the Brevard County Induction Program for each first-year teacher.

Teachers new to Brevard County are eligible to receive the support of a mentor teacher. The building level administrator selects the mentor teacher using the criteria listed under *Mentor Teacher* in this booklet.

Employment will be contingent upon the teacher's willingness to participate in the program. Teachers needing extra assistance and skills can be extended in the program for an additional year at the request of their administrator.

Short-term contract teachers are to begin the Induction Program based on their first day of employment. If the Induction Program is not completed during the first short-term assignment, it must be continued on each subsequent teaching assignment until completed.

Governance

The Superintendent will have overall and final authority for the Brevard County Induction Program. The Superintendent or his designee will have the responsibility of verifying successful program completion to the Florida Department of Education.

The administrative unit for the Brevard County Induction Program will be the Office of Employment and Staff Development. The Director of Employment and Staff Development and the Induction Program Resource Teacher shall administer district-wide coordination of the program.

Director of Employment and Staff Development/Induction Program Resource Teacher

Duties and Responsibilities

The responsibilities of the Director of Employment and Staff Development and the Induction Program Resource Teacher shall include:

- Assisting schools and the Office of Instructional Employment in identifying first-year teachers
- Ensuring that support teams for first-year teachers are functioning at school sites
- Providing training resources and workshops for teachers and administrators as needed
- Collecting and maintaining Induction Program records in the Office of Employment and Staff Development
- Reporting to the Professional Development Council the progress of the Induction Program
- Providing assistance to schools
- Collecting Induction Program data and preparing reports

Building Level Administrator

Criteria

Master's Degree from an accredited educational institution; certified in Educational Leadership, Administration and Supervision or Administration by the State of Florida; minimum of three years successful teaching experience; certified in Florida Performance Measurement System by the Department of Education.

Duties and Responsibilities

The administrator takes the responsibility to assist, support, and document the first-year teacher's progress towards mastering the Brevard County Induction Program Accomplished Practices/Minimum Competencies. The building level administrator determines if the first-year teacher has successfully demonstrated the Educator Accomplished Practices/Minimum Competencies and has successfully completed the Induction Program.

The responsibilities of the administrator shall include:

- Providing a school-based orientation for first-year teachers
- Providing an overview of the Instructional Personnel Performance Appraisal System (IPPAS).
- Assigning a mentor teacher to first-year teachers if required or necessary
- Conducting a summative observation within the first-year teacher's first 45 days of employment
- Developing an initial Professional Development Plan based on the data collected during the summative observation
- Submitting all observations and Professional Development Plans as they are completed to the Induction Program Resource Teacher
- Requesting a program extension for any first-year teacher who has not successfully mastered the Educator Accomplished Practices/Minimum Competencies. The written request for an extension should be submitted to the Induction Program Resource Teacher before the end of the second teaching semester.

Mentor Teacher

Desired Criteria

Holds a valid professional teaching certificate; has a minimum of three years' teaching experience; trained in observation tools, conferencing, and Professional Development Plans through the completion of Clinical Educator Training and/or Florida Performance Measurement System Domains for Teachers. Demonstrated effective teaching performance; employed at the same school and in the same subject/expertise area as the new teacher whenever possible.

Duties and Responsibilities

Mentors are high performing, experienced teachers who work closely guiding and supporting first-year teachers. A mentor supports the new teacher through continuous coaching and constructive feedback. The mentor/first-year teacher relationship should result in the improvement of the first-year teacher's performance and ensure positive personal and professional growth. However, a mentor is not directly involved in the first-year teacher's performance evaluation.

The responsibilities of the mentor teacher shall include:

- Utilizing effective, positive interpersonal communication skills to foster a supportive and positive relationship with mentored colleague(s)
- Participating in and/or initiating orientation meetings and activities with the new teacher that introduces them to the school and faculty
- Sharing knowledge, expertise, and constructive guidance with mentored colleague(s)
- Participating, if requested by the administrator or first-year teacher, in the formulation of the first-year teacher's initial summative Professional Development Plan

- Conducting a minimum of two formative observations
- Participating in a pre-observation conference and post-observation conference for each formative observation
- Acting as the primary resource/liaison for the new teacher and offering specific information on school and county policies, philosophy, procedures, paperwork and curriculum
- Participating, if requested by the administrator, in verifying successful completion of the Accomplished Practices/Minimum Competencies for the first-year teacher's Induction Program

First-Year Teacher

Criteria

Employed by the Brevard County Public Schools in a full-time instructional position. Eligible to receive or holds a temporary or professional certificate issued by the state or district, and has not completed an Induction Program in the state of Florida.

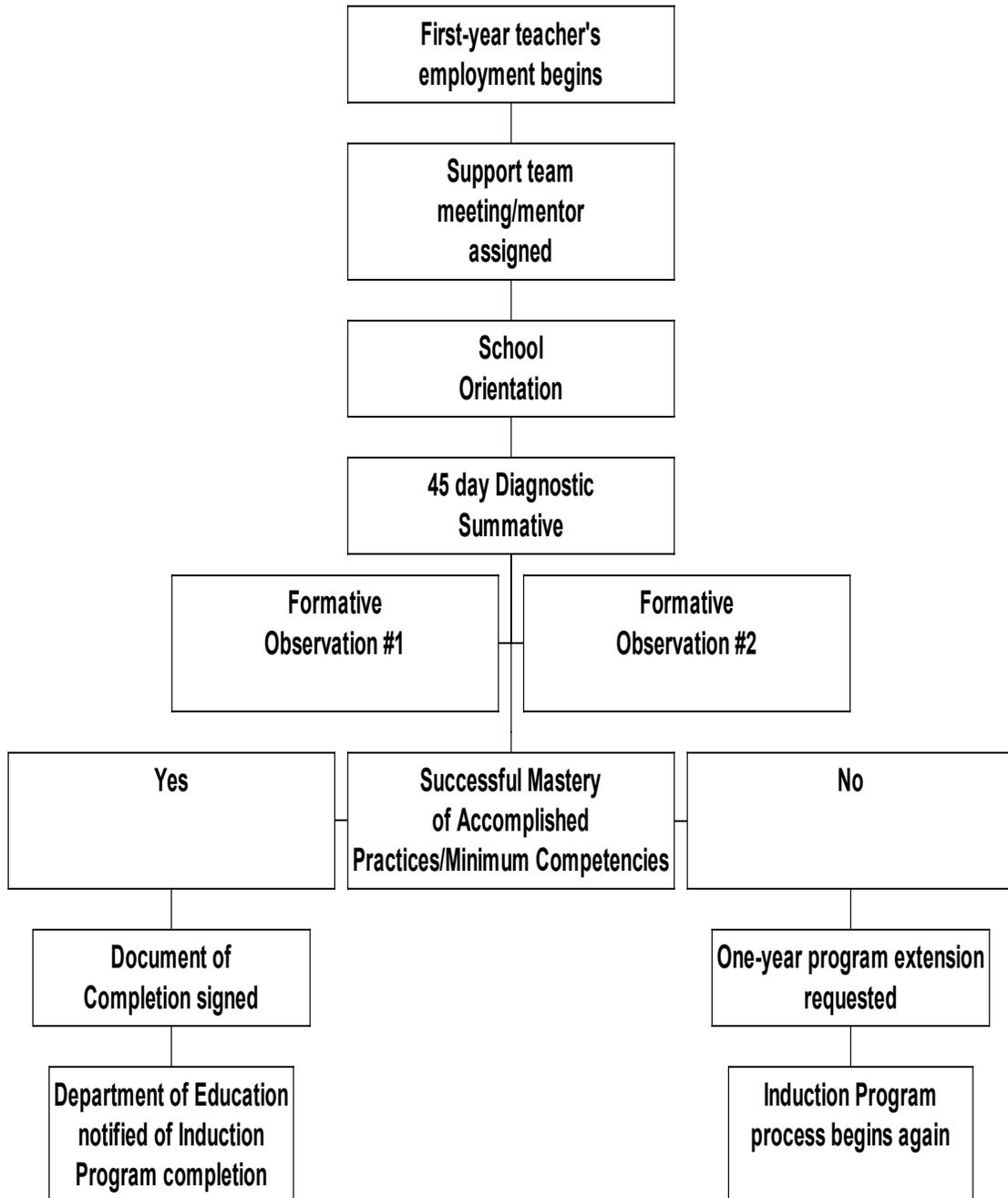
Duties and Responsibilities:

The responsibilities of the first-year teacher shall include:

- Participating in orientation meetings held by the county or by building-level schools
- Promoting a positive relationship with his/her mentor teacher
- Working with the administrator and mentor teacher to facilitate scheduling of observations and conferences that will offer opportunities for demonstration of competence

- Participating in the formulation of the Professional Development Plans after each observation
- Demonstrating mastery of the Educator Accomplished Practices/ Minimum Competencies and providing documentation of the competencies as needed by the mentor teacher or administrator

**BREVARD COUNTY INDUCTION PROGRAM
FLOW CHART**



Program Chart

1. The first-year teacher is employed by Brevard County Public Schools.
2. If required or necessary, the administrator assigns a mentor teacher to the first-year teacher.
3. Orientation for first-year teacher.
4. Diagnostic summative and Professional Development Plan completed within the first 45 days of employment.
5. First-year teacher works to improve areas of concern, interest, or need with the assistance of the mentor teacher.
6. Mentor teacher completes two formative observations, conferences, and Professional Development Plans.
7. Administrator documents successful mastery of the Educator Accomplished Practices/Minimum Competencies and signs either Document of Completion for first-year teacher or recommends a one-year extension in the Induction Program.
8. Administrator forwards the Accomplished Practices/Minimum Competencies and Document of Completion to the Induction Program Resource Teacher, Office of Staff Development.
9. The Department of Education is notified of successful mastery of the Professional Education Competencies/Minimum Competencies.
10. An extension in the Induction Program gives the first-year teacher an opportunity to demonstrate successful mastery of the Educator Accomplished Practices/Minimum Competencies.

Overview of Data Collection Tools

Summative Observation

Within the first 45 days of employment, an administrator will observe the first-year teacher in the instructional setting. The summative instrument used for data collection is based on the 124 specific teacher behaviors that have been shown through the *Florida Performance Measurement System* research to be directly related to increased student achievement and improved classroom conduct. The four teaching domains that will be focused upon during the observation are *2.0 Management of Student Conduct*, *3.0 Instructional Organization and Development*, *4.0 Presentation of Subject Matter*, and *5.0 Communication*.

Formative Observations

The focus of the formative observation is developmental rather than evaluative in nature. It is designed to provide feedback in order to help developing teachers strengthen their teaching behaviors which have been shown to be positively related to student achievement. The mentor teacher collecting classroom data can use a combination of either *Florida Performance Measurement System Domains* or *Clinical Educator Data Collection Tools*.

Formative Observation Tools

Florida Performance Measurement System Domains

Domain 1-Planning

This domain reviews the essential ingredients for classroom lessons and activities before instruction begins. The areas addressed are content coverage, using instructional materials, structuring activities, focusing on goals, and diagnosing student needs.

Domain 2-Management of Student Conduct

Domain 2 collects data on teacher actions that minimize the frequency of disruptive student conduct. The key indicators are rule explication, rule monitoring, teacher “withitness”, desist quality, group alerts, movement smoothness, maintaining continuity, and praise of student conduct.

Domain 3-Instructional Organization and Development

This data collection tool categorizes teacher behaviors that provide for effective classroom instruction. The three major components are efficient use of time, skillful management of major teaching functions, and skill in conducting classroom interaction.

Domain 4-Presentation of Subject Matter

This domain deals with the types of knowledge that make up all subject matter and the ways to present these various forms of knowledge that increase the probability of student learning. The types of knowledge recognized are concepts, laws, academic rules, and value knowledge.

Domain 5-Communication

Domain 5 identifies verbal and nonverbal behavior used by the teacher that elicits academic information from students, expresses it to them, and either helps or hinders the expression of feelings and the growth of relationships with students.

Domain 6-Testing

This data collection tool aids the teacher in understanding and measuring his/her impact in the area of evaluation. The domain covers preparing students for tests, administering tests, and giving feedback.

Clinical Educator Data Collection Tools

Selective Verbatim

This data collection tool is a verbal transcript of what is said within a specific category of concern. Verbal behaviors can include but are not limited to teacher questions, teacher responses to student questions, teacher directions, teacher general talk patterns, teacher praise statements, teacher control of student behavior, student responses to teacher questions, student questions, and student initiated statements.

Verbal Flow

The tool records data on a seating chart. The chart displays the verbal interactions during a lesson. Symbols are used to code the nature, source, and direction of the interaction.

At Task

This data collection tool is collected on the amount of academic student engagement time during seatwork. The observer uses a seating chart with a legend and conducts visual sweeps every three to four minutes.

Physical Movement/Class Traffic

This tool collects data on the patterns of teacher or student movement in the classroom.

1.0 PLANNING

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

Beginning Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson/Conference Purpose or Content _____	

This instrument is designed to record indicators of teacher behavior in the domain of Planning.

DOMAIN 1.0

Use a check to indicate behavior: **S**=Satisfactory **I**=Improvement Needed

DOMAIN	INDICATORS	S	I
1.1 CONTENT COVERAGE	Select content to be learned		
	Judge appropriateness of content based on student's level		
	Separate content into distinct elements or parts		
	Structure content into sequential steps		
	Specify amount of time needed for each component		
1.2 UTILIZATION OF INSTRUCTIONAL MATERIALS	List the necessary materials		
	Judge appropriateness of materials based on student's level and content to be learned		
	Provide materials for exceptional children		
	Prepare materials in advance		
1.3 ACTIVITY STRUCTURE	Select the activity		
	Judge appropriateness of the activity		
	Separate activity into components		
	Structure the activity into sequential steps		
	Specify what the teacher will do		
	Specify what the students will do		
	Pace the activity appropriately		
	Organize the class effectively for the instructional activity		
1.4 GOAL FOCUSING	State learner objectives, both general and specific		
	Give reasons(s) for focusing on specific goals		
	Relate objective to instructional activity		
1.5 DIAGNOSIS	Identify student's level		
	Select lesson based upon student's needs		
	Provide specialist diagnosis for exceptional students as needed		
	Evaluate whether students have met the objective		

2.0 MANAGEMENT OF STUDENT CONDUCT

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

Beginning Teacher's Name _____	Date _____
School _____	Department/ Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson/Conference Purpose or Content _____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Management of Student Conduct. The instrument is divided into five categories; Rule Explication and Monitoring; Withitness: Desist, Quality, Overlapping; Group Alert; Movement Smoothness/Slowdown; and Praise.

Directions:

1. Place a mark in the appropriate box when a relevant behavior is observed.(Effective items are on the left of the instrument and ineffective items are on the right).
2. Mark an items each time it is observed. One behavior may relate to more than one item. When this occurs, mark each item that applies. For example, a teacher may reprimand a student for an infraction of a known rule (2.1) by giving a firm order to stop the deviancy (2.2)
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

CATEGORY	EFFECTIVE	INEFFECTIVE
2.1 Rule Explication and Monitoring		
2.2- 2.4 Withitness: Desist, Quality, Overlapping		
2.5 Group Alert		
2.6- 2.7 Movement Smoothness/Slowdown		
2.8 Praise		
TOTAL		

DOMAIN 2.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
2.1 RULE EXPLICATION AND MONITORING	Specifies a rule			Does not specify when rule needed
	Clarifies a rule			Does not clarify rule
	Practices rule			
	Reprimands rule infraction			Does not correct rule infraction
2.2 - 2.4 WITHITNESS: DESIST, QUALITY, OVERLAPPING	Stops deviant behavior			Does not stop deviancy/ deviancy spreads
	Corrects worse deviancy			Corrects lesser deviancy
	Desists student causing disruption			Desists onlooker or wrong student
	Suggest alternative behavior			Uses rough, angry, punitive desists
				Uses approval-focused desist
	Attends task & deviancy simultaneously			Ignores deviancy, continues task/ignores task, engrosses in deviancy
	Attends to two instructional tasks simultaneously			Ignores other students needing help/drops task, engrosses in intrusion
2.5 GROUP ALERT	Poses question-selects reciter			Selects reciter-poses question
	Alerts class/calls on one reciter			Alerts group-unison response
	Alerts non-performers			Ignores non-performers
2.6 - 2.7 MOVEMENT SMOOTHNESS/ SLOWDOWN	Ignores irrelevancies/ continues on task			Reacts to or interjects irrelevancies/ flip-flops/dangles
	Gives short, clear non-academic directions			Overdwells or fragments non-academic directions
	Moves whole/subgroup			Fragments group movement
2.8 PRAISE	Praises specific conduct			Uses general conduct praise
	Praises non-deviant, on-task behavior			
	Gives low-key quiet praise			Uses loud praise
	Uses contingency praise			
	Uses authentic, varied, warm praise			
	Controls class reaction to misconduct			Allows class to reinforce misconduct

3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Beginning Teacher's Name: _____ Date: _____

School: _____ Department/Team: _____

Observer's Name: _____ Observation Number: _____

Starting Time: _____ Length of Observation: _____

Brief State of Lesson/Conference Purpose or Content: _____

This instrument is designed to record effective and ineffective indicators of teacher behavior in the domain of Instructional Organization and Development. The instrument is divided into five categories: Use of Time; Review/Summary; Lesson Development; Teacher Treatment of Student Talk/Feedback; Homework/Seatwork.

- Directions:
1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right.)
 2. Mark an item each time it is observed.
 3. Sum frequencies by indicators and record subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

CATEGORY		EFFECTIVE	INEFFECTIVE
3.1	Use of Time		
3.2	Review/Summary		
3.3	Lesson Development		
3.4 - 3.5	Teacher Treatment of Student Talk /Feedback		
3.6	Homework/Seatwork		
TOTAL			

DOMAIN 3.0

CATEGORY	EFFECTIVE INDICTORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS	
3.1 USE OF TIME	Begins classwork promptly			Delays starting the lessons	
	Provides activities and attends students			Delays new topic or activity/students wait for instruction or teacher assistance	
	Has materials in order, minimal time spent passing out paper, etc.			Searches for or does not have handouts, materials, equipment in order-disorganized	
3.2 REVIEW/ SUMMARY	Conducts lesson- initiating review				
	Conducts topic summary within the lesson				
	Conducts review at the end of the lesson				
3.3 LESSON DEVELOPMENT	Orients students to classwork/specifies purpose and activities				
	Indicates change of topic/activity				
	Talks on subject matter			Talks or questions off-subject	
	Questions student comprehension	High order			Extends talk or changes topic without comprehension check
		Low Order			
	Provides independent/choral/unison practice				
Pauses before soliciting answers to complex questions			Solicits immediate response to complex questions		
3.4 - 3.5 TEACHER TREATMENT OF STUDENT TALK/ FEEDBACK	Gives corrective feedback for incorrect response			Ignores response/gives harsh feedback for incorrect response	
	Gives specific praise for correct response			Uses general/non-specific praise	
	Probes, amplifies, restates student response			Accepts inarticulate, incongruent or incorrect answer	
	Asks for peer response			Engages only select students in dialogue	
3.6 HOMEWORK/ SEATWORK	Gives homework/seatwork directions/due date			Assigns homework/Seatwork without directions/due date	
	Checks comprehension of directions			Directs students to start without checking comprehension	
	Circulates and assists students			Remains at desk-inadequate circulation/assistance	
	Checks errors or gives feedback on homework/seatwork			Does not give feedback on homework/seatwork	

FORMATIVE CLASSROOM OBSERVATION INSTRUMENT

4.0 PRESENTATION OF SUBJECT MATTER

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

Beginning Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson/Conference Purpose or Content _____	

This instrument is designed to record indicators of teacher behavior in the domain of Presentation of Subject Matter. It is divided into four categories: Presentation of conceptual knowledge (CONCEPTS): Presentation of explanatory knowledge (LAWS/PRINCIPLES): Presentation of academic rules (ACADEMIC RULES): and presentation of value knowledge (VALUES).

Data are collected through direct observation of a planned lesson. The data collection procedure is topic and concept specific--see the following directions.

Directions:

- 1) Conference with the teacher prior to observation to determine the topics that are planned. Write the names of the topics in the spaces provided at the top of the observation instrument.
- 2) Observe the teacher instructing a planned lesson. Record observation data as follows;
 - a) Determine the topic, then the corresponding concept and indicator and record the observation in the targeted cell. For example, if the first topic of the lesson is electrical resistance and the teacher tests a piece of wood and the students see that electric current does not pass through the wood, place a mark in column one, cell three of concept.
 - b) If the teacher treats subject matter not in the *planned* lesson, write in the additional topic(s) in the space provided at the top of the instrument, and record the treatment of those topics as well as the planned topics.
 - c) Code behavior each time they occur. For example, if the teacher tested wood, plastic and rubber to determine their resistance, code three times in column one, cell three of concepts.
 - d) One behavior may be coded in more than one cell. If a behavior applies to more than one concept and indicator, record it in all relevant cells--this occurs infrequently.
 - e) When a teacher treats more than one topic during a lesson (this occurs frequently) as example of one concept may be a non-example of another concept. When this occurs, code under the topic you judge the teacher is explicating at that point in time.

DOMAIN 4.0

TOPICS		1	2	3	4	5	6	7	8
4.1 CONCEPTS	States definition								
	Gives example (s)								
	Tests examples; gives non-examples or attributes; distinguishes from related concepts								
4.2 LAWS/PRINCIPLES	Discusses causes								
	Discusses effects								
	Uses linking word								
	Applies law or principle								
4.3 ACADEMIC RULES	Describes the situation								
	Applies the rule								
4.4 VALUES	States a value question								
	Develops judgmental criteria								
	Assembles facts								
	Makes a value judgment								

5.0 COMMUNICATION: VERBAL AND NONVERBAL

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

Beginning Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson/Conference Purpose or Content _____	

This instrument is designed to record effective and ineffective indicators of teacher behavior in the domain of Communication: Verbal and Nonverbal. The instrument is divided into four categories: Control of Discourse; Emphasis; Task Attraction and Challenge/Teacher Speech; and Body Language.

Directions:

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right).
2. Mark an item each time it is observed.
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

CATEGORY	EFFECTIVE	INEFFECTIVE
5.1 Control of Discourse		
5.2 Emphasis		
5.3 Task Attraction and		
5.4 Challenge/Teacher Speech		
5.5 Body Language		
TOTAL		

DOMAIN 5.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
5.1 CONTROL OF DISCOURSE				Uses scrambled discourse
				Uses vagueness words
	States single questions			States long/multiple questions
5.2 EMPHASIS	States an emphatic expression			
	Uses an emphatic technique			
	Repeats important points			
5.3 - 5.4 ATTRACTION AND CHALLENGE/ TEACHER SPEECH	Expresses verbal enthusiasm			Uses loud, piercing, grating speech
	States a task oriented challenge			Does not vary tone, intensity, volume or pace
				Speaks too softly-inaudible
5.5 BODY LANGUAGE	Smiles, eye contact-body behavior that shows interest, excitement			Deadpan expression/lethargic posture or movement

6.0 TESTING

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

Beginning Teacher's Name _____	Date _____
School _____	Department/Team _____
Observer's Name _____	Observation Number _____
Starting Time _____	Length of Observation _____
Brief Statement of Lesson/Conference Purpose or Content _____	

Observation Instrument

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right).
2. Mark an item each time it is observed.
3. Sum frequencies by indicators, record subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

NOTE: Items on the Observation Instrument are observed at varying times. They are as follows:

- 6.1 Preparation for Testing--observed one to three days before testing.
- 6.2 Test Administration--observed during the period students take an examination.
- 6.3 Formative Feedback --observed two or more days after an examination.

DATA SUMMARY

CATEGORY	EFFECTIVE	INEFFECTIVE
6.1 Preparation for Testing		
6.2 Test Administration		
6.3 Formative Feedback		
TOTAL		

DOMAIN 6.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
6.1 PREPARATION FOR TESTING (OBSERVED PRIOR TO TESTING)	States test purpose			
	Explains use of test results			Relates test purpose to grading
	Explains importance of results			Threatens reprisals for failure
	States positive expectations			Makes negative comments about student ability
	States content to be tested			Uses vague/general terms to describe test content or review
	Reviews test content			
	Cites study references or provides study guide			Emphasizes test difficulty
	Describes item type(s)			
	Gives test-taking directions			Makes indefinite statements about test format/directions
	Explains test-taking strategies			
	Provides test-taking practice			
6.2 TEST ADMINISTRATION (OBSERVED DURING TESTING TIME)	Allows chairs to provide space among students			Allows close proximity
	Controls temperature and ventilation			Disregards room temperature extremes
	Provides lighting			Disregards shadows, reflections-poor lighting
	Clarifies student questions			Refuses to help or respond to test-related questions
	Offers assistance to individuals with questions			
	Monitors students while taking exam			Leaves the room during testing
	Controls noise and interruptions			Occupies with other tasks/loses awareness of student behavior
6.3 FORMATIVE FEEDBACK (OBSERVED WHEN TEST RESULTS ARE RETURNED)	Reviews test items/gives reasons for answers			Uses tokens as feedback
	Listens to alternative responses			
	Clarified misconceptions			
	Makes positive comments about student ideas			

Data Collection Tool: Selective Verbatim
Recording Sheet

The Clinical Educator Observer records a verbal transcript of what is said within a specific category of concern. Verbal behaviors can include but are not limited to teacher questions, teacher responses to student questions, teacher directions, teacher general talk patterns, teacher praise statements, teacher control of student behavior, student responses to teacher questions, student questions, and student initiated statements.

Teacher's Name _____

Observer's Name _____

School _____ Date _____

Starting Time _____ Ending Time _____

Attach additional sheets as necessary.
Induction Program 4/99

Data Collection Tool: Verbal Flow
Recording Sheet

The observer records with the use of a seating chart, the verbal interactions during a lesson. The Clinical Educator Observer uses symbols to code the nature, source, and direction of the interaction.

Teacher's Name _____

Observer's Name _____

School _____

Date _____

Starting Time _____

Ending Time _____

Data Collection Tool: At Task
Recording Sheet

The observer collects data on student engagement (academic engaged time) during seatwork. The Clinical Educator Observer uses a seating chart with a legend and conducts visual sweeps every three to four minutes.

Teacher's Name _____

Observer's Name _____

School _____

Date _____

Starting Time _____

Ending Time _____

Attach additional sheets as necessary.
Induction Program 4/99

Data Collection Tool: Physical Movement
Recording Sheet

Using a classroom diagram, the Clinical Educator Observer collects data on the patterns of teacher or student movement in the classroom.

Teacher's Name _____

Observer's Name _____

School _____

Date _____

Starting Time _____

Ending Time _____

Attach additional sheets as necessary.
Induction Program 4/99

Accomplished Practice #1 – ASSESSMENT

PROFESSIONAL: *The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information, and develops students' instructional plans that meet cognitive, social, linguistic, cultural, emotional, and physical needs.*

Sample Key Indicators:

Recognizes students' readiness to learn and their individual learning needs and plans intervention strategies.

Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.

Recognizes students' exhibiting potentially disruptive behavior.

Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.

Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.

Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.

Modifies instruction based upon assessed student performance.

Maintains observational and anecdotal records to monitor students' development.

Uses data from various informal and standardized instruments to plan instruction.

Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.

Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.

Develops short and long term personal and professional goals relating to assessment.

Accomplished Practice #2 – COMMUNICATION

PROFESSIONAL: The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles and abilities.

Sample Key Indicators:

Establishes positive interaction in the learning environment that uses incentives and consequences for students.

Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.

Tailors communication styles to the nature and needs of individuals and groups.

Challenges students in a positive and supportive manner.

Communicates to all students high expectations for learning.

Establishes interaction routines for individual work, cooperative learning, and whole group activities.

Develops lessons which reflect opportunities for students to learn from each other.

Designs and conducts lessons that support individual and group inquiry.

Provides opportunities for students to receive constructive feedback on individual work and behavior.

Communicates with colleagues, school and community specialists, administrators, and families.

Develops short and long term personal and professional goals relating to communication.

Accomplished Practice #3 – CONTINUOUS IMPROVEMENT

PROFESSIONAL: *The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.*

Sample Key Indicators:

Actively supports accepted principles and strategies for effecting change.

Participates in the development of improvement plans that support the overall school improvement plan.

In collaboration with the support team, uses data from her/his own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.

Participates in the design of a personal professional development plan to guide her/his own improvement.

Communicates planned learning activities and student progress with students, families, and colleagues.

Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

Supports other school personnel as they manage the continuous improvement process.

Participates in the development of improvement plans that support the overall school improvement plan.

Is informed about developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.

Shows evidence of reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.

Seeks to increase her/his own repertoire of professional experiences, e.g., participating in inservice activities and professional associations and utilizing research appropriately.

Acquires the ability to behave as a steward of the school, of public education, and our national heritage with its multicultural dimension.

Works as a member of a learning community and as a reflective practitioner.

Utilizes the experience, status, education, and other unique strengths of colleagues and develops professional relationships accordingly.

Exercises professional judgment, plans future professional endeavors, and articulates it to colleagues and others.

Develops short and long term personal and professional goals relating to continuous professional development.

Accomplished Practice #4 – CRITICAL THINKING

PROFESSIONAL: *The professional teacher uses a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.*

Sample Key Indicators:

Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills.

Uses teaching strategies, materials, and technologies that can expand students' thinking abilities.

Plans lesson activities that require students to gather information and solve problems.

Poses problems, dilemmas, and questions in lessons.

Develops rules of evidence for students to use to analyze judgments, conclusions, the plausibility of claims, and interpretations in the field of study.

Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

Monitors students' work and plans subsequent lessons to build learners' creative thinking abilities.

Conducts lessons that include open-ended projects and other activities that are creative and innovative.

Uses technology and other appropriate tools to extend the learning environment for students.

Develops short and long term personal and professional goals relating to critical thinking.

Accomplished Practice #5 – DIVERSITY

PROFESSIONAL: The professional teacher establishes a "risk-taking" environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry and support.

Sample Key Indicators:

Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Fosters a learning environment in which all students are treated equitably.

Recognizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.

Conducts lessons that honor the various learning styles, and cultural and linguistic backgrounds of students.

Varies teaching techniques and strategies to effectively instruct all students.

Selects appropriate materials, technology, and resources to assist all students in the learning process.

Analyzes and uses school, family, and community resources to help meet students' learning needs.

Initiates classroom discussions that create a climate of openness, mutual respect, support, and inquiry.

Selects and introduces materials and resources that affirm diversity and honor multiple perspectives.

Recognizes the importance of family and family structure to the individual learner and is aware of student's family situation when planning individual learning.

Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through role modeling and learning activities.

Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.

Develops short and long term personal and professional goals relating to diversity.

Accomplished Practice #6 – ETHICS

PROFESSIONAL: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Sample Key Indicators:

Makes reasonable effort to protect students from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety.

Does not unreasonably restrain a student from pursuit of learning.

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

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

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

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

Shall not on the basis of race, color, religion, gender, 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.

Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

Accomplished Practice #7 – HUMAN DEVELOPMENT AND LEARNING

PROFESSIONAL: *Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.*

Sample Key Indicators:

Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.

Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

Builds a portfolio of activities used successfully to engage and motivate students at appropriate developmental levels.

Makes provisions for students' learning styles based on needs and developmental levels.

Can define, describe, and identify learning theories, subject matter structure, curriculum development, and student development processes; can recognize their use in lesson development; and can reflect upon that use.

Presents concepts and principles in a variety of ways and can describe how the methods relate to developmental levels.

Develops short and long term personal and professional goals relating to human development and learning.

Accomplished Practice #8 – KNOWLEDGE OF SUBJECT MATTER

PROFESSIONAL: *The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world “integrated settings.” The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.*

Sample Key Indicators:

Communicates knowledge of subject matter in a manner that enables students to learn.

Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.

Uses the references, materials, and technologies of the subject field in developing learning activities for students.

Maintains currency in her/his subject field.

Uses her/his breadth of subject matter knowledge to collaborate with colleagues from other subject fields.

Develops short and long term personal and professional goals relating to knowledge of subject matter.

Accomplished Practice #9 – LEARNING ENVIRONMENTS

***PROFESSIONAL:** The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.*

Sample Key Indicators:

Has a repertoire of techniques for establishing smooth and efficient routines and has had opportunities to practice them.

Involves students in establishing rules and standards for behavior and applies these consistently and equitably.

Has shared the learning environment management responsibilities with students, has learned its potential benefits, and has learned techniques to do so.

Can define, describe and discuss individual student cognitive and affective needs, can relate those needs to learning environments, and has practices techniques to align student needs, instructional settings, and activities.

Provides opportunities for students to be accountable for their own behavior.

Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.

Implements appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs.

Arranges and manages the physical environment to facilitate student learning outcomes.

Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.

Maintains academic focus of students by use of varied motivational devices.

Works to maintain instructional momentum during transitions between activities.

Develops short and long term personal and professional goals relating to learning environments.

Accomplished Practice #10 – PLANNING

PROFESSIONAL: The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

Sample Key Indicators:

Confers with other teacher-leaders in order to use student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities.

Plans and implements lessons connecting goals, learning activities, outcomes, and evaluation.

Plans activities that promote high standards through a climate which enhances and expects continuous improvement.

Provides comprehensible instruction based on performance standards required of students in Florida public schools.

Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

Plans activities that utilize a variety of support and enrichment activities and materials.

Assists students in developing skills in accessing and interpreting information.

Assists students in using the resources available to them as she/he recognizes and builds upon student differences.

Modifies the visual and physical environments to correspond with the planned learning activity.

Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.

Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.

Helps students develop concepts through a variety of methods.

Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

Cooperatively works with colleagues in planning instruction.

Uses community resources available at the school for classroom activities.

Develops short and long term personal and professional goals relating to planning.

Accomplished Practice #11 – ROLE OF THE TEACHER

PROFESSIONAL: The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

Sample Key Indicators:

Serves as an advocate for her/his students.

Confers with students and their families to provide explicit feedback on student progress and obtains assistance for families.

Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

Works with school volunteers to support classroom activities.

Can describe overt signs of child abuse and severe emotional distress, and, when recognized, can take appropriate intervention measures, referral, and reporting actions.

Can describe overt signs of alcohol and drug abuse, and, when recognized, can take appropriate intervention measures, referral, and reporting actions.

Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.

Observes colleagues using continuous quality improvement techniques and assists the school community in managing its own school improvement efforts.

Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.

Develops short and long term personal and professional goals relating to the roles of a teacher.

Accomplished Practice #12 – TECHNOLOGY

PROFESSIONAL: *The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.*

Sample Key Indicators:

Utilizes appropriate learning media and a wide range of instructional technology applications (hardware and software) in learning activities.

Utilizes instructional and other electronic networks to gather and share information.

Provides instruction at the appropriate skill level in identifying and using standard references in electronic form.

Selects and utilizes educational software for instruction and management.

Teaches students to use available computers and other technology at the appropriate skill level.

Uses technology to construct teaching materials and learning activities.

Uses classroom management technology tools to create and maintain databases used for monitoring student attendance, behavior, and progress toward specified performance standards.

Provides instruction at the appropriate skill level in identifying and using standard references in electronic form.

Works with on-site technical and instructional technology specialist(s) to collaborate on instructional delivery.

Develops short and long term personal and professional goals relating to technology integration.

Minimum Competencies for Professional Certification

The state board must specify, by rule, the minimum essential competencies that educators must possess and demonstrate in order to qualify to teach students the standards of student performance adopted by the state board. The minimum competencies must include but are not limited to the ability to:

Write in a logical and understandable style with appropriate grammar and sentence structure.

Read, comprehend, and interpret professional and other written material.

Comprehend and work with mathematical concepts, including algebra.

Recognize signs of students' difficulty with the reading process and apply appropriate measures to improve students' reading performance.

Recognize signs of severe emotional distress in students and apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.

Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.

Recognize the physical and behavioral indicators of child abuse and neglect, know rights and responsibilities regarding reporting, know how to care for a child's needs after a report is made, and know recognition, intervention, and prevention strategies pertaining to child abuse and neglect which can be related to children in a classroom setting in a nonthreatening, positive manner.

Comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and counsel these students concerning their needs in these areas.

Recognize and be aware of the instructional needs of exceptional students.

Comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development.

Identify and comprehend the codes and standards of professional ethics, performance, and practices adopted pursuant to s.231.546 (2) (b), the grounds for disciplinary action provided by s. 231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal processes.

Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.

Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

Use assessment and other diagnostic strategies to assist the continuous development of the learner.

Use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background.

Demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the Sunshine State Standards and student performance standards approved by the state board.

Recognize the early signs of truancy in students and identify effective interventions to avoid or resolve nonattendance behavior.

Demonstrate knowledge and skill in managing student behavior inside and outside the classroom. Such knowledge and skill must include techniques for preventing and effectively responding to incidents of disruptive or violent behavior.

Demonstrate knowledge of and skill in developing and administering appropriate classroom assessment instruments designed to measure student learning gains.

Demonstrate the ability to maintain a positive collaborative relationship with students' families to increase student achievement.

Accomplished Practices/Minimum Competencies Documentation

Please document satisfactory or unsatisfactory demonstration of the Accomplished Practices/Minimum Competencies. A complete list of the Accomplished Practices/Minimum Competencies and their Indicators can be found in the Brevard County Induction Program Handbook.

Satisfactory/Unsatisfactory

	Accomplished Practice	Correlation to the Minimum Competencies for Professional Certification
1. _____	Assessment	<ul style="list-style-type: none"> • Recognize signs of student difficulty with the reading process and apply appropriate measures to improve students' reading performance. • Recognize signs of severe emotional distress in students and apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development. • Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse. • Recognize the physical and behavioral indicators of child abuse and neglect, know rights and responsibilities regarding reporting, know how to care for a child's needs after a report is made, and know recognition, intervention, and prevention strategies pertaining to child abuse and neglect which can be related to children in a classroom setting in a nonthreatening, positive manner. • Comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and counsel these students concerning their needs in these areas. • Use assessment and other diagnostic strategies to assist the continuous development of the learner. • Demonstrate knowledge of and skill in developing and administering appropriate classroom assessment instruments designed to measure student learning gains.
2. _____	Communication	<ul style="list-style-type: none"> • Write in a logical and understandable style with appropriate grammar and sentence structure.
3. _____	Continuous Improvement	<ul style="list-style-type: none"> • Read, comprehend, and interpret professional and other written material.
4. _____	Critical Thinking	<ul style="list-style-type: none"> • Comprehend and work with mathematical concepts, including algebra.
5. _____	Diversity	<ul style="list-style-type: none"> • Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.

6. ___	Professional Conduct	<ul style="list-style-type: none"> Identify and comprehend the codes and standards of professional ethics, performance, and practices adopted pursuant to s. 231.546 (2) (b), the grounds for disciplinary action provided by s. 231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal processes.
7. ___	Human Development and Learning	<ul style="list-style-type: none"> Recognize and be aware of the instructional needs of exceptional students. Recognize the early signs of truancy in students and identify effective interventions to avoid or resolve nonattendance behavior.
8. ___	Knowledge of Subject Matter	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the Sunshine State Standards and student performance standards approved by the state board.
9. ___	Learning Environments	<ul style="list-style-type: none"> Comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development. Demonstrate knowledge and skill in managing student behavior inside and outside the classroom. Such knowledge and skill must include techniques for preventing and effectively responding to incidents of disruptive or violent behavior.
10. ___	Planning	<ul style="list-style-type: none"> Use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background.
11. ___	Role of Teacher	<ul style="list-style-type: none"> Demonstrate the ability to maintain a positive collaborative relationship with students' families to increase student achievement.
12. ___	Technology	<ul style="list-style-type: none"> Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

Administrator's Signature _____

BREVARD COUNTY SCHOOLS

**DOCUMENT OF COMPLETION STATEMENT
BREVARD COUNTY INDUCTION PROGRAM**

TEACHER'S NAME _____

SOCIAL SECURITY # _____

START DATE _____

SCHOOL _____ TEACHING ASSIGNMENT _____

It is my professional opinion that _____, a first year teacher in the Brevard County School District ____ HAS ____ HAS NOT successfully completed the Brevard County Induction Program.

Administrator's Signature

Date