

2011 – 2012

Educator Support Program Handbook



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

- William Arthur Ward

Welcome

Welcome to one of the most challenging and rewarding professions: Teaching. Teaching is not only important to children, but also to parents/guardians, families, communities, and society. Teachers not only provide an academic education to students, but also teach them life skills and serve as role models. You can make a difference in the lives of the students you teach!

The rewards in teaching differ from those of other professions. The twinkle in an eye, the smile on a face, a head held higher, the excitement in a voice are all rewards reflected in our students. Another reward is the pride in a parent's/guardian's voice as you share positive news about their child. Acknowledge these rewards, treasure them, and keep them as reminders of the difference you make in the lives of your students.

Introduction

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes *student learning*. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

ESP activities begin on the new educator's first day of school and continue through the first few years of teaching. The ESP Handbook is arranged so that an explanation of each activity precedes the form needed to complete the activity.

Additional support material and information for the Educator Support Program can be found on the Department of Professional Development's website. <http://www.palmbeachschools.org/staffdev/NewEducators.asp>

Definition

The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. Types of support include a support team, professional development opportunities, observations, conferences, and written and oral feedback.

Goal

We believe that student learning is directly related to teacher competence and that teachers, like students, must be continual learners. The goal of the ESP is to improve the initial teaching experience of newly hired educators thereby having a positive impact on student learning. This is accomplished by supporting the new educators in the development of instructional and other professional practices. The program components are designed to provide support to new educators as they master the criteria of the **Florida Educator Accomplished Practices (FEAPs)**. Completion of the ESP does not guarantee continued employment in the School District of Palm Beach County.

ESP Handbook

The ESP Handbook provides new educators and their support teams with an explanation of the program.

- The ESP Handbook is located on the Professional Development website: <http://www.palmbeachschools.org/staffdev/NewEducators.asp>
- The ESP Handbook contains information about the ESP and forms that relate to new educator support

ESP Support Team

The ESP is implemented at the new educator's school or work site. Each new educator has a support team comprised of the ESP contact, the mentor and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher.

Principal

- Sets the tone for support
- Observes the new educator
- Verifies teaching competence based on the new educator's demonstration of the Educator Accomplished Practices

ESP Contact (an administrator)

- Assigns a mentor who is on the same grade level or department, or teaching the same or similar subject as the new educator
- Schedules support team meetings
- Adheres to the ESP Timeline
- Observes the new educator
- Maintains ESP documents

Mentor

- Successfully completes Clinical Education Training or the Effective Mentoring Course on TrainU (within first year if not completed in previous years)
- Demonstrates knowledge of the Florida Educator Accomplished Practices
- Establishes a trusting and confidential relationship with the new educator
- Knows and shares the culture and climate of the school and any "unwritten" rules and procedures
- Adheres to the ESP Timeline
- Supports the new educator
- Completes informal observations of the new teacher and provides feedback about the observation

National Board for Professional Teaching Standards Certified Teachers (NBCTs)

- Serve as face-to-face and online mentors
- Provide tutoring for the General Knowledge Test and core Subject Area Exams

New Educator

- Teach all students using a variety of instructional strategies
- Teach bell-to-bell
- Ask for help or answers to questions
- Complete all requirements for a professional teaching certificate

In-service Points

Points are available to mentors of new educators and may only be awarded by the Department of Professional Development. To be awarded points for supporting an educator participating in ESP, each mentor needs to complete the Beginning/Aspiring Educator Program Support Mentor Log (PBSD 2411), have the log verified by the ESP Contact, and submit the log to the Department of Professional Development on or before May 1. Mentors may earn up to 60 points over a five year period for supporting new educators.

New Educator Training

Training is offered through the Educator Support Program and is presented by the New Teacher Center Resource Teachers. All training is presented in a variety of formats to model instructional strategies that educators may incorporate in their classrooms. All participants will leave with information and products that can be implemented in their classrooms the next day.

Training offered during the duty day must be approved by a school administrator.

Tips I Training

This 6-hour training contains research-based information and strategies from the work of Harry Wong, Lorraine Monroe and Ruby Payne. This training is all about classroom management. It will be offered on the following dates:

August 9	December 6
August 10	January 24
September 13	February 8
October 5	May 2
November 1	

Code of Ethics

The Code of Ethics outlines the expected behavior and deportment of all Florida educators. Carefully read the document and discuss any areas you are unsure of with your administrator or mentor.

Code of Ethics – Education Profession

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida

1. 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.
2. 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.
3. 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.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. 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.
3. Obligation to the student requires that the individual:
 - a. 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.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. 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.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:

- a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. 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.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. 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.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. 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.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. 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.
 - l. 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.
 - m. 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), Florida Statutes.

- n. 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), Florida Statutes.
- o. 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), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

ESP TIMELINE

Date When complete	Timeline	Person(s) Responsible	Activity
	Prior to Preschool	ESP Contact	Prepare a list of ESP teachers. Assign mentors to new educators. Enter new educator and mentor data into SharePoint.* Refer to http://www.palmbeachschools.org/staffdev/NewEducators.asp for directions and access. Schedule Support Team meetings.
	Preschool- Week 1	New Educator Mentor	Complete What New Teachers Need To Know (by 8/26/11) .
<hr/> Routine Events <hr/> Addressing Content <hr/> Enacted on the Spot	Preschool - Week 3	New Educator	Complete the Self Assessment Marzano Protocol: Lesson Segments Involving Routine Events (by 8/26/11) . Marzano Protocol: Lesson Segments Addressing Content (by 9/2/11) . Marzano Protocol: Lesson Segments Enacted on the Spot (by 9/9/11) .
	Weeks 1-18	Administrator	Complete required walkthroughs and observations (by 12/22/11) .
<hr/> Write Plan <hr/> 1st Update <hr/> Sign Off	Weeks 1-18 Personal Growth Plan developed by 10/14/11	Support Team: Administrator Mentor New Educator	Write a Personal Growth Plan (IPDP) (by 10/14/11) . Update the plan twice throughout support. First update (by 12/16/11) Sign off at end of support (TBD**) .
	Weeks 13-18 (November- December)	Administrator	Complete first evaluation (by 12/22/11) .
FEAP <hr/> 1 <hr/> 2	Weeks 4-25	Mentor New Educator	Required FEAPs: #1 Instructional Design & Planning (by 10/28/11) #2 The Learning Environment (by 9/16/11) #3 Instructional Delivery & Facilitation (by 12/16/11) #4 Assessment (by 2/24/2012)

3			Choice of #5 Continuous Professional Improvement #5A Parent/Guardian-Teacher Conference OR #5B Veteran Teacher Observation (by 1/27/12)
4			
5A			
OR			
5B			
	Weeks 18-35	Administrator	Complete required walkthroughs and observations (by TBD**).
	After support	Administrator	Conduct Final Evaluation (by TBD**).
	After support	New Educator	Complete ESP Survey online (link will be sent to all new educators at the beginning of May). Make a copy of all official documents for your records.
	By 5/11/12	ESP Contact Principal	Complete and send the Competency Verification Report Form and Personal Growth Plan (IPDP) and Log to Dr. Gina Stafford, Professional Development by 5/11/12 .

***Continue to update new educator/mentor data monthly on SharePoint. Please note that if the new educator is supported by a New Teacher Center (NTC) Mentor, they will serve as the mentor for the Educator Support Program during FY12. The NTC Mentor will provide you with regular updates on program progress – please utilize this information to update SharePoint.**

****All ESP Contacts will be sent updates via e-mail when dates have been determined.**

Florida Educator Accomplished Practices (FEAPs)

The new Florida Educator Accomplished Practices, Professional Competencies for Teachers of the Twenty-First Century, were adopted by Florida's State Board of Education in December 2010 and specify what the State expects teachers to know and be able to do. These new FEAPs combine components from the former twelve areas.

The adoption of these competencies is part of a national transition to standards-based education. The Educator Accomplished Practices are to teachers what the Sunshine State Standards are to K-12 students.

There are a total of six Educator Accomplished Practices covering areas such as "Instructional Design and Planning," "Assessment," "the Learning Environment," and "Ethics." There are three levels of competence: pre-professional, professional, and accomplished. As educators develop on a continuum they will move through the levels. The pre-professional/emerging level is what the State expects teachers who have just received their teaching degree to know and be able to demonstrate. This is the category that applies to you. New educators should demonstrate competence at the pre-professional/emerging level. Veteran teachers who hold a five-year professional certificate should be demonstrating competence at the professional or accomplished/innovating level. Veteran educators who mentor new educators should be functioning on the accomplished level.

The Educator Support Program is based on the Florida Educator Accomplished Practices. Before you begin the program, you may want to read the following paragraphs that introduce the FEAPs. (The bold-faced words and numbers reference the Practices.)

The Florida teacher **Knows the Content** (3) that he/she teaches and uses appropriate **Instructional Strategies** (1) to deliver that content. Like any activity, success depends on good **Planning** (1), and planning always begins with the goals you want to accomplish. Chief among the goals for educating Florida students is that they learn to **Think Critically and Solve Problems** (3).

Teachers, like all professionals, must always be thinking, especially about how they can **Continuously Improve** (5) their instruction and their school, so that children achieve at their maximum potential. As a flexible and reflective practitioner, the Florida teacher is ready to redesign instruction when **Assessment** (4) data indicate that students are learning faster than anticipated or have not learned what was expected.

Teaching is a complex endeavor. There are many complicating factors. Florida teachers work in a state that is highly **Diverse** (3). There are students from a variety of ethnic, social, economic, linguistic, and cultural backgrounds, and the teacher needs to plan instruction that will meet the needs of all students sitting in the classroom. This requires not only an understanding of the needs of a diverse population, including students with learning disabilities, but also the ability to **Communicate** (5) effectively with students and their parents. Effective teachers interact with students in ways that are appropriate to their individual stages of academic, physical, and social **Development and Their Learning Styles** (3). Computers and other forms of **Technology** (3) help the teacher to individualize instruction and to use time more efficiently. This, in turn, helps to motivate and engage more students.

Motivation is critically important. If learning is to occur, the Florida teacher has to establish a **Learning Environment** (2) where students feel safe and positive about their learning tasks. Students learn in a classroom that functions in an orderly manner. Sometimes the **Role of the Teacher** (6) is to serve as an advocate for the student, removing obstacles and reinforcing opportunities at home and in the community for the student to learn. Students and parents must trust the teacher for any of this to work.

The future of this country is in your hands. Because of that, you will be held to the highest of standards, and you will always be expected to act honestly and **Ethically** (6) at all times and with all people, establishing a model for those whose lives you will have a permanent impact.

For more information about the FEAPs please visit:
<http://www.palmbeachschools.org/staffdev/FloridaEducatorAccomplishedPractices.asp>.

Self-Assessment

Each ESP Participant is required to complete a self assessment. The Self-Assessment is comprised of three assessments:

- Marzano Protocol: Lesson Segments Involving Routine Events
- Marzano Protocol: Lesson Segments Addressing Content
- Marzano Protocol: Lesson Segments Enacted on the Spot

These assessments are located in the appendix of this handbook. This assessment affords the program participants the opportunity to engage in an introspective activity that will assist with benchmarking personal skill levels. After program participants complete the pre-assessment continuum, the information will be used to create the Personal Growth Plan. New educators begin this activity during preschool.

What New Teachers Need To Know

During the first few weeks of school you will have many questions that need to be answered. This activity consists of some of the most common questions, forms, and procedures that you need to learn.

As you find information for each item on the list, write a note beside the item, either defining what it is or where you can locate the information. You may want to keep a separate notebook for this information. Examples of locations are the ESP Handbook, the Faculty Handbook, the bookkeeper, head secretary, and/or guidance counselor, etc.

Key School Staff Members

Write the person's name beside the title.

Principal	Head Secretary
Assistant Principal(s)	Guidance Counselor(s)
Attendance Clerk(s)	School Psychologist
Bookkeeper	Data Processor
Nurse	Media Specialist/Clerk
Cafeteria Manager	Custodians
Your Mentor	Department Chair/Team Leader
Your ESP Contact	ITSA Contact
Teachers in your department or subject	

Key Phone Numbers

Write the phone number beside the following:

School	School FAX
Sub Locator	Team Members

Important Forms/Tools

The following forms/tools are important. Know what they are, when and how they are used, and who uses them.

Code of Ethics	Leaves/TDE Application
Observations Instruments	Evaluation Instrument
Student Handbook	Personal Growth Plan (IPDP)
Faculty Handbook	Faculty Directory
School Improvement Plan	Report Card

Where...

is the faculty lounge?
is a private telephone?
are the faculty restrooms?
are the student restrooms?
is the faculty dining room?
is the pony?
is my mailbox?
Is the teacher workroom?

What is...

Edline?
Learning Village?
GradeQuick?

How do I...

get a substitute?
notify my principal/secretary when I am absent?
obtain supplies?
get teacher editions and student text books?
check out audiovisual equipment and other technology?
get A. V. or other technology assistance?

What about...

sign-in/out procedures
grades and grade books
discipline policy and referrals
subject area curriculum guide(s)
homework policy
teacher dress code
student progress reports
after school activities
special activity transportation
religious holiday restrictions
procedures for written communication home
visitors on campus
classroom snacks and parties
attendance policy
lack of or broken furniture
parent conferences
report cards

What is a(n)...

IEP?
AIP?

What are...

504 Plans?
Child Study Team Referrals?
Cum folders?

FCAT Explorer?
Discovery Education?

special needs students
lesson plans and plan books
photo restrictions
student textbooks
student hall passes
student dress code
arranging for guest speakers
field trip procedures
holidays and/or celebrations
abuse/neglect procedures
copyright procedures
professional development
tardy policy
student lockers
leaving campus
substitute lesson plans
classroom technology

Routines and Procedures

Important Times

Teacher's day begins at

Teacher's day ends at

Student's day begins at

Student's day ends at

Early dismissal time is

Faculty meeting days are

Develop Procedures For...

Attendance

Tardies

Arrival

Dismissal

Restroom

Drinks

Pencil Sharpening

Turning in Work

Late Assignments

Make-Up Work

Clinic

Walking in Line

Lunch/Breakfast Procedures

Student Procedure

Teacher Procedure

Cost \$_____ Student

Cost \$_____ Teacher

First lunch begins at

Last lunch ends at

My lunch is at

Emergency Procedures

What do the following Emergency Codes represent?

Red

Yellow

Blue

White

Green

Evacuation Procedure(s)

- Post exit map near the door
- Direct students to go outside to a prearranged location
- Take your attendance book, turn off the lights, take the keys and close the doors!

What are the procedures for the following?

Tornado

Fire

Lock Down

Bomb Threat

Severe Storms

Other

Personal Growth Plan

The Personal Growth Plan (IPDP) is designed to help teachers identify individual development needs in order to improve student performance, guide the participant in selecting professional development, and support the implementation of the School Improvement Plan. This document drives and verifies the support given to the new educator and provides structure for the mentor.

This plan is created in September/October, a mid-year review occurs and a final review is conducted in the late spring. The **teacher, administrator and mentor collaborate to create the plan** based on information from the Self-Assessment, actual teaching experience, and formal and informal observations. The plan reflects the teacher's *individual* professional development needs.

- The plan consists of identification of areas of focus and FEAPs, strategies, activities, and new learning that support the areas of focus, and products or assessments that confirm demonstration of the FEAPs.
- The new educator and support team members collaborate to create the plan.
- The plan is a reflection of actual and desired outcomes and skills for the new educator.
- The new educator and support team members will meet at least two more times to review and update the plan. Depending on the needs of the new educator, the team might meet more often.
- The new educator should expect regular formal and informal observations and walkthroughs that may include pre- and post-conferences.
- The new educator should leave each conference with an understanding of what objectives and strategies he/she must accomplish.
- The new educator and support team members will sign and date the plan after the first meeting, and initial and date after each update meeting.
- New strategies, activities, and new learning can be added to the plan to support areas of focus that still need to be demonstrated. This is done at an update meeting by the support team and new educator.
- Additional Florida Educator Accomplished Practice information may be found on our website at:
<http://www.palmbeachschools.org/staffdev/FloridaEducatorAccomplishedPractices.asp>

The IPDP Form (2011-2012) including log will be sent to ESP Contacts when available.

Formative Phase

The focus of the formative observation/conference process is developmental rather than evaluative. By contract, teachers cannot evaluate teachers. The formative phase is designed to provide feedback to help new educators strengthen those behaviors that are positively related to student achievement.

Forms of Data Collection

The tools of data collection allow the mentor and the new educator a means by which they can obtain data and start a conversation about the data that was collected. The mentor provides feedback to the new educator after each observation.

Verbatim Data

The observer gathers the exact words said by the educator and/or the students during a lesson. Electronic methods such as audio taping or videotaping (with permission) fall into this category.

Selective Verbatim

The observer sorts and records those statements which fit the categories identified by the new educator and mentor in the pre-observation conference.

Total Verbatim

The observer scripts every word of the new educator and student talk.

Anecdotal Record

The observer writes a narrative description of everything that happens in the classroom.

Interactive Data

This form of data collection provides information about the verbal and non-verbal interactions of a classroom. It gives a “snapshot” of a particular time frame.

Verbal Flow

The observer gathers information on the way the new educator responds both verbally and physically to students.

At Task

The observer gathers data for the new educator that specifies whether or not individual students were engaged in the appropriate task(s) during a classroom activity.

Artifacts

Creating artifacts is another way to stimulate discussion between the new educator and mentor and to document demonstration of the Educator Accomplished Practices. Examples of these artifacts include:

Student Data	Procedures and Routines	Unit/Lesson Plans
Alternative Assessments	Samples of Student Work	Parent Newsletter
Teacher-made Rubrics	Open House Agendas	Classroom Map

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

Task Name: Planning for a Lesson

Domain 1: Design Question 1, Elements 1-3; Design Question 2, Element 7; Design Question 3, Elements 15-16; Design Question 4, Element 21; Design Question 9, Elements 39-40.

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.

A classroom observation will be completed for the new educator using the attached form.

Portfolio Product:

- The observation form
- Pre- and Post-Conference Guides

Directions

In this task, the mentor and the new teacher will complete a pre-conference planning guide to prepare for the upcoming observation. Upon completion of the observation, the mentor and new teacher will complete the post-conference guide to reflect on the observation.

**FEAP 1 - Planning for a Lesson
Observation Instrument**

Teacher Name: _____ Signature of Observer: _____ Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation must be scheduled.

Decision for EAP on this Task (check one):

- Demonstrated: All are demonstrated.
- Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

	D	ND
1. Teacher promptly began lesson with a review (Do Now).		
2. Teacher clearly specified learning goal(s)/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 evident throughout the lesson.		
7. Teacher/Student activities clearly followed the lesson plan.		
8. Lesson included final review.		
9. Student practice/home work was clearly described with time frame.		
10. Materials are prepared in advance.		
11. High order questions are evident throughout the lesson.		
12. Lesson included relevant activities.		
13. Teacher checked for comprehension of directions.		
14. Activities were paced appropriately.		
15. Teacher provided modifications as needed.		

Notes:

FEAP 1 - Pre-Conference Planning Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

1. What Sunshine State Standard/Grade Level Expectation/Benchmark will be taught in this lesson?
2. List the specific objective (I can statement).
3. How will you review/make connections to students' prior knowledge, skills, and experience (Do Now)?
4. Teacher led instruction (I do):
5. Guided practice (We do):
6. Independent practice (You do):
7. List the activity(ies) in which you and your students will engage in the order that they will occur in the lesson.
8. Evidence of learning (product or assessment):
9. List the higher order questions you plan to ask in this lesson.
10. Describe the homework/practice assignment.
11. What materials will you use during the lesson, e.g. document camera, PowerPoint, lab equipment?
12. What modifications will be made in the lesson for the ESE/ELL students?

FEAP 1 - Post-Conference Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

1. What were the observed strengths?
2. What information was discussed?
3. What recommendations were agreed upon for the next lesson?
4. What are the new educator's responsibilities?
5. What are the mentor's responsibilities?
6. Next meeting or observation date:

Florida Educator Accomplished Practice (FEAP) 2 - Learning Environment

Task Name: Classroom Management System

Domain 1: Design Question 6, Elements 4-5

Task Description

The teacher creates a system to manage the classroom. The system includes rules, expected behaviors, procedures, and organization of space, time, and materials. Being an expert in your content area is clearly a critical aspect of good teaching. But if there is chaos in the room, nothing else will matter.

Portfolio Product:

- Written behavior management plan
- Analysis of your plan and how the plan was implemented in your classroom
- Post Conference Guide

Directions

You should do the following:

1. Get a copy of your school rules, policies, and procedures from your mentor, department chair, or building administrator. Start thinking about how you will handle discipline, procedures, and routines.
2. Refer to Rick Smith's Conscious Classroom Management or another resource identified by your administrator or mentor to assist you with this task.
3. Write your plan including the following components:
 - **Part 1: Procedures and Routines** - Establish your procedures so that daily activities become routine. On a separate piece of paper, explain in detail your procedures for the following:
 - Starting the day, taking attendance and dismissing class
 - Entry and exit procedures at the beginning and end of class, as well as during class (e.g., going to the restroom or drinking fountain)
 - Movement within the class
 - Social interaction within the class – permissible and not permissible
 - Getting and storing materials and personal items
 - 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 three basic components:
 - Rules
 - What the expected behaviors are
 - **Aim for five or fewer rules**

- Consequences
 - What the student chooses to accept if a rule is broken
 - Describe what your actions will be when a student breaks a rule
 - Develop a progression of consequences that become more severe each time the rule is broken
 - Rewards
 - What the student receives for appropriate behavior
 - Make sure you include positive consequences for students who follow the rules
4. Have your plan approved by a building administrator and verified by a signature or initials.
 - 5. Post your plan where it is visible to all students in your classroom.**
 6. Write an analysis that includes:
 - How you implemented your plan in the classroom, including how you explained and practiced the plan with your class
 7. Complete the Post Conference Guide with your mentor.

**FEAP 2 - Learning Environment
Observation Instrument**

Teacher Name: _____ Signature of Observer: _____

Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation must be scheduled.

Decision for EAP on this Task (check one):

- Demonstrated: All are demonstrated.
 Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated

Element	#	Criteria	Rating
<i>Procedures and Routines</i>	1	Procedures are established that will lead to a productive daily routine.	D__ ND __
	2	Procedures address all of the required elements listed in the instructions and are reasonable.	D__ ND __
<i>Discipline</i>	3	Rules establish behavioral expectations and are limited to five .	D__ ND __
	4	Consequences for infractions are appropriate and sequenced for multiple recurrences.	D__ ND __
	5	Rewards are established for positive behaviors and are appropriate.	D__ ND __
<i>Overall</i>	6	The principal or another building administrator has approved the plan.	D__ ND __
	7	Plan is posted and clearly visible to all students.	D__ ND __
	8	Evidence of procedures are in place.	D__ ND __
	9	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 learning in the classroom.	D__ ND __

FEAP 2 - Post-Conference Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

What were the observed strengths?
What information was discussed?
What recommendations were agreed upon for the next lesson?
What are the new educator's responsibilities?
What are the mentor's responsibilities?
Next meeting or observation date:

Florida Educator Accomplished Practice (FEAP) 3 - Instructional Delivery and Facilitation

Task Name: Evaluation of Videotaped Teaching

Domain 1: Design Question 1, Elements 1-3; Design Question 2, Elements 6-13; Design Question 3, Elements 14-15, 17-20; Design Question 4, Elements 21-23; Design Question 5, Elements 24-32; Design Question 6, Elements 4-5; Design Question 7, Elements 33-35; Design Question 8, Elements 36-38; Design Question 9, Elements 39-41

Task Description

The teacher has a 15-30 minute lesson videotaped, evaluates his/her performance, and obtains an evaluation of the tape from a mentor. The product is the self-assessment, the observation sheet, and the teacher's summary of what he/she has learned.

Portfolio Product:

- Pre- and Post-Conference Guides
- Questions for Self-Assessment
- Narrative reflection
- Observation sheet from your mentor

Directions

You should do the following:

1. Select a lesson that will provide many opportunities to interact with your students.
2. Plan to ask questions and stimulate discussion in different ways. Some effective communication strategies you can try include:
 - Restate ideas and draw conclusions
 - Use visual, aural, and kinesthetic cues
 - Probe for learner understanding
 - Be sensitive to nonverbal cues
 - Help students articulate their ideas and thinking processes
 - Promote risk-taking and problem-solving
 - Facilitate factual recall
 - Encourage convergent and divergent thinking
 - Stimulate curiosity
 - Help students to formulate questions
3. Schedule someone to videotape the lesson.
4. Protecting the confidentiality rights of your students is very important. Depending on your school policy, you may need to secure a written authorization from the parent to videotape, or have the person doing the taping stay in the back of the room, filming the backs of heads only. Check with the appropriate person before taping as policies can differ.

5. Watch your videotape and analyze your performance, using the attached self-assessment questions. Write an answer to each of the six questions.
6. Ask your mentor to review your videotape and analysis, adding his or her comments on your strengths and areas for growth.
7. **NOTE:** Your mentor must rate all twelve (12) elements of the scoring rubric as “Demonstrated” in order to satisfactorily complete this task with one videotaped lesson and analysis. If fewer than 12 elements have been scored as “Demonstrated,” you will need to videotape another lesson, analyze your performance using the self-assessment, and have your mentor review your videotape and analysis again before proceeding to the final summary listed below.
8. If #7 above is completed satisfactorily, write a final reflection that addresses what you have learned about yourself and what you expect to do to grow as a teacher.

Questions for Self-Assessment

1. How was your physical presentation?
 - Clothing , hair, and footwear
 - Voice quality: volume, pitch and inflection
 - Expression: attentiveness, eye contact, and body movement
2. How is your content presentation?
 - Introduction (Do Now)
 - Questions (higher order and include appropriate pause for response)
 - Examples (use examples and non-examples)
 - Guided practice (well-designed)
 - Pace (momentum)
 - Feedback (meaningful and corrective)
 - Review for comprehension
3. How was your management of behavior?
 - Awareness of student behavior
 - Quick response to misbehavior
 - Classroom climate

Pre-Conference Planning Guide FEAP 3

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

1. What is the focus of the video?

2. Describe the lesson.

3. What are your concerns going into the lesson?

4. What outcomes are you expecting?

**FEAP 3 - Instructional Delivery and Facilitation
Observation Instrument**

Name of Teacher: _____ Signature of Observer: _____ Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation (videotaped lesson) must be scheduled.

Decision for EAP on this task (check one):

- Demonstrated: All are demonstrated.
- Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Videotape(s), assessments, and summary	1	Appearance is professional.	D___ ND___
	2	Voice is respectful, expressive, and supportive.	D___ ND___
	3	Facial expression is attentive and supportive.	D___ ND___
	4	Physical movements and gestures are appropriate.	D___ ND___
	5	Content is presented effectively.	D___ ND___
	6	The teacher is aware of, and responsive to, student behavior.	D___ ND___
	7	The teacher establishes positive interaction with students.	D___ ND___
	8	The teacher varies communication (verbal and non-verbal) according to the nature and needs of individuals.	D___ ND___
	9	The teacher encourages students in a positive and supportive manner and provides meaningful feedback.	D___ ND___
	10	The teacher asks questions, stimulates discussions, restates ideas, and uses a variety of other effective communication strategies.	D___ ND___
	11	The teacher uses standard English when speaking.	D___ ND___
	12	The teacher summarizes what has been learned and how to improve.	D___ ND___

FEAP 3 - Post-Conference Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

What were the observed strengths?
What information was discussed?
What recommendations were agreed upon for the next lesson?
What are the new educator's responsibilities?
What are the mentor's responsibilities?
Next meeting or observation date:

Florida Educator Accomplished Practice (FEAP) 4 - Assessment

Task Name: Alternative Assessment

Domain 1: Design Question 1, Elements 1-3; Design Question 2, Elements 7, 10-13; Design Question 3, Elements 14-15, 17-20; Design Question 4, Elements 21-23; Design Question 5, Elements 26

Task Description

The teacher creates an alternative assessment for a higher-order outcome (product or performance). The assessment may be from a textbook that has been modified to meet the criteria of an alternative assessment. (*Note: Alternative assessment is an assessment of learning in ways different from traditional paper-and-pencil objective testing, such as portfolio, project, or self-assessment.*)

Portfolio Product:

- Alternative instructions that you provided to the students
- A scoring instrument
- Two samples of student work
- Narrative discussion
- Post Conference Guide

Directions

You should do the following:

1. Select a higher-order outcome based on a taxonomy, a theory of thinking skills or an accepted content guide for the assessment domain.
2. Develop a task to measure students' learning for that outcome. The task may be either a product or a performance.
3. Write the instructions you will provide to students to maximize their success. Be sure to tell them everything they need to know about what you expect so there will be no surprises when you grade their work. This will make your instructions comprehensive.
4. Determine what scoring method you want to use for the task. For example, a checklist, rating scale, or a rubric.
5. Be prepared to justify your choice of method of scoring, based on the feedback needed for students and the purpose of the task to determine inferences about the assessment domain in your narrative discussion.
6. Create your scoring instrument.
7. Assign the task and grade it.
8. Select at least two work samples from your students -- one that was well done (met or

exceeded your criteria) and one that required further correction/revision to meet your criteria or one that failed to meet your criteria even after additional work.

9. Write a reflection on your work. Include the following in your narrative discussion:
 - Why did you select the assessment method used?
 - Why did you select those samples? In your view, what made one excellent and one less than what you expected - at least initially?
 - What did you learn from this assessment? How might you do it differently the next time?
10. Complete the Post Conference Guide with your mentor.

**FEAP 4 – Assessment
Observation Instrument**

Name of Teacher: _____ Signature of Observer: _____
Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation (videotaped lesson) must be scheduled.

Decision for EAP on this task (check one):

- Demonstrated: All are demonstrated.
- Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Skill Assessed	1	The task assesses a higher order skill.	D__ND__
Instructions	2	The instructions are clearly written and comprehensive.	D__ND__
Scoring Instrument	3	The scoring method is appropriate for the task and provides adequate feedback.	D__ND__
	4	The criteria on the scoring instrument are matched to the instructions and cover the essentials of the task.	D__ND__
	5	Levels of proficiency can be observed and differentiated and are defined for each criterion.	D__ND__
Samples	6	The rubric was applied properly to measure the student outcome.	D__ND__
Overall/ Reflection	7	The teacher has appropriately used an alternative assessment.	D__ND__

Comments:

Improvements Needed:

FEAP 4 - Post-Conference Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

What were the observed strengths of the assessment?

Did the assessment target the needs of a specific group of students?

Was the scoring instrument appropriate for the assessment and level(s) of students?

How did you differentiate the lesson to meet all students' needs?

What would you do to improve the assessment for the next time?

Florida Educator Accomplished Practice (FEAP) 5A - Role of the Teacher

Task Name: Parent/Teacher/Student Conference

Domain 1: Design Question 1, Elements 2-3; Design Question 3, Element 16; Design Question 8, Element 38; Design Question 9, Elements 39-40

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, counselor or mentor who will provide you with feedback.

Portfolio Product:

- Pre-conference plan for each conference—total of two.
- Conference Record with a summary of items discussed and agreed upon at each conference—total of two.
- Post Conference, for each conference, with your support team member (administrator, guidance counselor or mentor) who attended the meeting—total of two.

Directions

The conference should be attended by a member of your support team. You should do the following for the conference:

1. Schedule a time that is convenient for all parties concerned.
2. Develop a pre-conference plan that includes:
 - a. Purpose of the meeting
 - b. Necessary materials
 - c. Proposed plan for intervention
3. Submit to your mentor the completed **Pre-Conference Parent/Guardian-Teacher Conference Tool** and discuss with him/her.
4. Conduct the conference that will include:
 - o An analysis of the student's progress, including both strengths and weaknesses
 - o Your decision about whether the student will participate in the conference, including why, and how (if he/she will participate)
 - o Targeted samples of student work to support your conclusions about the student's performance
 - o Student's grades
 - o Clear and appropriate suggestions for improvement and reinforcement in the needed areas
 - o Specific suggestions of strategies for parent involvement
 - o Suggestions from parents/guardian for specific help from teachers

- 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
5. After the conference, you will provide the following:
- Copy of the completed Parent/Guardian-Teacher Conference Tool.
 - Summary/description of student work and grades that were shared with the parent/guardian
 - A reflection of your performance in the conference
 - Identify appropriate improvement strategies for future conferences
6. After the conference, you will meet with your mentor, provide your evidence, and both the post-observation guide and the observation sheet will be completed at this time.

Parent/Guardian-Teacher Conference Tool

Student: _____ Teacher: _____

Subject/Grade: _____ Date: _____

Parent(s)/Guardian(s) Signature: _____

What's Working?	Current Focus – Challenges – Concerns
Parent's Next Step(s)	Teacher's Next Step(s)

Preparing for Parent-Teacher Conference

Checklist:

- [] Sample(s) of Student Work
 - o Positive Work
 - o Challenging Work
- [] Current Grades and Academic Achievement Levels
 - o Grade – GradeQuick etc
 - o Sal-P/Running Records (Elem)
 - o SRI Scores
- [] Evidence of Behavioral Issues
 - o Specific examples of problem, what you did, result
 - o Organizational Issues/Notebook/Backpack/Look at child’s desk (elem) to find missing work/organizational issues
 - o Notes child wrote
 - o Referrals, detentions, refocus forms
- [] Available Resources
 - o List of academic resources in the area available to parent
 - o Provide resources – copy hints or extra notes to help parent help child, practice work with answers for parent
- [] Have a plan for the Parent
 - o What will the teacher do to help?
 - o Be prepared with two or three things the parent can do to support you and their child
 - o How are you going to monitor that the child is meeting with success?
 - o When will you meet or talk to review success?

Conference Follow-Up:

Type of Contact/ Phone/Conference	Time	Date

**Florida Educator Accomplished Practice (FEAP) 5A – Role of the Teacher
Observation Instrument**

Name of Teacher: _____ Signature of Observer: _____
Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation (videotaped lesson) must be scheduled.

Decision for EAP on this task (check one):

- Demonstrated: All are demonstrated.
- Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria	Rating
Plan	1	Teacher prepares pre-conference form and materials needed.	D___ ND___
	2	Teacher lists a minimum of two student strengths/positive behaviors on parent teacher conference tool.	D___ ND___
	3	Teacher lists focused concerns on parent teacher conference tool.	D___ ND___
	4	Teacher prepares intervention strategies.	D___ ND___
	5	Teacher role plays scenarios with mentor prior to conference	D___ ND___
Post conference reflection	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 follow up contact.	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___

	12	Teacher asks about external factors that might impact student performance and adapts recommendations accordingly.	D___ ND___
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FEAP 5A - Post-Conference Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Conference:

What went well in the conference?
What were some identified concerns?
What information was discussed?
What are the new educator's responsibilities?
What are the parent's/guardian's/student's responsibilities?
Agreed upon follow up: (phone call, email, letter home)
What will you do differently in your next conference?

Florida Educator Accomplished Practice (FEAP) 5B - Continuous Professional Improvement

Task Name: Veteran Teacher Observation

Task Description

The beginning teacher visits the classroom of a veteran teacher to observe for classroom strategies in a variety of different areas. The veteran teacher should be identified by the administration as one who has an exemplary classroom and effective teaching strategies. As a teacher, you are expected to be actively involved in improving your practice. This task requires that you utilize an observation tool and complete a reflection on your experience.

Portfolio Product:

- Veteran Teacher Observation Tool
- Brief reflection
- Post Observation Guide with mentor (and veteran teacher if possible)

Directions

You should do the following:

1. Talk to your Department Chair or ESP contact to discuss which veteran teacher you should observe. Contact the veteran teacher to set up a convenient time for the observation. Pre-read the Veteran Teacher Observation Tool prior to your observation.
2. Observe the veteran teacher for a minimum of 20 minutes to complete the tool.
3. Reflect on your observation experience and note any questions you have for the veteran teacher.
4. Complete the Post Conference Guide with your mentor (and the veteran teacher if possible).

**FEAP 5B - Continuous Professional Improvement
Observation Instrument**

Name of Teacher: _____ Signature of Observer: _____
Date of Observation: _____

NOTE: If any one of the criteria is rated as “Not Demonstrated,” an additional observation (videotaped lesson) must be scheduled.

Decision for EAP on this task (check one):

- Demonstrated: All are demonstrated.
- Not Demonstrated: 1 or more ratings are not demonstrated.

The new educator will be required to redo an Element of the Rubric until all areas are demonstrated. Rating Scale Key: D = Demonstrated; ND = Not Demonstrated.

Element	#	Criteria for "acceptable" rating	Rating
Record of activities	1	The Veteran Teacher Observation Tool is completed.	D__ND__
	2	The teacher has completed a reflection of the observation.	D__ND__
	3	The post observation guide has been completed.	D__ND__

Veteran Teacher Observation Tool



Name: _____
Mentor: _____
Teacher(s) Observed: _____ Date: _____
Grade Level/Subject: _____
School: _____

What do you notice about the classroom environment? Is student work displayed? Are there visuals that enhance or support learning?

Do you see evidence of routines and procedures? Give Examples.

What classroom management techniques are in evidence? Are these techniques respectful?

What do you notice about transitions from one activity to another?

What evidence, if any, do you see of differentiated instruction in the classroom?



In what ways does the teacher use questioning techniques in this classroom? Is there evidence of higher order questions that support independent learning and problem solving at various cognitive levels?

What are some applications you might use in your classroom?

What are some questions you have about technique or subject matter delivery in the classroom?

FEAP 5B - Post-Observation Guide

Name of Teacher:

Date of Observation:

Name of Mentor:

Date of Face-to-Face Conference:

What were the observed strengths of the veteran teacher?

What new strategies did you see that you can incorporate in your classroom?

What about this teacher's classroom will have the greatest impact on your practice?

Having completed the observation, what will your next steps be?

Definitions

Pre-Conference Planning Guide

This form is completed by the new educator and discussed with the observer *prior* to classroom observations.

Post-Conference Guide

This tool is required for **all** EAP observations and portfolio submissions.

The new educator and mentor jointly complete the Post-Conference Planning guide after an observation or portfolio submission. This is an important component of support and should promote dialogue between the observer and the new educator.

When complete, the Post-Conference Guide will guide the new educator and mentor in future observations. The new educator will use the findings as a guide in planning instruction and improving professional practice.

Research indicates that one of the ways adults learn best and also retain the knowledge they learn is by consciously reflecting on their learning. Therefore, the mentor should provide time for the new educator to reflect on the data collected and also time for a discussion of the data, prior to providing constructive feedback. Feedback should be delivered in a manner that supports individual learning and development. **Feedback is the most powerful tool for assisting learners in meeting challenges.**

ESP Survey

Feedback regarding the ESP is essential to maintain an effective support program for new educators. Although the survey does not impact verification of teacher competence, it is required as part of the ESP documentation of support. The new educator completes the entire ESP Survey online. The survey will be emailed to the new educator from the Department of Professional Development at the beginning of May 2012.

Final Evaluation

The final observation is completed at the end of support and prior to the ESP Contact submitting the completed ESP paperwork to the Department of Professional Development. An administrator conducts this evaluation.

Competency Verification Report

The Competency Verification Report is the form that verifies teacher competence. It is completed by the ESP Contact and the principal, and reviewed and signed by the new educator. It is returned to the Department of Professional Development.

In order to check *has* on the form, a teacher must demonstrate competence in all areas. If the teacher's CTAS has no areas of concern, then the teacher has demonstrated teacher competence. Check *has not* if the teacher has not demonstrated competence in all areas or if there are concerns on the CTAS.

Directions for Returning Materials

The ESP Contact returns the following documents:

- **Professional Development Plan (IPDP) and Log** (The IPDP Form (2011-2012) including log will be sent to ESP Contacts when available.
- Competency Verification Report

PONY the above documents to Dr. Gina Stafford, Professional Development.

Appendix

- Marzano Protocol: Lesson Segments Involving Routine Events
- Marzano Protocol: Lesson Segments Addressing Content
- Marzano Protocol: Lesson Segments Enacted on the Spot

Marzano Protocol: Lesson Segments Involving Routine Events

Directions: The activity below provides design questions along with corresponding indicators. Please review each indicator and reflect upon your current practices. Please circle your current level on the scale that follows each indicator.

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

1. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Marzano Protocol: Lesson Segments Addressing Content

Directions: The activity below provides design questions along with corresponding indicators. Please review each indicator and reflect upon your current practices. Please circle your current level on the scale that follows each indicator.

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

4. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

5. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

6. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

7. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

8. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

1. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

4. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

5. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

6. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

7. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

1. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Marzano Protocol: Lesson Segments Enacted on the Spot

Directions: The activity below provides design questions along with corresponding indicators. Please review each indicator and reflect upon your current practices. Please circle your current level on the scale that follows each indicator.

Design Question #5: What will I do to engage students?

1. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

4. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

5. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

6. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

7. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

8. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

9. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

1. Demonstrating “Withitness”

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “withitness”	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students’ behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #8: What will I do to establish and maintain effective relationships with students?

1. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Design Question #9: What will I do to communicate high expectations for all students?

1. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

2. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

3. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.