Hillsborough County Public Schools

Professional Development Manual
# Hillsborough County Public Schools

## Professional Development Manual

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PROFESSIONAL DEVELOPMENT

“The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce” (s.1012.98(1) F.S.). Professional development is an organized system for providing opportunities for staff members to improve skills and knowledge needed to effectively teach students the curriculum, provide a supportive and nurturing environment, understand and motivate students with varying needs and successfully communicate with parents and guardians. This system also offers opportunities for all personnel to develop their capacities to perform specific job responsibilities at optimal levels and provides for the development of leadership skills. Participants in professional development include school board members, district office staff, school based administrators, instructional personnel and support staff.

The Hillsborough County Public Schools Strategic Plan charges us to “recruit, retain and train a highly skilled and diverse workforce.” Professional development results in innovative, effective and efficient strategies focused on specific work requirements, successful teaching practices and/or leadership behaviors. This occurs in a wide variety of delivery systems such as coursework, interactive workshops, online or electronic media, job embedded professional development, coaching, mentoring, etc. Application of skills, behaviors and strategies learned positively impacts student performance and organizational growth.

Professional Development in Hillsborough County is designed based on the standards of the Florida Department of Education’s Professional Development System located at http://www.fldoe.org/profdev/pdstandards.asp. As well as the standards for Professional Learning as prescribed by Learning Forward.

Using these standards as a guide, Hillsborough County’s professional development is:

- Data driven
- Ongoing, involving follow-up and support for implementation and further learning
- Responsive to user self-identified needs

Evidence of the existence of these ideals is clearly reflected in the Individual Professional Development Plans (IPDP) which is developed annually and electronically through the professional development website. Each IPDP is accessible through a unique login for each user. Since the purpose of professional development is to meet the individual participants’ needs as reflected on the IPDP, School Improvement Plan and employee evaluation data, the goal of the professional development department is that professional learning will prepare our employees to positively impact student achievement. This occurs by equipping employees to effectively carry out their job responsibilities.
EXAMPLES OF PROFESSIONAL DEVELOPMENT

Training activities are defined as formal learning experiences with a goal of transmitting knowledge or developing skills, attitudes and/or behaviors. For instructional personnel, the primary purpose is to improve student achievement. For support personnel, the primary purpose is to improve job skills.

FACE to FACE WORKSHOP:

A training activity session includes a presenter(s) who establishes the content and flow of activities based upon a clear set of objectives. Training objectives include what “the participant will . . . ” know, understand and do following the training. The trainer may select training strategies such as lecture, demonstration, role-playing and/or simulations. Training activities may be taken more than once with approval from the course administrator. The district will make every effort to assure that trainings designed/delivered meet all of Florida’s Professional Development Protocol Standards.

ONLINE COURSES:

Online professional development experiences offered by Hillsborough County Public Schools consist of facilitated self-paced, facilitated managed, non-facilitated and blended courses. In facilitated self-paced courses the participants work at their own rate and are guided by a course instructor. In facilitated managed courses, the content is released in increments by the course instructor. In non-facilitated courses, the participants work at their own rate and all activities are auto-scored by the Learning Management System (MOODLE). In blended courses, the course facilitator provides a combination of face-to-face and online sessions.

COLLEGE CREDIT:

Courses that earn college credit cannot also earn inservice credit. Courses taken from accredited colleges/universities may be used for renewing professional certificates. One (1) semester hour of college credit is the equivalent of 20 points of inservice credit, so a three semester-hour course would be the equivalent of 60 inservice points. When an instructional employee renews a professional certificate, both college transcripts and inservice records are accessed and used. It is the responsibility of the employee to ensure transcripts are sent from the learning institution to the Florida Department of Education (FLDOE). Any questions regarding the use of college credit for renewing a professional certificate should be directed to the district Certification Office.
CONVENTIONS/CONFERENCES/NON-DISTRICT TRAINING:

Employees of Hillsborough County Public Schools who complete training not sponsored by the District may be eligible for inservice credit in keeping with the Florida Department of Professional Development Protocol and the Master Inservice Plan.

Attendance at conventions/conferences typically does not guarantee that inservice points will be awarded. Most conferences that have awareness-level breakout sessions do not meet Florida’s Professional Development Protocol Standards and therefore will not count for inservice points. If however, a person believes that the conference activities or other non-district training sessions will meet Florida’s Professional Development Protocol Standards, an Out of County Inservice Points Request Form should be submitted to the principal or content area supervisor for pre-approval. A copy of this form can be found on the Professional Development website. Points might be awarded if there are specific workshop objectives that participants are expected to know, understand and do after the convention/conference. Documentation (e.g., certificate of completion which verifies hours) is required to show that these objectives were successfully completed during the training, and there is evidence that the learning was transferred to the participant’s job as per Florida’s Professional Development Protocol Standards. Directions and documents for out-of-county training are available under the PDS icon. Inservice points for groups of more than five participants require the administrator to create a course in PDS in order to obtain a Group ID#. The approval to receive inservice points is required prior to attending training. This form is not to be utilized with college credit, district online or workshop training.

NON-DISTRICT ONLINE TRAINING:

Employees of Hillsborough County Public Schools who complete online training not sponsored by the District may be eligible for inservice credit in keeping with the Florida Department of Education Professional Development Protocol and the Master Inservice Plan. Pre-approval is required through use of the Online Training Request form. The applicant must provide complete information for the training, including the URL (Web address) of the provider. This request for pre-approval must be submitted to Professional Development two weeks prior to the beginning of the activity. This form is not to be used with college credit, district workshop training or non-district workshop training.

INFORMATIONAL MEETINGS/COMMITTEE MEETINGS:

Informational meetings are task oriented and generally focus on managerial or logistical issues. Meetings are agenda driven by a leader who presents information to the participants. Inservice credit is not awarded for time spent in informational meetings or in committee meetings.

It is possible that service on a committee will involve a more in-depth, data-driven study or action research project that may be appropriate for inservice credit. If you have a question about this, call the Professional Development Department prior to beginning such a study or project.
REQUIREMENT FOR DISTRICT TRAINERS

To be eligible to train for the district, potential trainers must complete the Florida Department of Education Evaluation Protocol training online. Additional coursework for trainers include: Master Trainer, PDS Facilitator and Category Administrator online training and any content specific training associated with the topic.

TRAINER AGREEMENTS:

An Internal Services Agreement (ISA) is required to be completed by the administrator sponsoring the training and must be submitted to and approved by the Director and appropriate Assistant Superintendent prior to beginning work as a trainer. Employee trainers are paid on the “workshop payroll” report using the appropriate object code and Board approved trainer rates. Trainers are paid for training time only. See forms in Appendix “D”

NON-EMPLOYEE CONSULTANTS:

Non-employee trainers are paid using a Purchase Order per the instructions posted in Business News. An Agreement for Technical Services (ATS) may be required depending on the total cost of the service. Agreements for Technical Services (ATS) must be Board approved prior to beginning work. Specific directions are located in Business News. See forms in Appendix “D”

COURSE CREATION - REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT SYSTEM (PDS) CATEGORY ADMINISTRATORS

Each school and district site has at least one PDS Category Administrator. PDS Category Administrators normally enter professional development experiences for participant registration, manage activity enrollment and oversee the completion status of participants after the activity has taken place. Category Administrator privileges are provided for those who have been selected by their site administrators and have completed the 6-hour online Category Administrator course.

Instructions for completing new course requests in the Professional Development System may be found in Appendix “A”.

RESERVING A TRAINING ROOM AT THE DISTRICT INSTRUCTIONAL SERVICES CENTER

PDS Category Admins may electronically request to reserve training rooms at the Instructional Services Center through the PDS system Category Admin site.
STIPEND POLICY

Workshops that are a condition of employment as mandated by the FLDOE such as Professionalism through Integrity: Code of Ethics and substitute training are *not* eligible for stipend payment.

Workshops that are required for a specific job are eligible for stipend payment at the current Board approved rate.

Other workshops may provide a stipend as budgeted by the responsible department.

Generally, participants are eligible for stipend upon initial successful completion of a course within a certification period.

DISTRICT PARTICIPANT EXPECTATIONS

Academic Integrity Statement:
I agree that by participating in this course I will be responsible for ensuring non-plagiarism or copying of another participant’s assignments/work and submitting it as my own. Furthermore, I understand that I will be held accountable for breach of this agreement which may result in the revocation of my professional educator’s license subject to penalties set forth by the Florida Department of Education Professional Code of Ethics, the Commissioner of Education, and the Florida judicial system.

Domain 4 Professional Responsibilities:
Participation in professional development activities directly correlates to the indicators in the Teacher Evaluation Instrument for HCPS. Through the participation in workshops and training opportunities, teachers demonstrate their commitment to professional growth, high ethical standards and student achievement. It is an ongoing effort and investment on the part of the professional to seek continuing development through learning activities.

Components and Training Norms:

The teacher consistently adheres to standards for professional conduct and overall performance requirements; including attendance and punctuality.

*Value Your Learning Time*

*Arrive on time and return from breaks and lunch on time*

*Complete and submit all assignments related to workshop*

The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision.

*Make sure you can attend all session/s. Partial credit and stipend (if available) are not provided*

The teacher helps members of the school community understand and adhere to these professional obligations.

He or she actively seeks, responds well to and acts upon feedback.

*Be an Active and Collegial Learner*

*Be “Response-able” participant with a positive attitude and contribute to discussion*

Community, families, and students are aware that the teacher models the values of respect, honesty and integrity.
The teacher works cooperatively with school staff and actively encourages colleagues to do so.

Do not distract other learners
Self-monitor respectful use of electronic devices when in session
Track speaker and limit sidebar conversations

Elements of Domain 4 include:
Integrity and ethical conduct
Service to students
Advocacy
Demonstrates logical thinking and makes practical decisions
Attendance
Punctuality
Compliance with school and district regulations

NO SHOW POLICY

The purpose of the district’s “No Show” policy is to increase seat openings for teachers who wish to attend professional development courses and reduce the number of “no shows”. This policy provides consistency across the district in determining what constitutes a “no show”, walk-in procedures, and withdrawal parameters. To attempt to reduce the number of emails and phone requests to category admins and supervisors, requesting to be un-enrolled, not marked as a “no show”, or admitted to a class that is at capacity.

Policy for Participants:

- There will be no waitlists for courses entered into the PDS system.
- Courses that show as “full” have no additional seats available, persons needing to attend a “full” course may continue to check in PDS for withdrawals or may attempt to attend as a walk-in, understanding that walk-ins are not guaranteed a seat.
- All withdrawal deadlines across the district for all PDS courses are to be set no more than 3 days prior to the course start date.
- All withdrawal requests after the withdrawal deadline must be submitted to the Course Administrator for consideration.
- All district walk-in participants will be seated on a space available, first come, first served basis.
- Any participant receiving 6 or more “no show” indicators in PDS will be placed on “Inactive PDS Status” as determined by the Director of Professional Development
  - “Inactive PDS Status” means that the person will not be able to register for any courses advertised in the PDS system for a period of six months.
  - “Inactive PDS Status” persons may attend workshops on a walk-in basis only (first come, first served).
  - “Inactive PDS Status” persons should not call Category Admins or Supervisors to request placement in a course. Category Admins or Supervisors should not respond to such requests and should direct them to the Walk-in Policy.
  - “Inactive PDS Status” persons will be re-activated automatically via monthly reports to the Director of Professional Development.
- There will be no appeals for “Inactive PDS Status” persons.
INSERVICE REGISTRATION DIRECTIONS

Inservice Registration – Professional Development System (PDS)

The District First Class Email System using your District email must be used to access the PDS. Refer to Appendix “C” for complete PDS registration instructions.

INSERVICE PARTICIPANT RESPONSIBILITIES:

Upon successful completion of training objectives and course evaluation Professional Development office will ensure that inservice credit is properly recorded on your Inservice Education Participant Record. To assist Professional Development in researching discrepancies on your Inservice Education Participant Record, please record and retain the following information when attending inservice training:

- Name and contact information of the inservice provider
- Group identification number
- Date of training
- Location of training
- Component title, component number, and activity title of the training
- Number of inservice points awarded for the training
- Date your inservice provider will release your evaluation for completion

RECORDING OF INSERVICE POINTS

After the inservice course is completed, the inservice provider releases the electronic evaluation for participant completion in PDS. The evaluation is available in Professional Development Tools within the PDS. Evaluation information is available to the inservice provider. If your inservice evaluation is not available under the PDS icon by the date designated at the training, contact your inservice provider.

*Failure to complete the electronic evaluation in the PDS will negate the assignment of inservice points. Completion of the course evaluation is required for all inservice as per the Florida Department of Education (FDOE). Evaluations must be completed during the fiscal year of the training. All inservice must be recorded and assigned by June 30, annually, for the previous year for FDOE reporting purposes.

INSERVICE TRANSCRIPTS

The official inservice transcript can be accessed via the Online Training Portal found at https://www.sdhc.k12.fl.us/staff_inservice_new/Portal/Internal/Login.asp allow at least one month after training for points to be assigned to your inservice transcript. Participants are encouraged to monitor inservice transcripts regularly, and contact the inservice provider if points are not properly assigned. Professional Development cannot assign inservice points without the authorization of the inservice provider. Inservice Transcripts are available under the PDS icon. To access transcripts at https://www.sdhc.k12.fl.us/_inservice_new/

- Enter Lawson Employee ID number, available on your pay stub, and Birth code (YYYYMMDD)
- Click "Login", then "Inservice Records"
TRANSFER OF INSERVICE IN-TO-DISTRICT AND OUT-OF-DISTRICT

To transfer inservice credit to Hillsborough County Public Schools (HCPS) from another district in the State of Florida, have the previous district send inservice transcripts to Professional Development, Attention: Inservice Transfer, 2920 North 40th Street, Tampa, FL 33605. The sending district must have a FLDOE approved Master Inservice Training Plan. Points will be assigned within one month of receipt of out-of-district inservice by Professional Development. When transferring out of HCPS to another district in the State of Florida, email your request to: inservice@sdhc.k12.fl.us

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP)

Florida Statute 1012.985 requires principals must establish and maintain individual professional development plans for each instructional employee as a seamless component to the school improvement plan (SIP). A tutorial on how to complete an IPDP is located on the Professional Development website under the “Documents” section. F.S. 1012.98 states, the educator identifies individual professional learning goals with primary emphasis on student learning needs. The IPDP is located at https://www.sdhc.k12.fl.us/_inservice_new/

IMPLEMENTATION AND FOLLOW-UP

A variety of methods are used to ensure transfer to classroom. Methods include but are not limited to:

- Walk-through Guides specific to workshop topic provided to site administrators
- Action Plans provided to site administrators
- Online submission of follow-up assignment or lesson plan
- On site coaches in specific content areas
- EET mentors for new teachers
- Surveys
- Follow-up conversations with Department Managers to determine implementation effectiveness

SEE APPENDIX “B” FOR SAMPLE FORMS
PRIVATE SCHOOLS

Federal grants, Title I and II, provide the school district with funds for teacher training in mathematics, science, social studies and language arts at the elementary and middle level and math, science, language arts, social studies and foreign language at the high school level, as well as best practices in the areas of classroom management and instructional strategies. Private schools who wish to participate are provided an allocation of services based upon student enrollment. This allocation is used for participation in various in-service opportunities provided in the identified content areas. As workshops are arranged, public schools and participating private schools will receive advertisements including topic, time location, and reservation information. Additional offerings are posted on the District website: www.sdhc.k12.fl.us

Private schools are required to request a seat in a training that they are eligible to attend through the on-line request system. When the funding source they wish to utilize is chosen the appropriate supervisor then processes the request. These requests include attending district offered courses as well as site based offerings that they would like to use their funds to support. Private schools must provide
the request one month in advance to allow time for processing registration or any payments that may be needed. See Request Sample Appendix E.

CHARTER SCHOOLS

Federal grants, Title I and II, provide the school district with funds for teacher training in mathematics, science, social studies and language arts at the elementary and middle level and math, science, language arts, social studies and foreign language at the high school level, as well as best practices in the areas of classroom management and instructional strategies. Charter school teachers have access to courses that are funded under the federal entitlements. Charter school teachers are provided access to the districts internal email system, therefore have complete access to registration for all courses in which they are eligible. Should the teacher attending the course be eligible for a stipend the course administer submits the payment request to the HCPS charter office where it is processed and sent to the teacher.

Each course put into the Professional Development Request System must indicate if Charter school teachers are eligible. Teachers can search the course database for those particular courses. Below is an example of how a Charter school teacher would sort for courses:

Courses From 12/9/2012 to 3/9/2013

Course Title
Category: Select One
Course Location: Select One
Target Audience: Teachers, Charter

Component Numbers

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Avail Seats</th>
<th>Location</th>
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<tr>
<td>Competency 1 Reading Endorsement</td>
<td>01/26/2013</td>
<td>04/24/2013</td>
<td>08:00 AM</td>
<td>08:30 PM</td>
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<td>01/12/2013</td>
<td>01/24/2013</td>
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<td>11:30 AM</td>
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<td>09:30 PM</td>
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</tr>
<tr>
<td>TP 3-Hour Lesson Planning</td>
<td>02/06/2013</td>
<td>03/08/2013</td>
<td>08:30 AM</td>
<td>11:30 AM</td>
<td>15</td>
<td>Adams Middle</td>
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<tr>
<td>Backward Design</td>
<td>02/23/2013</td>
<td>03/05/2013</td>
<td>08:30 AM</td>
<td>09:30 PM</td>
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<tr>
<td>Higher Order Thinking (HOT)</td>
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<td>02/20/2013</td>
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<td>09:30 PM</td>
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<td>Higher Order Thinking (HOT)</td>
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<td>03/09/2013</td>
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EMPOWERING EFFECTIVE TEACHERS (EET)
TEACHER EVALUATION TRAINING PROCESS

Administrators, Peer Evaluators and New Teacher Mentors

INITIAL TRAINING:

New evaluators (Administrators, Peer Evaluators and New Teacher Mentors) begin the EET training process by completing the 4-day initial training. The basic outline of the training is as follows:

Day 1 – Classroom Presentation

- Introduction to the Danielson Rubric
- Analysis of each component and rating level for Domains 2 and 3
- Selected scripting of at least 2 lesson video segments
- Rating of the lesson videos
- Discussion of ratings and specific evidence to support the rating
- Preparation for Shared Observations (Day 2)

Day 2 – Shared Observation

- 1 trainer and up to 5 participants observe 3 classrooms for 30 minutes each
- Trainer and participants selectively script each lesson
- Between the lessons, trainer and participants rate the lessons and discuss
- At the conclusion of the day, trainer works with participants to clear up any misconceptions

Day 3 – Classroom Presentation

- Review of Day 2 Shared Observations
- Analysis of each component and rating level for Domains 1 and 4
- Discussion the pre-conference
- Video pre-conference scripting
- Practice rating Domain 1
- Additional video practice for Domains 2 and 3
- Discussion of post-conference summary form and procedure
- Practice completing the post-conference form
- Practice delivering the post-conference

Day 4 – Shared Observations

- 1 trainer and up to 5 participants observe 2 classrooms for 30 minutes each
- Trainer and participants selectively script each lesson
- Between the lessons, trainer and participants rate the lessons and discuss
- Participants write up post-conference summary form for one of the two lessons observed
- Participants deliver post-conference to a colleague while trainer observes
• At the conclusion of the day, trainer works with participants to clear up any misconceptions

**COACHED OBSERVATIONS:**

After completing the initial 4-day training, participants are scheduled for a 1-to-1 coached observation session with a trainer. The purpose is to take the participant through the entire observation process.

Day 1 – Participant completes pre-conferences with two different teachers.

Day 2 – Participant completes 30-minute observations for the two teachers from day 1

  After each observation, the participant and trainer will rate and discuss the observation. Participant must match the trainer on 75% of ratings.

Day 3 – Participant completes post-conferences with the two teachers from days 1 and 2.

Observer provides feedback to the participant.

Participants that do not meet the minimum requirements or have difficulty with any part of the 3-day training are required to complete remediation in that area and be re-trained.
NEW TEACHER INDUCTION PROGRAM (TIP)

We believe that all children deserve highly effective teachers. In order to be effective in the classroom, teachers must be inducted into our profession and welcomed to our district. HCPS requires all teachers new to the district to complete a Teacher Induction Program (TIP). When teachers are hired into the district they fall into two categories; those brand new to the profession and those hired with experience. New teachers with non-education Bachelor's degrees have the option of joining the District's Alternative Certification Program (ACP) to complete their state professional certification requirements. The ACP program replaces the TIP requirement for these teachers. See Appendix F for ACP and TIP information packets.

Teachers hired new to the district are provided with a full release mentor for two years. The mentors work with the new teacher includes, but is not limited to; modeling, co-teaching, observation and feedback, reflection, co-planning, data analysis, and navigating the system. The work with the mentor is co-incised with several required trainings. The first training teachers experience is New Teacher Orientation (NTO).

NTO is held every year prior to the start of school. During these days, newly-hired teachers in the district meet together with veteran teachers to learn about our district policies and procedures. They also receive training in classroom management, instructional planning, professional ethics and working with students. NTO prepares newly-hired teachers in the district to start the school year with enthusiasm and the tools they need to be successful. During the four-day orientation trainers instruct and model effective strategies in areas of planning, classroom environment, instruction and professional responsibilities to assist the participants with completion of the following objectives.

- Create a vision and mission for their classroom to support the District’s vision and mission.
- Analyze the Florida Education Accomplished Practices and the Danielson Framework to begin to develop effective teaching practices for their classroom.
- Identify appropriate professional dress and its impact on classroom culture.
- Define student diversity and describe its implications on their teaching practice.
- Apply the concept of room arrangement for greater emphasis on a positive physical environment in their classroom.
- Formulate expectations designed to have the greatest impact on student achievement.
- Practice using language of choice to distinguish between statements that impede or enhance student motivation.
- Identify effective practice that will result in increased student engagement.
- Identify the practitioner’s role as professional within the school, district, and community.

During the 4-day orientation, brand new to education teachers meet with a mentor each afternoon to discuss the application of the orientation objectives as they relate to implementation in the classroom. Additionally the mentors discuss the Teacher Induction Program (TIP) and supports that will provided during the comprehensive 2-year program.

Teachers hired with experience meet with Professional Development team members to discuss the modified TIP program as it relates to their induction into the district. Teachers with experience are provided support by an administrator or other person designated by the administrator. Teachers with experience have up to 2 years to complete the program.
The program includes a variety of professional development courses and content specific workshops designed to assist teachers in demonstration of the accomplished practices as well as introduce them to the Hillsborough County Curriculum, Best Practices and Pedagogy and the relationships to the Empower Effective Teachers Framework and the Florida Educator Accomplished Practices. These courses include:

CHAMPS/Discipline in the Secondary Classroom
Lesson Planning
Higher order thinking
The Differentiated Classroom

TIP courses, and New Teacher Orientation, are offered throughout the school year in a variety of formats such as evenings and weekends to accommodate various scheduling needs. During the course of the program the full release mentor or site based support personnel meet with the teacher to reflect on their learning and document that reflection on a Professional Development Reflection Log. The structure of this program is meant to provide consistent support across the district while providing teachers a foundation of HCPS philosophies of Best Practices.

INSTRUCTIONAL SUPPORT PERSONNEL TRAINING OPPORTUNITIES 2012-2013

Schedules for clerical, paraprofessional, transportation, student nutrition and custodial employees can be found at any school, in PDS, or online at http://www.sdhc.k12.fl.us then click on “employees” and then click on “Instructional Support Training Opportunities.”

Courses classified as “Clerical” are for clerical employees, courses classified as “Paraprofessional” are for paraprofessionals. Courses classified as “Support Personnel” are for transportation, student nutrition and custodial employees. Since some employees do not work the traditional 8:00AM-4:45PM schedule and 12 month employees work 10 hour days during select weeks, you will need the permission of your principal/supervisor before you register for any classes during your scheduled work hours. You will also not receive a stipend for taking classes while you are “on the clock.”

Please note: All personnel will register for training using the PDS system in IDEAS. You will need to be sure you have a district email account and know how to access the PDS system. Directions for registering using PDS are attached to this document.

Registration for clerical, paraprofessional, transportation, student nutrition and custodial employees will be available in PDS on Friday, August 24, 2012 and Tuesday, January 8, 2013. If you have questions concerning registration, please call our office at 840-7032 or 840-7031 between the hours of 9:00 AM and 1:00 PM.

Please be aware that seats are limited in all courses and registration is on a first come, first served basis. Participants will be paid the board approved $9.00 per hour attended stipend for completing each course (partial attendance is not paid). Participants will not be paid if they decide to take any course a second time. In addition, participants will not be paid the additional stipend for attending training during their regularly scheduled work hours. Please note that substitute employees will not be paid for attending optional training. Additional training opportunities and new courses will be available in the spring.
TITLE I PROFESSIONAL DEVELOPMENT TRAINING PLAN 2012-2013

Planning: Survey Monkey conducted February 2012 targeting site administrators; EET observation results/trend information; site requests tied to School Improvement Plans (SIP); STAAR school meeting focus goals/requests.

Learning: Results of the survey indicated the following topics primary interest to the responders: Higher Order Thinking, Differentiated Instruction, Teaching with Poverty in Mind, and Teach like a Champion. Ongoing topics such as CHAMPS for school-wide implementation, Tough Kid for individuals interested in more in-depth individualized behavior strategies will be continued on a more limited basis.

Online courses are available and offered through the program on behavior management, differentiated instruction, math concepts and parent communication.

In addition, topics will be offered regionally in order to meet the needs of the population.

Initiatives: Classroom Engagement course will be developed and piloted in August 2012.

Several Book-study Guides will be created to meet the needs of more school-based /PLC based learning: topics include: Quality Questioning, Teach Like a Champion, Total Participation Techniques, Teaching with Poverty in Mind, RIGOR is not a Four-Letter Word, and Motivating Black Males. Additional topics may be added throughout the year.

CHAMPS contacts will be identified and provided training and follow-up techniques to use at their schools to maintain the program implementation with fidelity.

Work with Principal Pipeline to develop urban educators training strand

Work with Community Partners to develop a series of training modules and facilitate the development of an online training portal for the group.

Continue to focus on screening and training new Behavior Specialists and facilitating ongoing Behavior Specialist PLC.

Develop online ongoing implementation opportunities and post-training assessment to facilitate regular implementation of newly learned techniques and assess the learning.

Increase number of trainers in selected cadres, provide regular updates to trainers, continue to spot check trainers using trainer checklist.

Implementing: Title I Follow-through Planning sheet is provided to each participant during each face to face training session, participants connect the training to their IPDP and School Improvement plan, create an action plan and SMART goal. Each plan is collected and spot reviewed by the program supervisor before being sent to the participant’s principal. Principals are asked to walk through, ask for
information, ask teachers to present the information to other staff and otherwise use the follow-through plan to support the teacher in implementing strategies learned in the classroom setting.

CHAMPs program includes follow-up Fidelity Checks sent to school contact and/or RtI facilitators to support the program. Fidelity checks are at Tier 1, 2 and 3.

**Evaluation:** Formal evaluation of CHAMPs program conducted by Assessment department focusing on Title I school-wide implementation sites as well as new teacher induction training implementation.

EET observation results are used to determine effectiveness of courses targeting specific domain/components. Follow-up survey for each course within the PDS courses wizard. School grades and school-based student data will help to determine training effectiveness and focus for the coming school year.

**Process for requesting site-based training events:** Title I administrators request site-based courses and approval to use school Title I funds using the Title I electronic funding request system located on their email desktop. Fund requests are received by the Title I Professional Development Supervisor, reviewed for compliance with grant, school improvement plan, and budget availability. Requests are approved with appropriate accounting codes provided and returned to school administrator to proceed with the event.

Title I Professional Development Supervisor provides technical assistance throughout the planning, learning and implementation process with: internal service agreements, workshop payroll, purchase of materials and resources, PDS course wizard and other issues as needed. The Title I Supervisor of Evaluation maintains primary responsibility for evaluating the Title I program components.
TEACHER INCENTIVE FUND (TIF/POWER) TRAINING PLAN

POWER2

Year 1 Activities

During year one the On Site Professional Developer (OSPD) program began by planning site based training needs and they attended teacher evaluation training to build the knowledge base for their role as the site based professional development leader. In addition, the development of plans for the implementation of site based trainings and book studies for Year 2 were started. With district wide data, we began trainings in Year 1 to allow us to focus on areas of need based on teacher evaluations. Our focus for professional development centered on Questioning Techniques and Student Engagement. The courses were well received and we had over 700 teachers attend at least one of the trainings offered the first year of the TIF grant.

Year 2

The On Site Professional Developer (OSPD) program is in full operation. Each school’s OSPD has been integral in the facilitation of site based book studies and courses offered at the school site. The courses offered at sites target content based on school site needs as well as teacher evaluations. The OSPD’s will continue to lead professional development at their sites and will participate in a more in depth training on the district’s teacher evaluation system. In addition, at the end of the school year, the OSPD’s facilitated follow up sessions to gather information on the implementation of the information received in the courses offered.

The professional development opportunities included the site based book studies designed to encourage professional conversations. In addition, the sites in collaboration with the administration, school data and teacher input selected a course that would help address the greatest need offered a course to meet this need in instruction. Courses selections included; differentiated instruction, backwards design in lesson planning, higher order thinking questioning, foundation of professional learning communities, and teaching strategies to engage learners. Based on district data, we also offered additional courses open for any eligible teacher in the grant to participate. These included courses on higher order thinking questions and strategies based classes to assist the teacher in student engagement.

In collaboration with the University of South Florida’s Tampa Bay Educational Partnership, 5 schools began the pilot of the Executive Coaching model for leadership teams. The schools worked with Dr. Donna Elam and associates as they worked in leadership teams. Through the process, the university support and follow up focused on providing opportunity for the teams to identify and enhance leadership skills, knowledge and attributes needed to be successful in working with students, families, communities and colleagues in culturally diverse settings to close the achievement gap and raise achievement with all students. Dr. Elam conducted site visits as well as hosted webinars with Stephen G. Barkley, Executive Vice President of Performance Learning System.
Year 3

Each site will offer a book study led by the On-Site Professional Developer (OSPD). They will choose the book from a list compiled from the 35 sites. The list includes books they felt would be of help to the staff.

In addition, courses will be offered and open to teachers that will address the areas of need from the end of school year evaluation data. This data continues to show a need for professional development in; Using Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction. A new course is being developed to address the need for strategies on using assessment in instruction. In addition, since designing coherent instruction is linked to the areas of need listed above; there will be courses offered that will address designing instruction.

**POWER 2 Grant- On Site Professional Developer (OSPD) Program**

**Requirements and Responsibilities**

**OSPD Requirements:**

- Valid Professional Teaching Certificate
- At least 3 years of successful teaching experience
- Successful leadership activities for two or more years at the school level
- Designs and/or delivers professional development
- Ability and willingness to work beyond normal duties hours
- Must currently be in an eligible TIF 2/POWER 2 school site position

**OSPD Responsibilities:**

- Assess and develop school site’s professional development plan in collaboration with school principal
- Track teacher professional development, track and follow up on suggested and required training opportunities as well as the changes in teacher behavior related to professional development
- Determine teacher satisfaction with professional development opportunities offered through POWER 2
- Attend PLC/training sessions with the other OSPD’s from the 35 POWER 2 sites. Focus will be on the work of Charlotte Danielson’s Frameworks for Teachers and the district’s new evaluation system
- Develop trainings for school site as needed
- Provide on-site training for faculty as needed
- Attend the district trainings offered through POWER 2

**Salary**

- Base Salary up to $2,000 annually
FOLLOW-UP AND IMPLEMENTATION

Through the Teacher Incentive Fund (TiF) grant, the On Site Professional Developers (OSPD) provide a follow up time for the participants to give feedback on the implementation process. During the 2011-2012 school year, the sites in the grant had the opportunity to host a training at their school that met the needs of the teachers based on school wide data trends based on the evaluation system. After the training, the OSPD’s met with the teachers to discuss the training and the implementation of the learned skills.
Appendix “A”

PDS Category Administrator information
Prerequisite: Log into First Class Email.
   a. Click on PDS Category Admin.
   b. Click on ‘Preferences’, then ‘Course Locations’, then ‘Rooms’.
      i. Select your Site from the Drop down menu.
         ii. Verify the room that the training will be held at is listed. If not, click “Add”.
            1. Enter the training room number, then click ‘Save’.
   c. Select ‘New Course’

1. General Information
   a. Select your District or Site Only classification from the Category drop down list.
   b. Type your Course (Activity) Title.
      i. Keep title short, but informative. This title will display on the Employee's Participant Inservice Record. (45 characters maximum)
   c. Type your Course Description.
   d. Course Description Link: If applicable, type a web site link for additional course information.
      i. Do not use http://
         1. Example: www.sdhc.k12.fl.us
   e. Enter the Component number that corresponds with the training.
      i. Example: 1.001.001
         ii. If the appropriate Component number is unknown, locate the Master Inservice Plan line and click on the quick link.
            1. This quick link will open a new Internet window where you can search for an appropriate Component number.
   f. Click ‘Next’

2. Limits (Course Limits)
   a. Verify that the District approved limits pertain to your class.
      i. Select whether registration requires approval or is auto-approved. If “Requires Approval” is selected, participants will be queued in the course until a Category Administrator or Instructor approves them.
      ii. Minimum class size: Enter the number of participants required to conduct the class (if applicable)
      iii. Maximum Class Size: Enter the max. number of participants. This includes both Active Employees (Internal) and Retirees/Private Schools/Community Members (External).
      iv. Maximum External Participants: Enter the max. number of non-HCPS employees that may attend the course.
      v. Maximum Wait List: Enter the max. number of individuals that can be on the wait list.
      vi. Classroom Hours: Enter the max. number of classroom hours for your course.
      vii. Non-Classroom Hours: Enter the number of assignment/project hours if applicable
      viii. Points: This is automatically calculated.
         1. NOTE: Number can not exceed component maximum points.
   b. Click ‘Next’

3. Custom Attributes
   a. Substitute Provided: Select ‘Yes’ or ‘No’.
   b. Stipend Provided: Select ‘Yes’ or ‘No’.
   c. Evaluation Method: Select one of the Evaluation Methods from the drop down list.
   d. Click ‘Next’ (twice)

4. Delivery Methods
   a. Select one of the Delivery Methods from the drop down list.
   b. Click ‘Next’
5. **Follow-up Methods**
   a. Select one of the Follow-up Methods from the drop down list.
   b. Click ‘Next’

6. **Focus Areas**
   a. Click ‘Add’.
      i. Select the Class Focus Area from the drop down list.
      1. Example: Sunshine State Standards
      ii. Enter the percentage of the focus.
      1. Example: 100
      2. NOTE: Total must equal to 100%. You may add as many focus areas as needed. The total must equal 100%.
   b. Click ‘Next’

7. **Accounting Information**
   a. Click ‘Add’.
   b. In the Accounting Information Properties window
      i. Select the current Fiscal Year.
      ii. Select how the system will calculate the course expenses for each individual cost item.
      1. For Flat Fee: Select ‘No’.
      2. For Cost per Student: Select ‘Yes’.
      iii. Enter the appropriate HCPS accounting code.
      1. If your course has $0.00 (no cost) associated with training, enter ‘000.0000.0000.0000.0000.000’ for the Account code.
      iv. NOTE: Once course is approved, no changes can be made to the Accounting Code.
   c. If more accounting codes need to be listed, Click ‘Add’, else Click ‘Next’.

8. **Contact Information**
   a. Contact Telephone: Enter a telephone number for participants to contact you in the event of a question.
      i. Example: (000)000-0000
   b. Contact email: Enter an email address for participants to contact you in the event of a question.
      i. Example: james.burger@sdhc.k12.fl.us
   c. Click ‘Next’

9. **Generate Dates**
   a. Select your course Start Date.
      i. NOTE: If you click on the down carrot to the right of the date, a calendar will appear.
   b. Select your course End Date.
      i. NOTE: If you click on the down carrot to the right of the date, a calendar will appear.
   c. Select your course Repeat Interval
      i. For a one time only course, select ‘None / Irregular’
      ii. For a daily course, select ‘Daily’.
      iii. For a weekly course, select ‘Weekly’ and select the day of the week.
      iv. For a monthly course, select ‘Monthly on same Day’.
   d. Click ‘Next’

10. **Course Dates**
    a. If course dates need to be added or modified, Click ‘Add’ or ‘Modify’.
    b. Click ‘Next’.
11. Deadlines (Course)
   a. Pace (Select: normal or self-paced) Normal = face-to-face; Self-Paced = online courses
   b. Publication Option (Do not publish / Make available to all registration / Make available to course tracks only)
   c. Internal (Active Employee) Registration Start Date
      i. Select the date of when your course will be available for active employees to register.
      1. **NOTE:** If you click on the down carrot to the right of the date, a calendar will appear.
   d. External (Retiree / Private School / Community Member) Registration Start Date
      i. Select the date of when your course will be available for external participants to register.
      1. **NOTE:** If you click on the down carrot to the right of the date, a calendar will appear.
   e. Registration Deadline
      i. Select the date that is the latest a participant can register for this course.
      1. **NOTE:** If you click on the down carrot to the right of the date, a calendar will appear.
   f. Withdrawal (Cancel Course) Deadline
      i. Select the date that is the latest for a participant to withdraw (cancel) from the course.
      1. **NOTE:** If you click on the down carrot to the right of the date, a calendar will appear.
   g. Evaluation Completion Date (Defaults to 6/30 of current year)
   h. Click ‘Next’

12. Location / Instructor / Cost
    a. Location
       i. Select the Location where the training will be held.
       ii. Select the Room number where the training will be held.
       1. **NOTE:** If your room number is not available, please contact your Category Admin.
    b. Instructor
       i. Type in the name of the Instructor.
       1. **NOTE:** Instructor must have a First Class email account. If not, enter in your name.
    c. Costs (To the Participant, if applicable)
       i. Type in the amount the participant must pay for materials.
       ii. Type in the amount that active employees must pay.
       iii. Type in the amount that external participants must pay.
       1. **NOTE:** You are required to collect any and all monies.
    d. Click ‘Next’

13. Target Audience (allows filtering of the course catalog, does not impose enrollment restrictions)
    a. Select the Target Audience Options from the left column, Click ‘Add’
    b. Click ‘Next’

14. Enrollment Restrictions (If applicable)
    a. Click ‘Add’
    b. Enter the (valid/existing) First Class group name.
       i. Example: Armwood Faculty
    c. Select Group Limit.
    d. Remove limits after: If you wish to allow open enrollment after that date.
    e. Click ‘Next’
15. **Sunshine State Standards** (if applicable)
   a. Click ‘Add’
   b. Select Subject Area.
   c. Select Grade Cluster.
   d. Select Stand
      i. NOTE: Select ‘N/A’
   e. Select Standard
      i. NOTE: Select ‘2’
   f. Click ‘Save’
   g. Click ‘Next’

16. **Evaluation** (Course Specific Questions—if applicable)
   a. Click ‘Add Question’
   b. Select Question type.
      i. Multiple Choice (select one)
      ii. Multiple Choice (select many)
      iii. True / False
      iv. Yes / No
      v. Scale
      vi. Written Response
      vii. Instructions
   c. If no more questions are necessary, click ‘Save’
   d. Click ‘Finish’

17. **Notifications**: check *Add custom message footer for each notification, if desired*

18. **Finished!**
Appendix “B”

Follow – up Sample Forms
1. SRA Reading Mastery Signature

Please complete the following survey to assist FDLRS in supporting the SRA training. Completion of the survey is required in order to receive inservice points.

* 1. What student level do you teach?

- Pre K/K
- Elementary
- Middle
- High
- Other

Other (please specify)

* 2. Please indicate the number of students impacted by the implementation of skills and strategies from this professional development.

# ESE  
# Gen Ed

* 3. What percentage of ESE students at your site are reading at a Level 3 or above on FCAT? You may need to ask your AP or Department Head to help you locate this information.

* 4. What percentage of ESE students at your site made learning gains on FCAT? You may need to ask your AP or Department Head to help you locate this information.

* 5. Please indicate your level of commitment and implementation to the SRA Reading Mastery Signature curriculum.

- Very committed
- Committed
- Neutral
- Not committed
6. If you are having difficulty implementing the SRA curriculum, please explain the hurdles you are experiencing.

7. Based on your level of commitment and implementation, please rate the benefits to you on the following levels of on site continued support.

<table>
<thead>
<tr>
<th>Service</th>
<th>Extremely beneficial</th>
<th>Beneficial</th>
<th>I am comfortable at this time</th>
<th>Not interested at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grouping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify)

8. My students are improving their reading skills with the use of the SRA materials.

Yes

No

As evidenced by: (What data?)

9. Please complete the following:

Name

Site
Title I PD Purpose and Follow-through Plan

Name: Print First/Last __________________________ School: ______________

Course Title: __________________________________________________________

1. What IPDP goal will this course help you address?

2. What School Improvement Objective will this course help you address?

3. What behavior/classroom management or instructional issue prompted you to attend this course?

4. Are you prepared and willing to take time to implement new teacher behaviors and new strategies with fidelity and for a minimum of 6-8 weeks when you complete this session?

In order to address the issue I identified in Question 3, I have learned about the following techniques/strategies and plan to implement them beginning: (date):________

Describe the strategies and techniques that you learned about and your plan for implementation (what, when, with whom, where):

How will you measure the success of your implementation plan: (what data are you impacting (state or estimate your baseline, then how much improvement do you want, and how will you measure it?) (this is the “why and how”)

<table>
<thead>
<tr>
<th>S-Specific</th>
<th>M-Measurable</th>
<th>A-Achievable</th>
<th>R-Results Oriented</th>
<th>T-Timebound</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will create an ending routine for two of my courses within 14 days and implement it with my class for 20 school days to improve on time dismissal from my room, currently students leave these courses on time 2 of 5 days per week.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow Up to Site Based training

If you held a site based training, please do either Option A or B and then submit your summary or bulleted list to me by the date listed on your log.

You were given a list of teachers who attended the trainings at our January meeting; you only need to include them in Option A or B, not your whole staff.

**Option A:** Hold a short (15-20 minutes) with the people who attended the training, at least as many that can come. Ask them the questions and document the responses in a summary or bullet list in the table provided and email it to me, Tammy Rush.

**Option B:** Send the questions out in an email and ask them to respond by a certain deadline that you determine, then you compile the responses returned into one summary or bullet list. Then, put in the table and email it to me.

The TABLE that you will use to submit the information to me is a separate attachment so you can email it easily.

**Questions:**

1) Thinking about the course, *(fill in the title on the one you hosted at your site)* you attended at our site.
   - Do you feel the course provided sufficient knowledge for you to implement the newly learned strategies in your classroom?
   - If so, share some examples of what worked well.
   - If not, what would you need more of, in the training, to better implement the strategies in your classroom?

2) Even though you may feel overworked and exhausted at times, do you feel attending the course and the implementation of the content was well worth your time?
   - If yes, share thoughts.
   - If no, what could make the course more applicable?

3) Thinking about the instructors for the course,
   - Do you feel they effectively modeled the same skills, techniques, and strategies that you should use in the classroom?
   - Did they consider multiple learning styles and use a variety of activities?
Please take a few moments to complete this short survey. FDLRS values your input which enables us to continue providing quality professional development aligned with the Florida Professional Development Protocol.

**1. What student level do you teach?**

- PreK/K
- Elementary
- Middle
- High
- Other

Other (please specify)

**2. Please indicate the number of students impacted by the implementation of skills and strategies from this professional development.**

- # ESE
- # Gen Ed

**3. This training has increased my knowledge and understanding of FCAT data.**

- Yes
- No

**4. I am able to calculate learning gains for my students.**

- Yes
- No

**5. What percentage of ESE students at your site made learning gains on FCAT for 2011-2012? You may need to ask your AP or Department Head to help you locate this information.**

**6. I came to this training expecting:**

**7. I got......from this training:**
8. I still need more:
Appendix "C"

PDS Registration
INSERVICE PARTICIPANT DIRECTIONS

Inservice Registration
To access the new Professional Development System (PDS), log on to First Class, the IDEAS Email System, look for the new PDS icon, and follow the directions. The District First Class System using your District email must be used to access the PDS. Download the Quick Start Guide for additional directions if needed.

Inservice Participant Responsibilities
The goal of Professional Development is to ensure that your inservice is properly recorded on your Inservice Education Participant Record. To assist Professional Development in researching discrepancies on your Inservice Education Participant Record, please record and retain the following information when attending inservice training:

• Name and contact information of the inservice provider
• Group identification number
• Date of training
• Location of training
• Component title, component number, and activity title of the training
• Number of inservice points awarded for the training
• Date your inservice provider will release your evaluation for completion

Recording of Inservice Points
For training that ends after August 25, 2006, the old bubble sheet, the Inservice Education Participant Record, is no longer necessary. After the inservice course is completed, the inservice provider electronically releases your inservice so that you may complete the inservice evaluation. Participants will receive an email notification when the evaluation is available. The evaluation is available under Professional Development Tools within the PDS. Evaluation information is anonymously provided to the inservice provider through an encryption process; therefore, the inservice provider has no ability to identify the sender of evaluation information. If your inservice evaluation is not available under the PDS icon by the date designated at the training, contact your inservice provider.

*Failure to complete the electronic evaluation in the PDS will negate the assignment of inservice points. Completion of the course evaluation is required for all inservice as per the Florida Department of Education (FDOE). Evaluations must be completed during the fiscal year of the training. All inservice must be recorded and assigned by August 1, annually, for the previous year for FDOE reporting purposes.

Inservice Transcripts
Allow at least one month after training for points to be assigned to your inservice transcript. Check your inservice transcript regularly, and contact your inservice provider if points are not properly assigned. Professional Development cannot assign inservice points without the authorization of the inservice provider. Inservice Transcripts are available under the PDS icon. To access transcripts:

• Enter Lawson Employee ID number, available on your pay stub, and Birth code (YYYYMMDD)
• Click "Login", then "Inservice Records"

Out-of-District Training
Directions and documents for out-of-county training are available under the PDS icon. Inservice points for groups of more than five participants require the administrator to request a Group ID#. Approval to receive inservice points is required prior to attending training.

Transfer of Inservice In-to-District and Out-of-District
When transferring into Hillsborough County Public Schools (HCPS) from another district in the State of Florida, contact your previous district and have your inservice transferred to Lora Haynes, 2920 North 40th Street, Tampa, FL 33605. The sending district must have a FDOE approved Master Inservice Training Plan. Points will be assigned within two weeks of receipt of out-of-district inservice by Professional Development. When transferring out of HCPS to another district in the State of Florida, email your request to lora.haynes@sdhc.k12.fl.us.
Appendix “D”

Workshop Pay Rates
Professional Development Pay Rates
Revised June 15, 2011

To Be Paid By Workshop Pay Report Only

Stipend Rate: Only for courses where a stipend is paid
- $15.00 / Hr (Teachers)
- $75.00 / Day (New Teacher Orientation / New Teacher Content)

Stipend Rate: (Support Personnel)
- $ 9.00 / Hr

To Be Paid By Agreement for Technical Services Only

Trainer Rate: (Face-to-Face or Online)
- $ 38.84 / Hr

Mentor / Coach Rate: (For Mentoring Teachers or Administrators)
- $ 34.50 / Hr
- $500.00 / Participant for ACP Coaches

Professional Services Rate: (Curriculum Development, Cell, Compliance Monitoring, other non-training)
- $24.50 / Hr (Instructional Staff)
- $ 9.00 / Hr (Support Personnel)

Rates above are applicable for all district training regardless of funding source, degree level, or experience.

Note: Nationally recognized speaker / vendor rates will be negotiated.
## Professional Development Services Request Form

### Designee / Principal Information

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Phone Number:</th>
<th>Email:</th>
<th>School:</th>
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</table>

### Training Details

**Training Information:**

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Course # (if applicable):</th>
<th>Content Area:</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Date of In-service:</th>
<th>Location of In-service:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Request Type:**  
--- SELECT REQUEST ---  
In-service provided by:  
☐ School District  
☐ Third Party

**Funding Information:**

<table>
<thead>
<tr>
<th>Proposed Cost:</th>
<th>Funding Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--- SELECT FUNDING SOURCE ---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stipend:</th>
<th>yes</th>
<th>no</th>
<th>unsure</th>
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<tbody>
<tr>
<td></td>
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</table>

**Contact Person or Source of In-service (Organization Performing Service):**

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>Phone Number:</th>
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<tr>
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</tbody>
</table>

**Reason for Training:**

How will this training increase student achievement?

---

### Participants

Please enter participants’ information: (Click additional tabs below to enter up to 10 participants.)

If participants will be coming from different schools, please make sure to enter the school and phone number for each participant.

<table>
<thead>
<tr>
<th>Participant 1</th>
<th>Participant 2</th>
<th>Participant 3</th>
<th>Participant 4</th>
<th>Participant 5</th>
<th>Participant 6</th>
<th>Participant 7</th>
<th>Participant 8</th>
<th>Participant 9</th>
<th>Participant 10</th>
</tr>
</thead>
</table>

**PARTICIPANT 1:**

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>Vendor/Soc.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
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<th>City:</th>
<th>Zip:</th>
</tr>
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<tr>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participant works with or addresses eligible students:  
☐ yes  ☐ no

Select next tab to enter another participant (up to ten).
Appendix “F”

Teacher Induction Program (TIP)

Alternative Certification Program (ACP)

Forms
Teacher Induction Program

Professional Development

Jamalya Jackson
Director of Professional Development and Teacher Induction

Shannon Bogle
Supervisor of Teacher Training
Lizanne Ippolito
DRT, Teacher Training

Instructional Services Center
2920 North 40th Street
Tampa, FL 33605
School Mail Route #7
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIP with Mentor—Teachers New to Teaching</td>
<td>3-5</td>
</tr>
<tr>
<td>TIP Site Based Support (SBS)—New to district, no mentor</td>
<td>6-9</td>
</tr>
<tr>
<td>Criteria for Signing Teachers Off</td>
<td>10</td>
</tr>
<tr>
<td>TIP Early Completion (ECO)</td>
<td>11-13</td>
</tr>
<tr>
<td>Appeal Process</td>
<td>14</td>
</tr>
<tr>
<td>TIP Participant Awareness Checklist</td>
<td>15</td>
</tr>
</tbody>
</table>

TIP is required for *all* teachers new to Hillsborough County Public Schools.
The following applies to ALL teachers with no previous experience and new to Hillsborough County Public Schools.

- All new teachers in Hillsborough County Public Schools will be enrolled in the Teacher Induction Program (TIP). TIP is a mandatory two-year induction program that includes structured activities and formal mentoring for teachers with no previous teaching experience.

- Every first-year teacher will be provided with a mentor for two years who will be working with the New Teacher Center Formative Assessment System*. Mentors will be assigned by the Director of Professional Development. Teachers will have an opportunity to meet their mentors during New Teacher Orientation.

- New teachers hired after New Teacher Orientation and prior to the end of the second nine weeks will receive a mentor within 10 working days of their start date. Other educators who want to support the new teacher will work closely with the mentor in order to meet the teacher’s needs. Teachers hired following the second nine weeks will be assigned a mentor the beginning of the following school year. The mentor will stay in close contact with site administrator to track new hires.

- The mentor will be responsible for maintaining the new teacher’s TIP folder. The TIP folder will contain the Accomplished Practices form, Action Plan, and other documentation related to the successful completion of the Teacher Induction Program.

- The site administrator and EET mentor will meet at least quarterly to discuss progress. The site administrator and mentor must initial each accomplished practice as the teacher completes each training requirement as well as the accomplished practices form at the end of year 2.

- At the end of the two-year program, the site administrator, in conjunction with mentor, decides if the teacher is signed out of TIP.

- All teachers must successfully demonstrate the Florida State 6 Accomplished Practices.

- Non-education majors enter TIP, unless he/she joins the district Alternative Certification Program (ACP) or Science and Math Accelerated Readiness for Teaching (SMART) Program.

* The New Teacher Center Formative Assessment System (FAS) is a set of tools that will help identify accomplishments and challenges during the first two years of teaching. Although the FAS tools can help focus the new teachers and mentors work together, many factors will influence mentee and mentor’s collaboration. The mentor’s knowledge and experience and growing relationship with the mentee will help support professional areas for growth as well as support students’ academic needs. The FAS tools provide a mentee and mentor with important information about the work that can then systematically guide the advancement of instructional practice.
# TEACHER INDUCTION PROGRAM (TIP) ACTION PLAN

*This action plan is designated for teachers that are assigned a mentor*

Teacher: ____________________________  Lawson #: ____________________________  Work Site: ____________________________

TIP Entry Date: ____________________________  TIP Year 2 Exit Date: ____________________________

<table>
<thead>
<tr>
<th>Accomplished Practice</th>
<th>Recommended Year of completion</th>
<th>Professional Development Activity</th>
<th>Evidence of Completion</th>
<th>Date of Completion</th>
<th>Mentor Initials</th>
<th>Admin Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics</td>
<td>Year 1</td>
<td>Crisis Intervention Online Training</td>
<td>□ Inservice Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code of Ethics</td>
<td></td>
<td>Code of Ethics</td>
<td>□ Inservice Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Year 1 and 2</td>
<td>New Teacher Orientation</td>
<td>□ Inservice Record and Reflection Log</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Learning Environment  | Year 1                         | Graded K-6, CHAMPS (Grade 7-8 for CHAMPS schools)  
grades 7-12: Discipline in the Secondary Classroom | □ Copy of Classroom Management Plan |                  |                 |               |
| Quality of Instruction| Year 1                         | Powerful Lesson Planning          | □ Copy of Lesson Plan using Backwards Planning Template |                  |                 |               |
| Assessment            | Year 2                         | Analyze Student Data Equity Observation | □ ASW Tool  
□ Equity Observation Tool |                  |                 |               |
| Instructional Delivery and Facilitation| Year 1 and 2 | New Teacher Content Area Training | □ Professional Development Reflection Log |                  |                 |               |
|                       |                                | Higher Order Thinking            | □ Professional Development Reflection Log |                  |                 |               |
|                       |                                | The Differentiated Classroom      | □ Professional Development Reflection Log |                  |                 |               |

*All items must be complete and checked off for each Accomplished Practice.*
## Professional Development Requirements

### TIP Training Requirements for Teachers WITH a Mentor

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Orientation (18 hrs)</td>
<td>TIP: The Differentiated Classroom</td>
</tr>
<tr>
<td>Code of Ethics (on-line and face to face)</td>
<td>TIP: Higher Order Thinking</td>
</tr>
<tr>
<td>Crisis Intervention (on-line)</td>
<td></td>
</tr>
<tr>
<td>TIP: 6-Hour Powerful Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>TIP: CHAMPS (K-6) <strong>or</strong></td>
<td></td>
</tr>
<tr>
<td>TIP: Discipline in the Secondary Classroom (7-12)</td>
<td></td>
</tr>
</tbody>
</table>

### Content Area Training can be completed in Year 1 OR Year 2

#### Elementary (All 5 Trainings)

- TIP: Reading 101 & 102
- TIP: K-2 Elementary Science **OR**
  - 3-5 Elementary Science
- TIP: K-2 Teacher Math Overview **OR**
  - 3-5 Math overview
- TIP: K&1 Everyone Writes **OR**
  - 2-5 The Write Beginning
- TIP: Overview of Social Studies Alive

For questions related to Elementary Content Area Trainings call 813-272-4455

#### Middle and High*

Attend the training for your hired content area

Please see page 9 for course titles.

For questions related to Middle School Content Area Training call 813-272-4862

For questions related to Secondary Content Area Training call 813-272-4451

---

* Teachers that serve in specialty areas not listed above (such as fulltime ESE, PE, Art, Guidance, Psychology, Pre-K, Resource, Career & Technical Education) will fulfill content area requirement by attending mandatory trainings offered by their content or program area supervisor.

Pre-K teachers attend New Teacher Training for Pre-K.

ESE teachers that work with students with disabilities working on standard curriculum should complete the Content area training that coincides with the subject or grade level they support as well as IEP and compliance training.
Teacher Induction Program Site Based Support (TIP: SBS)

This program is designed for teachers that are not assigned a district mentor and their TIP is managed by the site administrator.

- Teachers new to Hillsborough County in the following categories will automatically be placed into the Teacher Induction Program: Site Based Support.
  
  * Any teacher with prior teaching experience
  * Head Start
  * Hospital Homebound
  * Social Work
  * Guidance
  * Resource
  * Behavior Specialists
  * Student Intervention Specialist
  * Adult Ed
  * Speech/Language
  * Virtual School
  * Psychology
  * Media
  * Instructional Coaches
  * AIS
  * OT/PT

- It is the responsibility of the Site Administrator to ensure the teacher completes all aspects of the Teacher Induction Program. Principals may appoint a designee (Assistant Principal or Teacher Leader) to track the progress and support teachers in this program.

- If a teacher has 3 or more years of documented successful teaching experience (or had a “break in service”) and is observed to be highly effective in the classroom, the school administrator may choose to apply for the teacher to enter the Early Completion Option. (For ECO procedures please refer to pages 11-13)

- Upon completion of the TIP: SBS requirements, if a teacher is still not demonstrating success, Professional Development will assist the teacher and site administrator in developing an action plan to meet the teacher’s specific needs.
Teachers may complete this program in 1-2 years.

<table>
<thead>
<tr>
<th>Accomplished Practice</th>
<th>Professional Development Activity</th>
<th>Evidence of Completion</th>
<th>Date of Completion</th>
<th>Admin Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics</td>
<td>Code of Ethics</td>
<td>☐ Inservice Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>New Teacher Orientation</td>
<td>☐ Inservice Record and Reflection Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternative option: EET Rubric Overview</td>
<td>☐ Inservice Record and Reflection Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Classroom Management Course (i.e., CHAMPS, DSC, PBS)</td>
<td>☐ Copy of Classroom Management Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Inservice Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3-Hour Powerful Lesson Planning</td>
<td>☐ Copy of Lesson Plan using Backwards Planning Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Inservice Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
<td>☐ Copy of an assessment and the results with a reflection of your instructional decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize Instructional Planning Tool</td>
<td>☐ Class Profile Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Delivery and Facilitation</td>
<td>New Teacher Content Area Training</td>
<td>☐ Professional Development Reflection Log (For each training listed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher Order Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Differentiated Classroom</td>
<td>☐ Inservice Record (For each training listed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Induction Program: Site Based Support Action Plan
1-2 Years
# Teacher Induction Program: Site Based Support

## Professional Development Action Plan

<table>
<thead>
<tr>
<th>Professional Development Requirements ALL TIP: SBS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed in Year 1 or 2</td>
</tr>
</tbody>
</table>

- Code of Ethics (on-line and face to face)
- One Classroom Management course offered in the district (i.e. CHAMPs, Discipline in the Secondary Classroom, PBS….)

**TIP:**
- 3-Hour Powerful Lesson Planning
- The Differentiated Classroom
- Higher Order Thinking
- New Teacher Orientation or EET Overview

## Content Area Training can be completed in Year 1 OR Year 2

### Elementary (All 5 Trainings)

- TIP: Reading 101 & 102
- TIP: K-2 Elementary Science OR 3-5 Elementary Science
- TIP: K-2 Teacher Math Overview OR 3-5 Math overview
- TIP: K&1 Everyone Writes OR 2-5 The Write Beginning
- TIP: Overview of Social Studies Alive

**For questions related to Elementary Content Area Trainings call 813-272-4455**

### Middle and High*

**Attend the training for your hired content area**

- Please see page 9 for course titles.

**For questions related to Middle School Content Area Training call 813-272-4862**

**For questions related to Secondary Content Area Training call 813-272-4451**

---

* Teachers that serve in specialty areas not listed above (such as fulltime ESE, PE, Art, Guidance, Psychology, Pre-K, Resource, Career & Technical Education) will fulfill content area requirement by attending mandatory training offered by their content or program area supervisor.

ESE teachers that work with students with disabilities working on standard curriculum should complete the Content area training that coincides with the subject or grade level they support as well as IEP and compliance training.
<table>
<thead>
<tr>
<th>Middle School Requirements</th>
<th>High School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts:</strong></td>
<td><strong>Language Arts:</strong></td>
</tr>
<tr>
<td>New Teacher Orientation-Language Arts 6-8</td>
<td>Content Area Training for English Teachers</td>
</tr>
<tr>
<td></td>
<td>New Journalism Teachers</td>
</tr>
<tr>
<td></td>
<td>New Drama Teachers</td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td><strong>Mathematics:</strong></td>
</tr>
<tr>
<td>New teacher ICL Teacher Training</td>
<td>New ICL Teacher Training</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td><strong>Science:</strong></td>
</tr>
<tr>
<td><strong>Social Studies:</strong></td>
<td><strong>Social Studies:</strong></td>
</tr>
<tr>
<td>New Teacher Content Training for Middle School Social Studies.</td>
<td>New Teacher Content Training Secondary Social Studies</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>New Teacher Content Training 6-12 Reading</td>
<td>New Teacher Content Training 6-12 Reading</td>
</tr>
<tr>
<td><strong>World Languages: (Grades 6-8)</strong></td>
<td><strong>World Languages K-12:</strong></td>
</tr>
<tr>
<td><strong>Visual Arts:</strong></td>
<td><strong>Art:</strong></td>
</tr>
<tr>
<td>Art New Teacher Content Training</td>
<td>ART Content Area Training-HS</td>
</tr>
<tr>
<td><strong>Music:</strong></td>
<td><strong>Music:</strong></td>
</tr>
<tr>
<td>New Teacher Content Training Middle School Music</td>
<td>New Teacher Content Training-High School Music</td>
</tr>
<tr>
<td><strong>Physical Education:</strong></td>
<td><strong>Physical Education/Health:</strong></td>
</tr>
<tr>
<td>New Teacher Content Training</td>
<td>New Teacher Content Training 9-12 PE</td>
</tr>
<tr>
<td><strong>Media Specialist:</strong></td>
<td><strong>Media Specialist:</strong></td>
</tr>
</tbody>
</table>
Step by Step Completion for TIP: Site Based Support

Step 1: Site Administrator identifies New Teacher as not being eligible for a mentor. (See page 6)

Step 2: Site administrator contacts Professional Development at 813-840-7025 or email Erika James to request a TIP: SBS packet.

Step 3: Site administrator completes one formal observation cycle with the TIP teacher.

Step 4: The teacher completes the professional development requirements for TIP. A copy of the Professional Development Reflection log will be included in their TIP packet if they are not provided at the training. A reflection log is completed after each training, submitted to the site administrator, and then placed in the teacher’s TIP folder.

Step 5: The teacher turns in documentation for assessment along with a reflection of the assessment and results to site administrator.

Step 6: Site administrator completes a second formal observation cycle if applicable.

Step 7: The site administrator determines if the teacher was “successful” or “unsuccessful” in demonstrating the 6 Accomplished Practices.*

Step 8: If the teacher was successful, the site administrator and teacher sign off on the Action Plan and submit the Accomplished Practices form to Teacher Training, Professional Development, ISC, Route 7.

* TIP: SBS, criteria for signing off:
  - Completed required all Professional Development courses for TIP: SBS. (see page 8)
  - Formal observations demonstrate satisfactory performance.
  - Teacher is receptive and implements suggestions made by principal and peer.
  - Teacher should be signed off when the principal feels that the teacher is ready to be exited from the Teacher Induction Program. (This could take more than 1 year)

Unsuccessful Completion from TIP: SBS Next Steps:
  - If a teacher is still not demonstrating success after above activities and two observations, Professional Development will assist the teacher and site administrator in developing an action plan to meet the teacher’s specific needs.
Criteria for Signing Teachers Off

TIP with Mentor (after year 2)
- Completed required courses for designated year OR showed reasonable effort to complete courses.
- Formal observations demonstrate growth.
- Teacher is receptive and implements suggestions made by mentor and/or principal.
- After year 2, the mentor and principal agree that the teacher is ready to be exited from the Teacher Induction Program.

TIP: SBS
- Completed required courses for TIP: Site Based Support.
- Formal observations demonstrate satisfactory performance.
- Teacher is receptive and implements suggestions made by principal and peer.
- Teacher should be signed off when the principal feels that the teacher is ready to be exited from the Teacher Induction Program. (This could take more than 1 year)

Non-renomination
- Should you decide to non-renominate a teacher, the mentor can only provide a log of activities to the principal for documentation.
- SWAP mentor’s formal observations can be used as documentation.

For support in TIP: Site Based Support or Early Completion teachers, please feel free to contact Shannon Bogle, Supervisor of Teacher Training via email or call (813) 840-7025.
**Early Completion Option**

A teacher holding or eligible for a Florida Professional Teaching Certificate with three or more years of successful teaching experience may be considered for the Early Completion Option from the Teacher Induction Program through an application process. The application process must be completed 90 days from their start date and sent to Professional Development. The following documentation should be included:

- Documentation that the teacher has successfully taught for at least three full years. Documentation can include evaluations from previous work sites or a letter of recommendation from prior principals/supervisors.
- Copy of Formal Observation conducted by the current principal/site administrator.
- Current principal or site administrator signature on Early Completion Option recommendation form.

The induction team will review the application to determine if the teacher is eligible for the Early Completion Option. If the teacher is eligible for the ECO, he/she will receive a packet outlining the requirements of the program. If the teacher is not eligible for the ECO, he/she will remain in TIP: Site Based Support.

**Requirements of the Early Completion Option**

Along with a pre and post observation by the site administrator, a teacher enrolled in ECO will be required to document successful practice in each one of the Florida Educators Accomplished Practices.

**Step by Step for Early Completion**

**Step 1:** Teacher turns in documentation of successful teaching.

**Step 2:** Site administrator does a formal observation cycle.

**Step 3:** Site administrator signs the recommendation form and sends form along with all documentation to Professional Development, Teacher Training, ISC, School Route 7.

**Step 4:** PD sends an Early Completion Packet to site administrator.

**Step 5:** Teacher completes required PD and submits mastery documentation before the administrator signs off on the action plan.

**Step 6:** Site administrator signs off on ECO action plan and sends in the top two copies to Professional Development, Teacher Training, ISC, School Route 7.

For Early Completion Option questions, please feel free to contact Shannon Bogle, Supervisor of Teacher Training via email or call (813) 840-7024.
**Teacher Induction Program**  
**Early Completion Option**  
**Professional Development Action Plan**

<table>
<thead>
<tr>
<th>Professional Development Requirements Early Completion Option (ECO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed in Year 1</strong></td>
</tr>
<tr>
<td>YEAR 1</td>
</tr>
<tr>
<td>Code of Ethics (online and face to face)</td>
</tr>
<tr>
<td>New Teacher Orientation or EET Overview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area Training can be completed in Year 1 OR Year 2</th>
</tr>
</thead>
</table>
| **Elementary**  
(All 5 Trainings) |  
| TIP: Reading 101 & 102 |  
| TIP: K-2 Elementary Science OR 3-5 Elementary Science |  
| TIP: K-2 Teacher Math Overview OR 3-5 Math overview |  
| TIP: K&1 Everyone Writes OR 2-5 The Write Beginning |  
| TIP: Overview of Social Studies Alive |  
| For questions related to Elementary Content Area Trainings call 813-272-4455 |  
| **Middle and High*** |  
| Attend the training for your hired content area |  
| L.A: New Teacher Content for Middle School Language Arts |  
| Math: New Teacher Content Training for Middle School Math Teachers |  
| Science: New Teacher Content Training for Middle School Science |  
| New Teacher Content Training—Middle/Secondary Music Ed |  
| SS: Secondary Socials Studies: Content and Pedagogical Training for New Teachers |  
| Reading for New High School Teachers |  
| Language Arts for New High School Teachers |  
| Science for New High School Teachers |  
| For questions related to Middle School Content Area Training call 813-272-4862 |  
| For questions related to Secondary Content Area Training call 813-272-4451 |  

* Teachers that serve in specialty areas not listed above (such as fulltime ESE, PE, Art, Guidance, Psychology, Pre-K, Resource, Career & Technical Education) will fulfill content area requirement by attending mandatory training offered by their content or program area supervisor.
Teacher Induction Program (TIP)  
Early Completion Option (ECO) Recommendation Form

Teacher _______________________________ School ________________________________

Lawson # ________________  Hire Date _______________ Years of Experience ______________

*Recommendation form and documentation to be submitted within 90 days of start date.

☐ Teacher has successfully taught for at least 3 full years.  
   *(Documentation can include evaluations from previous work sites or a letter of recommendation from prior principals/supervisors)*

☐ Copy of Formal Observation indicating satisfactory performance conducted by the current principal/site administrator. *(Print formal from LTM)*

☐ Current administrator recommends teacher for ECO.

Site Administrator Name _____________________________________________________________
   *(Please print)*

Site Administrator Signature ________________________________________________________

Please send to :
   Professional Development
   Teacher Training
   Instructional Services Center
   Route 7
APPEAL PROCESS

Unsuccessful Completion of the Teacher Induction Program

If, after two years or the duration of the temporary certificate, there continues to be unsuccessful performance in the TIP, the administrator indicates on the Documentation of Accomplished Practices form that the teacher “Has not successfully completed the Teacher Induction Program.”

The teacher may choose to appeal this administrative decision in the following manner:

1. An appeal may be made by the teacher within ten days of notification of unsatisfactory completion of TIP. The teacher submits a written request to his/her principal for reconsideration of the decision. The principal then notifies the teacher of the results of this reconsideration based on the teacher’s written request.

2. If the second decision is unsatisfactory completion, the teacher has ten days to submit a written request to his/her principal for a meeting with their mentor and site administrator to review all materials in the portfolio. If the materials in the portfolio support the administrative decision, the decision stands.

3. Within ten days of the appeal meeting, the teacher may request, in writing, a conference with the superintendent (or designee) and the building level administrator. The superintendent (or designee) reviews the portfolio and decides whether the teacher has successfully completed the TIP, will be granted an extension, or that the administrative decision stands.
Teacher Induction Program (TIP)
Participant Awareness Checklist

An educator who holds a three-year temporary certificate must:

- Take and pass the following:
  - General Knowledge Test
  - Florida Professional Education Test
  - Florida Subject Area Examination
  - Teacher Induction Program or
  - Alternative Certification Program or Science and Mathematics Accelerated Readiness for Teaching (SMART) Program

- Successfully complete all course work required for certification.

- Successfully complete the following trainings:
  - Crisis Intervention online course and test
  - Professionalism Through Integrity - Code of Ethics (district)
  - Diversity Component (Equity Observation done with mentor)

Upon successful completion of all of the above, apply for a Florida Professional Educator’s Certificate.

I have read and understand my responsibilities as a participant in the Hillsborough County Public Schools Teacher Induction Program (TIP).

Name ________________________________

School ________________________________

Date Read and Signed ____________________
GUIDELINES FOR THE
HILLSBOROUGH COUNTY PUBLIC SCHOOLS
ALTERNATIVE CERTIFICATION PROGRAM

MISSION

Hillsborough County Public Schools is committed to providing the best educational opportunities for all students. The Alternative Certification Program (ACP) philosophy is based on a deep commitment to student achievement by providing high-quality professional development for teachers through a quality competency-based program. The goal of ACP is to train non-education majors in pedagogy so they can make a positive impact on student achievement and provide quality educational opportunities for children.

The Hillsborough County Public Schools has designed the Alternative Certification Program in accordance with Florida Statute Section 1012.56.

(E)ach school district must provide a cohesive competency-based professional preparation alternative certification program by which members of the school district’s instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in ... rules of the State Board of Education. Participants must hold a state-issued temporary certificate. Each program must be based on classroom application and instructional performance and must include a performance evaluation plan for documenting the demonstration of required professional education competence.

The ACP offers non-education majors holding at least a bachelor's degree and meeting the state requirements, for which a professional teaching certificate may be issued, the opportunity to be trained as educators. After ACP completion, the participant may seek a professional teaching certificate in the state of Florida.

The Hillsborough County Public Schools ACP is a three-part program, which includes:

- Demonstration of the Pre-professional Benchmark Level of the Florida Educator Accomplished Practices (FEAPs)
- Teaching experience under the supervision of a trained ACP support team
- Professional development components designed to provide participants with quality training opportunities while demonstrating mastery of the FEAPs.
TO QUALIFY FOR PROGRAM

In order to qualify for the Hillsborough ACP, an applicant must:

- Be a paid instructional employee of the Hillsborough County Public Schools or School Board-approved charter school in a teaching assignment that does not vary from day to day (at least half-time or its equivalent) and be classified as the teacher of record for the assigned teaching position.

- Hold or be eligible for a temporary teaching certificate from the Florida Department of Education.

- Attend an ACP information meeting to receive a program packet and application.

- Obtain hiring principal’s signature on the ACP application as evidence of agreement to coordinate the ACP internship on site.

- Sign the ACP application as an agreement of participation.

- Sign the appropriate ACP payroll deduction form or submit a check made payable to Hillsborough County Public Schools.

- Submit application materials to the ACP office on or before April 30 of the current school year.

PROGRAM PROCEDURES

A school district, Human Resources Personnel Placement Supervisor identifies a teacher who is a non-education major. At employee processing, the teacher receives a memo concerning the Alternative Certification Program and contacts the ACP office for more information. The eligible ACP candidate attends an informational meeting where he/she may obtain program documents and an application.

The employee obtains the signature of the hiring principal as indicating agreement to coordinate and implement the ACP internship on site. The employee signs the completed application for the Hillsborough County Public Schools ACP as an agreement of participation. The completed application and appropriate program fee agreement form are sent to the Professional Development Office. Applications are accepted throughout the year until the last day of April of the current school year. Participants in the third year of their temporary certificate may not join the program after September 30 of the current school year.

After receiving the completed application and fee agreement document, the ACP Office will send an acceptance letter to the teacher and meet with the hiring principal, who coordinates the ACP internship on site. The program begins with the first formal observation by a site administrator.

The ACP support team (site administrator and district mentor) meets to evaluate the teacher’s competency based on the Pre-professional level of the 6 FEAPs following the formal observation.
by the administrator. Cycle I consists of at least four observations/data collections which pertain to the teacher successfully demonstrating the FEAPs outlined in the Administrator Formal Classroom Observation Summary. Data collections can include the Backwards Lesson Plan, Analyzing Student Work and Equity Observation. At the end of the cycle, the support team meets to discuss progress toward the goals outlined in the Administrator Formal Classroom Observation Summary and plan for cycle II. Cycle II consists of at least three observations/data collections and should focus on additional areas for focus. The support team meets at the end of Cycle II to discuss progress and to plan for Cycle III. Cycle III consists of at least two observations/data collections and ends with the formal observation by the administrator. Once again the support team meets to discuss progress toward goals and to determine whether the teacher has successfully demonstrated all 6 FEAPs.

If the principal determines the teacher has not successfully demonstrated all of the FEAPs and can still benefit from additional support, the teacher may be continued in ACP for additional time. If the teacher has completed the required teaching 180 days plus preplanning and post-planning, and has consistently successfully demonstrated all 6 of the FEAPs, the principal may opt to sign the teacher out of the school-based component of ACP.

Upon completion of the program, the site administrator duplicates the portfolio contents and sends the entire original portfolio to the Professional Development Office for review. Professional Development verifies the participant’s completion status.

After verification of successful completion of all required professional development component courses, completion of the electronic portfolio and successful demonstration of the FEAPs, the Supervisor of the Alternative Certification Program signs the participant out of the ACP and sends a letter of verification of program completion to the Office of Professional Standards. The portfolio is returned to the principal who keeps it at the site for a minimum of five years.

The Hillsborough County Public Schools Office of Professional Standards initiates the Florida Department of Education (DOE) Professional Educators Competencies Form for the Superintendent’s signature, which is then sent to DOE. The information is kept on file in Tallahassee until the teacher applies for his professional teaching certificate.

PROGRAM FEES

The Alternative Certification Program of Hillsborough County costs $1,200.00 per participant, except for teachers in charter schools and Department of Juvenile Justice (DJJ) programs. Fees may be paid as follows:

- Personal agreement by $1,200.00 check or money order.
- Payroll deduction of either $50.00 or $100.00 per paycheck which is continued until the total deducted reaches $1,200.00 (except for teachers in charter schools and DJJ programs).
- The fee for charter school and DJJ program employees is $1,600.00.

The $1,200.00/$1,600.00 fee must be paid in full before a participant may be exited from the Alternative Certification Program.
LENGTH OF PROGRAM

Participants in the program must complete pre-planning, post-planning and a minimum of 180 days of teaching under the supervision of a site-based ACP support team. Teachers may remain in the Alternative Certification Program longer, upon the decision of their administrator. All Florida State Department of Education requirements for teacher certification must be completed within the validity period of a teacher’s temporary certificate.

PROGRAM COMPONENTS

Entry Level Assessment and FEAPs Demonstration
Each participant's performance will be assessed upon entry into the program. Demonstration of entry-level competencies will be based on the FEAPs. Participants will be required to demonstrate consistent patterns of acceptable behavior in all 6 areas of the FEAPs at the Preprofessional Level throughout the ACP, not only during the initial observation. All 6 previously demonstrated Educator FEAPs may be addressed at any time during the ACP. FEAPs that are comprehensive in nature must be comprehensively demonstrated. FEAPs not demonstrable in the classroom setting will be assessed through successful task completion and a portfolio for recording competency demonstration.

Assistance Delivery
All participants in the Hillsborough County Public Schools ACP will be required to successfully complete professional development coursework/components addressing the 6 FEAPs. Participants may be required to take additional professional development components in the remaining competency areas not successfully demonstrated during the initial entry-level assessment or at any time during the ACP. The professional development courses designed for ACP will assist participants in gaining the knowledge, skills and abilities required to successfully demonstrate each of the 6 FEAPs. Professional development courses designed by the Hillsborough County Public Schools Professional Development Office will address the FEAPs at the Preprofessional Level. Successful completion of professional development components will be measured by consistent successful competency demonstration. For a description of professional development components, see attached Professional Development Components list. ACP teachers will register for required courses through the school district Professional Development System (PDS).

Mentoring and Support
Participants in Hillsborough’s ACP are provided with two layers of support. School-based support comes from the support team (administrator and mentor). The District Mentor will guide the teacher through ACP and ensure all components are met. District Mentors meet regularly with ACP Staff to ensure they are up to date on program requirements.
SITE-BASED SUPPORT TEAM DESCRIPTION and RESPONSIBILITIES

The support team consists of an administrator and a mentor. Each of these members must have successfully completed the Formal Observation Tool training and be certified to use the tool. Other members may be added as needed. The responsibility of these support team members is to assist and support ACP participants as they become effective teachers. This should be accomplished through regular observations and follow-up meetings.

The administrator’s responsibilities include:
- Conducting the initial formal observation
- Ensuring the events on the program schedule occur in a timely manner
- Completing the Documentation of Accomplished Practices form
- Conducting the final formal observation
- Making recommendations to the principal regarding ACP completion
- Ensuring the portfolio has all required documents and is submitted for the annual audit

The mentor’s responsibilities are:
- Conducting any observations, other than the first and last formal observations
- Completing activities with the participant – Analyzing Student Work, Backwards Lesson Plan, Class Profile Sheet, Crisis Intervention and Equity Observation.
- Ensuring that the events on the program schedule occur in a timely manner as assigned by the administrator
- Making recommendations to the administrator regarding the completion of the Documentation of Accomplished Practices form
- Making recommendations to the principal regarding ACP completion
- Ensuring the portfolio has all required documents and is submitted for the annual audit
PROGRAM COMPLETION

Successful completion of the Hillsborough County Public Schools Alternative Certification Program will be based on all of the following:

- Program participation fees paid in full.
- Submission of complete site-based competency portfolio including:
  - Written verification from the ACP support team of successful comprehensive competency demonstration on the Documentation of Accomplished Practices form.
  - Written verification of successful completion of teaching experience to include preplanning, post-planning and a minimum of 180 days of teaching under the supervision of the ACP support team as evidenced by the principal’s signature on the Documentation of Accomplished Practices form.
- Verification of successful completion of required professional development components by course instructors.
- Completion and instructor approval of electronic portfolio activities demonstrating mastery of the FEAPs.
- Submission of a passing score on the state professional educator test to the ACP office.

Please note: ACP Teachers may be required to complete additional items to be in compliance with the District’s Teacher Induction Program (TIP). These items will be completed with the mentor.

APPEAL PROCESS

Hillsborough County policies regarding renomination of annual contract teachers apply to participants in the Alternative Certification Program.

A participant who does not successfully complete the program within 180 days, including preplanning and post-planning, may continue in the ACP with approval of the building principal and endorsement of the support team. All state requirements for certification must be completed within the validity period of the teacher’s temporary teaching certificate.

A participant who is unsuccessful in completing the Hillsborough County Public Schools ACP in three years may appeal by:

- Submitting a written request to the principal for a review and for reconsideration of the decision within ten (10) days of receiving notification of unsuccessful completion.
- Submitting a written request to the principal for a meeting with the support team to review all materials in the portfolio within ten (10) days after the principal's decision not to grant a review. If the review does not result in overturning the original non-completion determination, the decision stands.
- Submitting a written request to the Director of Professional Development within ten (10) days after the principal's review. After review of the portfolio and other supporting documents, the Director of Professional Development may or may not grant program completion.
CERTIFICATION

In order to obtain a State of Florida Professional Teaching Certificate, the participant must:

- Successfully complete the Hillsborough Alternative Certification Program (including a passing score on the Professional Educator Test).
- Pass the General Knowledge Examination.
- Pass the Florida Subject Area Examination.
- Meet other requirements of law.

The web site, [www.fl.nesinc.com](http://www.fl.nesinc.com), provides information about the Florida Teacher Certification Exam. At this site, you can register for the exam, view exam scores, access exam dates and fees and order study guides. The Florida Department of Education web site, [www.fldoe.org](http://www.fldoe.org) provides test information, certification requirements, and additional information pertinent to new teachers.

**Note:** Completion of the Hillsborough County Public Schools Alternative Certification Program will satisfy the credit requirements specified in State Board of Education Rule 6A-4.004(3).

PROGRAM EVALUATION

Evaluation of the Hillsborough County Public Schools Alternative Certification Program will be based on the following:

- Annual audit of participant portfolios
- Participant surveys
- Administrator surveys
- Mentor surveys
- Evaluation of employment status of participants over a three-year period
- Examination of the annual report to compare completion rates by gender and ethnicity

WITHDRAWAL FROM PROGRAM

ACP participants may withdraw from the program at any time by stating, **in writing**, their reason for withdrawal.

- Teachers on payroll deduction will have their deductions stopped within thirty (30) business days of receipt of the withdrawal letter. (Time is determined by the Payroll Office.)
- Teachers who have paid in full may receive a full refund ONLY if they have not registered for any ACP courses AND they withdraw within thirty (30) business days of original payment of fees.
PROGRAM SCHEDULE

Alternative Certification Program participants must have a minimum of 11 data collections based on observations/tasks during 3 cycles of observation and coaching during the 180 days of the program. Participants may, at the discretion of the principal, stay in the program for as long as the duration of their temporary certificate. The following is a suggested schedule:

CYCLE I

Weeks 1-4
- Site administrator identifies ACP teacher
- Pre-observation conference held with administrator and ACP teacher.
- Administrator conducts initial formal observation to assess entry-level teaching competencies.
- Support team meets to review initial observation and to plan for Cycle I. Methods and timelines of addressing competencies are determined. The Cycle I plan may address continuous demonstration and improvements of the FEAPs, which have previously been demonstrated successfully.

Weeks 5-9
- At least two (2) observations are conducted to address competencies not successfully demonstrated. Continuous demonstration and improvement of the FEAPs, which were previously demonstrated successfully, should be noted.

Weeks 10-17
- At least two (2) observations are conducted to address competencies not successfully demonstrated. Look for continuous demonstration and improvement of the FEAPs, which were previously demonstrated successfully.

Week 18
- Hold conference with entire support team to review Cycle I.
- Develop plan for Cycle II to address competencies not successfully demonstrated. Address continuous demonstration and improvement of the FEAPs, which were already successfully demonstrated.

CYCLE II

Weeks 19-27
- At least three (3) observations are conducted to address competencies not successfully demonstrated. Look for continuous demonstration and improvement of the FEAPs, which were previously demonstrated successfully.

Week 28
- Hold conference with entire support team to review Cycle II and plan for Cycle III based on competency demonstration to address competencies not successfully demonstrated. Focus on continuous demonstration and improvement of the FEAPs, which were previously demonstrated successfully.
CYCLE III

Weeks 29-33
• At least two (2) observations are conducted to address competencies not successfully demonstrated. Look for continuous demonstration and improvement of the FEAPs, which were previously successfully demonstrated.
• Administrator conducts final formal observation.
• Support team meets to review the FEAPs to assess exit-level teaching competencies.

Weeks 34-36
• Sign and document all completed competencies on the Documentation of Accomplished Practices form and place it in the ACP portfolio.
• ACP portfolio is sent to the Professional Development Office for review.

Note: At the end of the school year, ALL ACP portfolios (complete and incomplete) are sent to the Professional Development Office for auditing purposes.
Teacher Induction (18 hours) This course is based on the work of Dr. Harry K. Wong in The First Days of School and is designed to prepare new teachers for classroom effectiveness. The content presented and skills practiced assist in the development of classroom management and instructional strategies. Topics include the importance of establishing classroom procedures and routines, active participation, motivation, closure and teaching to objectives.
Addresses Accomplished Practices # 1, 2, 6

Transition into Teaching (24 hours) In this course, participants discover the facets of human development which support the intellectual, personal and social growth of K-12 students. They examine the developmental needs of students as they are provided with strategies to meet those needs. The content includes educational issues such as human development and learning styles, student assessment, exceptional student education (ESE) awareness and the role of the teacher. In addition, participants examine the standards and district benchmarks, discussing their implications on classroom instruction and student achievement and the importance of creating a learning environment while utilizing techniques and strategies to maximize the educational potential of all students.
Addresses Accomplished Practices #1, 2, 3, 4

Effective Teaching Strategies (21 hours) This course focuses on the four domains of Charlotte Danielson’s Framework for Effective Teaching, a comprehensive system of educational research which addresses effective teaching, and how they can be demonstrated by the FEAPs. In the course, participants examine research and practice skills in planning, management of student conduct, lesson organization and development, knowledge of subject matter, verbal and nonverbal communication and student assessment. Teachers discuss research-based effective teaching behaviors and how those lead to increased classroom success.
Addresses Accomplished Practices #1, 2, 3, 4, 6

Effective Classroom Management (24 hours) This course presents the knowledge, skills and strategies necessary to implement successful management of a K-12 classroom. The course is designed to improve teaching quality allowing educators direct access to classroom management research and research-based strategies to reach the ultimate goal of instruction, maximizing student achievement and helping students become responsible, self-disciplined learners. The goal of this course is to increase the effectiveness of educators in creating a classroom environment in which learning and teaching can take place.
Addresses Accomplished Practices #2, 3, 5

Integrating Technology in Education (18 hours) This course is designed as an introduction to the methods, techniques and benefits of integrating technology in the classroom setting. Novice users will develop a broad understanding of the skills necessary for technology use, while the advanced user will learn how to use his/her technical knowledge to enhance the classroom. Participants will be involved in interactive, hands-on lessons which model effective technology integration. An alternative version of this course is available for advanced computer users.
Addresses Accomplished Practice #2, 4
ACP Reading to Learn (60 hours) This course will provide Alternative Certification Program teachers training in scientifically-based reading research practices to improve reading instruction for learners in grades K-12. Participants will acquire knowledge and understanding of the reading process, actively engage in research-based content designed to inform participants of exemplary instructional practices in reading, learn to apply appropriate instructional strategies, acquire techniques for improving students’ reading at all grade levels, and identify elements of a print-rich environment. Strategies will be practiced in the teacher’s own classroom and then discussed in class.

This course complies with the Florida Department of Education requirement for alternate route to certification teachers to include Reading Endorsement Competency 2.

Professionalism Through Integrity - CODE OF ETHICS (3 hours) This is a training component from the State of Florida Department of Education's Code of Ethics and Principles of Professional Conduct. Educators have the opportunity to examine numerous ethical issues as they relate to education in the state of Florida.

Addresses Accomplished Practice #6

Activities with Mentor:

Analyzing Student Work – Classroom teacher and mentor will analyze student work to guide further instruction. Mentor will support a new teacher’s assessment of student performance data and learning needs. Teacher and mentor will co-create components for lesson planning, including differentiated strategies.

Backwards Lesson Plan – Classroom teacher and mentor will implement their planning skills and co-create an instructional plan. Models of instructional design include, but not limited to; basic instructional design, integrated instruction, problem-based learning, and differentiated instruction. Three main components will also be included with each lesson: desired results (standards and performance descriptors), assessment (evidence of learning) and lesson design. Mentor will conduct a classroom observation and hold a post-conference discussion for discussion of next steps with classroom teacher.

Crisis Intervention for Educators (3 hours) This online course is designed to help educators recognize the signs of severe emotional distress, alcohol and drug abuse, and overt physical and behavioral indicators of child abuse and neglect. Participants learn both the intervention and referral procedures. (The test score should be printed and placed in the portfolio.)

Addresses Accomplished Practice #6

Class Profile Sheet – Classroom teacher and mentor will identify the diverse learning needs of students. Information gathered will enhance the knowledge of a particular class or group of students. Through this process, flexible student groups will be determined, for instructional purposes, creating effective instruction and ensuring student achievement.

Equity Observation – Beginning with an assessment for equity within the classroom, teacher and mentor will co-create an inquiry question and plan with an observational focus. Mentor will conduct a classroom observation and hold a post-conference discussion for reflection and discussion of next steps with classroom teacher.