

Transition To Teaching

At-A-Glance

2014-2015



Human Resources

Professional Development
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*Helping students succeed
By helping teachers succeed*



www.pcsb.org

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Transition To Teaching Program Design

Introduction

The Transition To Teaching Program (TTT) is Pinellas County Schools' state-approved professional development program for newly hired secondary teachers who qualify for a temporary certificate. Pinellas County Schools has designed the Transition To Teaching program in accordance with Section 1012.56(8), Florida Statutes. The professional education provided offers applicants an opportunity to obtain their state certificate OR district certificate in two academic years. The program promotes the development of a collaborative community that will more effectively support student achievement.

Rationale

The TTT program is meant to develop quality teachers and to address the shortage of qualified teachers by helping talented individuals working in other fields and recent college graduates with outstanding academic records to become certified secondary or vocational teachers. The program provides a support team system and professional development opportunities.

Qualifications

In order to qualify for the TTT Program, a candidate must meet the following minimum requirements:

- Hold at least a bachelor's degree and a 2.5 minimum GPA from an accredited college or university in a subject area for which the state will issue a professional teaching certificate upon completion of the program
- Hold or be eligible for a three-year temporary certificate
- Be hired as an instructional employee of Pinellas County Schools with students assigned
- Submit a "Letter of Intent" as an agreement of participation
- Pay the \$1,500 nonrefundable fee in full or through payroll deduction
- Attend Survival Skills Training three hours online followed by three hour face to face or attend New Teacher Institute

State Certification and District Certification Program expectations over two years

- Complete 12 six-hour modules of course work and training during evenings over a two year period. Course work in the TTT program would include:
 - Teaching and Learning Environment modules one through three
 - Assessment and Planning modules one through three
 - Instruction For All Students modules one through three
 - The Professional Teacher modules one through three
- Complete 12 multi-task assessments during the course work modules that directly relate TTT Participant's own classes and include a process of improvement and reflection together with a task assessor and a mentor to be used as documentation for certification

- Display professionalism that includes attending all course modules promptly, submitting tasks on time, and communicating with the TTT coordinator if conflicts occur
- Successfully complete a 60-hour ESOL and (18-hours for district certification) and a 60-hour Reading Competency #2 (PORPD)
- **State** Certification: Earn a passing score on the three Florida Teachers Certification Exams: General Knowledge, Subject Area and Professional Education (www.fl.nesinc.com to register)
- **District** Certification: Earn a passing score on the TABE test prior to completing TTT program and earn an industry certification within one year from date of hire
- Conference with mentor regularly in a formative process of observation, feedback and support
- Demonstrate competency of successful teaching under the supervision of a trained TTT support team consisting of the site-based administrator and a mentor as evidenced by the six Educator Accomplished Practices (<http://www.fldoe.org/dpe/publications.asp>)
- Provide an e-portfolio containing documentation of all components of the TTT program

TTT offers successful applicants

- An affordable alternative to going back to college
- A strong academic course work component offered evenings
- Support of a highly qualified mentor and site-based administrator
- Professional development with skilled trainers who model best practices
- Assistance in assessing professional performance and in setting goals for future professional development
- Opportunities for successful teaching demonstration aligned with the Florida Educator Accomplished Practices (FEAPs) utilizing real world experience
- A career change into a profession that is challenging and rewarding
- Qualification for a professional teaching certificate upon successful completion of the program
- Program completion recognition



Support Team

The significance of the support team cannot be over emphasized. The Support Team offers a positive commitment to professional development and certification completion through the Transition To Teaching program. The Support Team provides a key source of encouragement, morale boosting, collegial coaching and on-site constructive feedback for the continual professional growth of the TTT participant. Each member of the support team must actively engage in the on-going learning experience of the TTT participant. The Support Team meets to discuss the areas designated for growth and a TTT Professional Development Plan (Action Plan) is generated collaboratively between the mentor and the TTT teacher based on teacher appraisal indicators. The team conducts an on-going series of evidence-driven observations and provides formative feedback and on-going support to participants. The Support Team meets twice yearly to address areas for professional growth. The Support Team is comprised of the TTT participant, mentor, site-based administrator, and the TTT coordinator.

Site-Based Administrator

As an educational leader within the school, the site-based administrator must demonstrate the positive commitment required for the success of the program. The site-based administrator completes a minimum of two observations each year. The first observation is an initial formative observation to be completed within the first 35 days of the TTT participant's contract. This observation provides data collection and evidence for the first Support Team meeting. At the Support Team meeting, the site-based administrator supplies a clear target for mentor support and the TTT participant's professional development. The site-based administrator maintains contact with the TTT participant, offers on-going support, and does not elicit information from the mentor as per the data curtain. A second Support Team meeting is scheduled to discuss progress towards TTT participant's targeted areas and any further support. This meeting is followed by the second observation and is the annual summative evaluation.

Mentor

A mentor is a professional colleague who models exemplary instruction in an empathetic, non-evaluative and supportive manner in response to identified needs. The mentor is the primary support for the TTT participant. The mentor teacher is part of the support team that conducts formative classroom observations. The mentor teacher meets regularly with the TTT participant to assist with immediate classroom assistance and to serve as a source for local school and community resources. Specifically the mentor teacher will:

- Assist participants in meeting the FEAPs
- Provide consultation regarding instructional and operational best practices
- Support participant growth, model effective instructional techniques, monitor progress and activities, document observations, maintain logs and records
- Conduct non-evaluative formative observations (evidence collection)
 - Year one TTT participant requires two formative observations each semester
 - Year two TTT participant requires one formative observation each semester
- Conduct pre- and post-conferences and provide insight and feedback to improve effectiveness of the TTT participant's performance and reflective practice
- Identify and secure appropriate resources to assist participants as needed
- Assist in reviewing student data for lesson planning adjustments to meet need
- Attend a minimum of three mentor training/seminars
- May attend TTT course work for familiarization with content of class
- Maintain confidentiality and integrity of the information (Adhere to the "Data Curtain")

- Co-teach with participant or model strategies
- Access on-line training and information system (<http://moodle.pcsb.org>)

Year one TTT participants receive assistance from a TTT Contracted Service Mentor as part of the Pinellas County Induction program. Year two TTT participants receive assistance from a PCS site-based mentor.

Upon hire, the new teacher immediately receives a site-based collaborative partner as part of the Pinellas County Mentor program. Once the new teacher enters the TTT program, he/she will receive additional assistance from a TTT Contracted Service Mentor. The PCS site based mentor or a TTT Contracted Service mentor will provide the “just in time” school-based information assistance and provide personalized program assistance. Once the FEAP targets are established by the Support Team, a co-mentoring model begins. This could include collaborative formative observations by both mentors, followed by data analysis and planning for feedback using a collaborative Mentor Support Log. All mentoring is aligned with the teacher appraisal.

TTT Mentor training is incrementally developed, models teaching strategies and activities that mentors reinforce with the TTT participants, and consists of the following:

- Program orientation and timeline expectations
- Modeling of the formative observation process and support documentation
- Modeling of feedback on lesson planning, classroom management, etc.
- TTT module training and task information sessions

District TTT Coordinator

The district TTT coordinator:

- Checks on program implementation in each school through email communication and site visits
- Develops on-line training and an information system for all stakeholders (<http://moodle.pcsb.org>)
- Reviews and suggests updates to the training and informational material
- Collaborates with trainers and assessors to develop training that aligns with the six Educator Accomplished Practices
- Provides information sessions and orientation for the TTT program
- Organizes mentor, trainer and task assessor assignments and training, and offers technical assistance
- Establishes a source of support for the TTT participants, mentors, trainers and task assessors
- Communicates regularly with participants on program status
- Communicates with the Department of Education to stay abreast of new initiatives or updates for alternative certification participants

TTT Participants

The TTT participants are expected to:

- Attend an Overview Session for the TTT program and Survival Skills Training or attend New Teacher Institute
- Meet regularly with your mentor
- Access on-line training and information system (<http://moodle.pcsb.org>)
- Willingly discuss progress with your mentor
- Create and have lesson plans available that are aligned to county and state expectations for student learning
- Accept assistance and training recommendations and implement Support Team suggestions in order to improve teaching performance
- Willing to attempt new ideas and strategies
- Implement best practices from training modules
- Be accountable for all paperwork and materials provided by mentors
- Communicate regularly with mentor via e-mail, phone, pony and/or meetings
- Develop a Deliberate Practice Plan for continuous improvement
- Complete a Pre and Post Assessment as part of the appraisal process
- Attend all course modules as outlined in your training calendar abiding by pre requisites
- Maintain professionalism
- Complete and submit task assessments via moodle to the task assessors
- Save all documentation, including tasks and rubrics, for portfolio upload in moodle
- Adhere to timelines and deadlines
- Adhere to: *The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida*
- If re-entering the program from a previous temporary teaching certificate, provide evidence of any tasks, rubrics and mentoring documents saved before acceptance into the program again

Transition to Teaching Program Timeline

Time Period	Action	Personnel Responsible
Prior to start of school or upon date of hire	Survival Skills Training/ TTT Overview Session New Teacher Orientation	TTT Participant District Personnel
TTT Overview Session	Complete and submit Letter of Intent and pay \$1500 in full or sign payroll deduction form	TTT Participant
Two weeks after signing Letter of Intent	Mentor assigned	Principal/ TTT Coordinator
Week 1	Self-Assessment (professional indicator rubric should be used in conjunction)- save and share with mentor	TTT Participant
Weeks 2-3	Complete ESOL Essentials online 60 component points in semester one or two prior to May 1.	TTT Participant
Weeks 2-3	Teacher/mentor set visitation schedule	TTT Participant Mentors
Within 35 days of hire	Pre-observation conference between building administrator and participant	TTT Participant TTT Site-based Administrator
Within 35 days of hire	Initial observation of participant's classroom teaching	TTT Participant TTT Site-based Administrator
Within 35 days of hire	Observation post-conference	TTT Participant TTT Site-based Administrator
Within 45 days of hire	Support Team meeting to review self-assessment results, administrator observation results, and to develop an IPDP.	TTT Participant Mentors TTT Site-based Administrator
Months 1-4	TTT teacher begins TTT module one course work and submitting tasks as evidence of the state EAP's and uses mentor as a resource saving demonstrated tasks on a flash drive	TTT Participant Mentors Task Assessors
Months 1-5	At least two formative classroom observations of the TTT teacher by the mentor to collect evidence to support the Educator Accomplished Practices. Additional observations are at the discretion of the support team and should reflect FEAP and IPDP areas of improvement. Ongoing feedback will continue from task assessor as assessment tasks are completed. After each formative observation, post conferences are held with the TTT teacher to discuss progress. The TTT Teacher Action Plan is reviewed and modified to emphasize areas of greatest need, note areas of progress and achievement, and determine if any additional activities need to be added at this time.	TTT Participant Mentors Task Assessors

Time Period	Action	Personnel Responsible
Months 5-10	TTT teacher continues TTT module two course work and submitting tasks as evidence of the state FEAP's and uses mentor as a resource saving demonstrated tasks on a flash drive	TTT Participant Mentors Task Assessors
Months 6-7	Support Team meeting to use as checkpoint of TTT teacher's progress and to focus on IPDP goals prior to final appraisal by the administrator	TTT Participant TTT Site-based Administrator Mentors
Months 5-8	Complete a total of four (to include the observations in months one through five) formative observations by the mentor and additional observations as needed. Observations will continue to address the competencies that have not been successfully demonstrated as well as continuous demonstration and improvement of the FEAP's that were demonstrated previously. Progress in successful completion of assessment tasks is evaluated	TTT Participant Mentors Task Assessors
Months 7-9	TTT teacher takes the General Knowledge test required by end of first year of hire. (Needs to pass by beginning of May to be reappointed if hired by start of school year) Teacher appraisal is conducted by TTT Site-based Administrator. The TTT Teacher Action Plan is reviewed, along with the participant's progress in successful completion of the assessment tasks.	TTT Participant TTT Site-based Administrator Mentors
Summer Course Work	TTT teacher may take Reading Competency #2 (POR-PD) 60 component points through PCS at no cost. TTT participant will need both GK and subject area test complete in year one working on registering for the Professional ed test in year 2. PORPD will also be offered online in the fall and spring.	TTT Participant
Within eight weeks of Semester One Year 2	Support Team meeting with administrator and mentor to use as checkpoint of TTT teacher's progress to help develop their new Deliberate Practice. Begin taking TTT module three for each of the four courses.	TTT Participant TTT Site-based Mentor TTT Site-based Administrator
Semester One Year 2	At least one formative observation by the mentor and continue classroom observations as needed for support. Observations will continue to address the competencies that have not been successfully demonstrated as well as continuous demonstration and improvement of the FEAPs that were demonstrated previously. After each formative observation a post conference is held with the participant to discuss progress. Progress in successful completion of assessment tasks is evaluated.	TTT Participant Task Assessor TTT Site-based Mentor
Semester Two Year 2	Support Team meeting to use as checkpoint of TTT teacher's progress and to focus on Deliberate Practice goals prior to final appraisal by the administrator. At least one formative observation by the mentor and continue classroom observations as needed for support. Observations will continue to address the competencies that have not been successfully demonstrated as well as continuous demonstration and improvement of the FEAPs that were demonstrated previously. Participant should take and pass the Subject Area test and Professional Educator's Test if they have not already. Participant completes any modules not yet completed.	TTT Participant TTT Mentor
Semester Two year 2	Mentor continues to provide support in program, tasks and teaching competencies. Principal and mentor signature should be included on the documentation of completion. Portfolio must be submitted prior to May 1 of the year the temporary teaching certificate expires.	TTT Participant



The Formative Process

Formative Observations

Mentor observations will concentrate on FEAP areas indicated by the administrator during a support team meeting. Observations will address the competencies that were not initially demonstrated as well as continuous demonstration and improvement of the FEAP's. Before any formative observation, the mentor holds a pre-observation conference with the TTT participant to go over the formative instrument and discuss how data will be collected. This formative process should be as stress free as possible. The mentor holds a post-observation conference to discuss the teacher's strengths, provide feedback and collaboratively determine an FEAP to work on for further development of teaching strengths. Mentor logs document mentor activity including teacher and student documentation of evidence. Logs are shared and maintained by the mentee.

The formative observation process is used solely to guide the professional development and mentoring of TTT participants. These data are not appropriate for teacher evaluation or employment decisions and must not be confused with summative evaluation for appraisal purposes, i.e., employment.

Informal Observations

Informal observations may be scheduled when the teacher wants the mentor's professional opinion about a specific situation or method. A mentor should be very specific about what he/she has observed. The data should be analyzed with the new teacher identifying his/her strengths and growth opportunities. They collaboratively plan objectives and the criteria for completion of those objectives. The TTT participant may benefit from observing the mentor or another colleague.

Key to Observations and Conferences

Mentors observations are formative. The characteristics of formative assessment:

- Is an ongoing measurement of growth over time
- Uses evidence of student learning and teacher practice to help identify areas of strength and those that need growth
- Is objective and data based
- Is responsive to the teacher's developmental needs
- Is student based and oriented
- Is interactive and collaborative
- Involves assessment tools that support inquiry and reflection

Conferencing and Articulation

Informal meetings and discussions will occur between the mentor and the TTT participant in order to build and maintain positive professional relationships. These meetings may be unscheduled and occur more frequently.



Transition To Teaching Program Components

State Testing Requirements (www.fl.nesinc.com)

- TTT participants must achieve a passing score on three Florida Certification Exams in order to complete the program and apply for a Professional Teaching Certificate.
- The General Knowledge Test must be successfully taken and passed within the **first year** of employment and by a timeline that meets the hiring guidelines of Pinellas County Schools.
- The Subject Area Test and Professional Education Test must be successfully taken and passed before completing the program in two years and by a timeline that meets the hiring guidelines of Pinellas County Schools.

District Testing Requirements

- Passing score on the TABE test prior to completing TTT program
- Earn an industry certification within one year from date of hire

Required Course Work

TTT participants are required to take the **Florida Online Reading Competency #2 (FOR-PD or PORPD)**. Registration is available online through PCS. Upon completion, TTT participants should submit their transcript to TTT Coordinator.

The School Board of [Pinellas County](#) is committed to providing equal educational opportunity for all students. This includes ensuring that every student becomes proficient in English communication skills. The Transition To Teaching Program recognizes the needs of all students and requires a **60 ESOL component** as part of the completion of the program. This course is also recommended summer course work. **18 ESOL** points is required for District Certification.

Educator Accomplished Practices

Each participant completes course work and assessment tasks that address the 6 Educator Accomplished Practices.

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

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

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

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

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

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

(a) Quality of Instruction.

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

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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

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

4. Assessment. The effective educator consistently:

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

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

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

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

The Transition To Teaching Program components are located on the district online Moodle platform. TTT participants, mentors, trainers, and task assessors can access information and download documents, tasks, rubrics, and resources pertinent to their role. This is a web-based format so TTT participants can print their own materials required for the modules and can upload their completed tasks for assessment. The TTT Moodle site contains information such as:

- A complete handbook including all state alternative certification guidelines that encompass our own district's TTT program
- Course and task due date schedules
- Task assessments and rubrics for all 12 modules
- Templates for lesson plans and other related teaching materials required for each course
- TTT program annual survey results
- Trainer and Task Assessor course content and resources
- Mentor documentation and resources
- News forum for posting questions and discussion

Required Training Modules

The 12 face-to-face six-hour training modules, in which all 6 of the Educator Accomplished Practices are embedded, include the following courses:

- | | |
|-------------------------------------|---------------|
| • Teaching and Learning Environment | Modules 1-2-3 |
| • Assessment and Planning | Modules 1-2-3 |
| • Instruction For All Students | Modules 1-2-3 |
| • The Professional Teacher | Modules 1-2-3 |

All Module One courses are a prerequisite to Module Two courses and all Module Two courses are a prerequisite to all Module Three courses. The purpose for this is the course content is spiraled, incrementally

developed, and aligned with each other. Courses are spaced monthly to meet the demands of a first or second year TTT participant and are typically completed over a two year period.

The following course work and associated assessment tasks should be completed during **your first semester/phase in the program:**

Teaching and Learning Environment, Module 1
Assessment and Planning, Module 1
Instruction For All Students, Module 1
The Professional Teacher, Module 1

The following course work and associated assessment tasks should be completed during **your second semester/phase in the program:**

Teaching and Learning Environment, Module 2
Assessment and Planning, Module 2
Instruction For All Students, Module 2
The Professional Teacher, Module 2

The following course work and associated assessment tasks should be completed during **your third semester/phase in the program:**

Teaching and Learning Environment, Module 3
Assessment and Planning, Module 3
Instruction For All Students, Module 3
The Professional Teacher, Module 3

Assessment Tasks

The assessments tasks are designed to provide information to both the TTT participant and the support team on how well the participant is learning and demonstrating the Educator Accomplished Practices. The task assessor guides the participant through the assessment tasks, provides constructive feedback, maintains the assessment data from the rubrics and informs the participant's mentor and the district TTT coordinator of each participant's on-going progress. The TTT participant verifies that the completed assessment tasks are his/her own. TTT participants are encouraged to talk and share with other participants but only original work will be accepted.

Each assessment task has several parts including the following:

- Task description
- Directions
- Rubric
- Correlation of assessment tasks to Educator Accomplished Practices
- Rating scale
- Decision for EAP on each task
- Specific, detailed feedback
- Other comments

TTT participants have approximately three weeks after the training module to complete the task and upload it into the appropriate course on Moodle. The assessor will complete the task assessment within two weeks after the task deadline. If the task is partially or not demonstrated, the TTT participant has one additional week to resubmit the areas in need of revision. The TTT coordinator determines if after several unsuccessful attempts on the task, or the initial deadline is not met, the TTT participant will need to retake the module. This will

assist in ensuring that the TTT participant can demonstrate the EAP's aligned to the task. As an accommodation to the TTT participant, extensions of the initial deadline for extenuating circumstances may be allowed, as determined by the TTT coordinator.

Assessment Decisions

Task assessors rate the criteria for each element of the task as follows:

- **Acceptable (A):** This decision reflects that the task was completed as expected.
- **Marginal (M):** This decision reflects that the task is close to achieving the acceptable rating, but there are some errors in it.
- **Unacceptable (U):** This decision reflects that there are too many errors for the task to be considered marginal.

Once each criterion statement is rated (A, M or U), the individual task has an assessment method for demonstration of the task aligned with the EAP(s). The assessment method will be different for each task, depending on the number of criterion statements. The guide for the final determination of task demonstration is as follows:

- **Demonstrated (D):** The number of criteria that must be "Acceptable" varies from task to task. The number is stated under "Decision for EAP on this Task."
- **Partially Demonstrated (PD):** This decision is also based on the number of criteria that were rated as "Acceptable." The TTT participant will revise and resubmit the task if there are too many "Marginal" ratings, as determined by the individual rubric. No criteria were scored as "Unacceptable."
- **Not Demonstrated (ND):** This is the decision that is generated by one or more "Unacceptable" ratings on the criteria. Tasks are returned to the TTT participant to revise any "Unacceptable" elements for resubmission.

Transition To Teaching Program Completion – State Certificate

- Completion of Survival Skills Training or New Teacher Orientation
- Complete 12 six-hour modules of course work to include the following:
 - Teaching and Learning Environment modules one through three
 - Assessment and Planning modules one through three
 - Instruction For All Students modules one through three
 - The Professional Teacher modules one through three
- Demonstrate competency in 12 multi-task assessments.
- Successfully complete a 60-hour ESOL
- Successfully complete a 60-hour Reading Competency #2 (PORPD)
- Earn a passing score on the three Florida Certification Exams: General Knowledge, Subject Area and Professional Education
- Documentation and evidence collected from the Support Team
- Demonstrate competency of successful teaching under the supervision of a trained TTT support team as evidenced by the 6 FEAP's at a pre-professional level
- Written verification the TTT participant has successfully demonstrated consistent competency in the 6 Educator Accomplished Practices
- Complete an electronic portfolio containing documentation of all components of the TTT program

Transition To Teaching Program Completion – District Certificate

- Completion of Survival Skills Training (including the CTE survival modules) or New Teacher Orientation
- Complete 12 six-hour modules of course work to include the following:

- Teaching and Learning Environment modules one through three
- Assessment and Planning modules one through three
- Instruction For All Students modules one through three
- The Professional Teacher modules one through three
- Demonstrate competency in 12 multi-task assessments.
- Successfully complete a 18-hour ESOL
- Successfully complete a 60-hour Reading Competency #2 (PORPD)
- Earn a passing score on the following: TABE test at one level higher than student completion for the program teaching assignment and appropriate industry certification for the teaching assignment.
- Documentation and evidence collected from the Support Team
- Demonstrate competency of successful teaching under the supervision of a trained TTT support team as evidenced by the 6 FEAP's
- Written verification the TTT participant has successfully demonstrated consistent competency in the 6 Educator Accomplished Practices
- Complete an electronic portfolio containing documentation of all components of the TTT program

Electronic Portfolio

The TTT participant carries the responsibility to complete and provide documentation of completion of the program to be uploaded in moodle. It is important that all demonstrated tasks, rubrics and mentor logs are saved on a flash drive throughout the program to prevent loss in the case of a computer crash. Additionally, any student work should be scanned or available to view as a digital camera image. The final electronic portfolio MUST include all evidence of FEAP demonstration. This is your chance to provide excellent, carefully and professionally written work for the Florida Department of Education to view.

The TTT coordinator bases program completion on the following:

- **Competent (based on ALL of the following):** The teacher has adequately and consistently demonstrated competency in the 6 Educator Accomplished Practices as documented by the principal/assistant principal. All course module tasks have been demonstrated as documented by a task assessor. The teacher has completed all course work requirements for the TTT program and passed the General Knowledge, Subject Area and the Professional Education Exams.
- **Not Competent (based on any ONE of the following):** The teacher has not adequately demonstrated competency in the 6 Educator Accomplished Practices as documented by the principal/assistant principal. FEAPs have been identified for areas of improvement, and at least one of them has not been consistently demonstrated. This has been documented by the evidence of principal/assistant principal observation or through the teacher earning a "Not Demonstrated" rating on one or more of the assessment tasks. The teacher has not passed either one or more of the three FTCE exams or has not completed the TTT required course work.

Teacher Recognition

The Transition To Teaching Program celebrates program completion each year in May. The banquet provides dinner and a group of guest speakers such as Pinellas County Schools' Outstanding Educator, Associate Superintendent, the Human Resource Director and Outstanding Educator of the Year. A video presentation is incorporated during the evening containing pictures of teachers who have completed the program, their mentors and some of their students.

Transition To Teaching Course Module Dates and Task Assessment Deadlines 2014-2015

Please work DOWN the first column for module 1 classes then back up to second column for module 2 classes

Important Information: All Module 1 courses are a **prerequisite** to module 2 courses and **all** module 2 courses are a prerequisite for module 3 courses. Choose 12 modules as per TTT requirements for completion. Tasks must be **uploaded** into the appropriate course on Moodle on or before the deadline and **survey** completed to receive credit otherwise the course will be repeated. **All courses are scheduled from 5-8pm.** Note: Tardiness to class may result in repeating a course.

Resubmissions are **emailed** to trainer, Carrie and mentor. Please be aware of the strict task deadlines and resubmission is an **on or before date**.

Teaching and Learning Environment (TLE)											
Course	Task	Task		Course	Task	Task		Course	Task	Task	
Date(s)	Deadline	Resub Mission	TLE	Date(s)	Deadline	Resub Mission	TLE	Date(s)	Deadline	Resub Mission	
Module 1 Room E111	9/16 & 9/18 Tues & Thurs	10/6 Mon	10/27 Mon	Module 2 Room E111	8/26 & 8/28 Tues & Thurs	9/15 Mon	10/6 Mon	Module 3 Room E111	9/9 & 9/11 Tues & Thurs	9/29 Mon	10/20 Mon
Module 1 Room E111	1/27 & 1/29 Tues & Thurs	2/16 Mon	3/9 Mon	Module 2 Room E111	1/6 & 1/8 Tues & Thurs	1/26 Mon	2/16 Mon	Module 3 Room E111	1/13 & 1/15 Tues & Thurs	2/2 Mon	2/23 Mon
Assessment & Planning (AP)											
Course	Task	Task		Course	Task	Task		Course	Task	Task	
Date(s)	Deadline	Resub Mission	AP	Date(s)	Deadline	Resub Mission	AP	Date(s)	Deadline	Resub Mission	
Module 1 Room D312 & E111	10/13 & 10/14 Mon & Tues	11/3 Mon	11/24 Mon	Module 2 Room E111	9/23 & 9/24 Tues & Wed	10/13 Mon	11/3 Mon	Module 3 Room E111	9/30 & 10/2 Tues & Thurs	10/20 Mon	11/10 Mon
Module 1 Room E111	2/17 & 2/19 Tues & Thurs	3/9 Mon	3/27 Fri	Module 2 Room E111	2/3 & 2/5 Tues & Thurs	2/23 Mon	3/16 Mon	Module 3 Room E111	2/10 & 2/12 Tues & Thurs	3/2 Mon	3/23 Mon
Instruction for all Students (IFS)											
Course	Task	Task		Course	Task	Task		Course	Task	Task	
Date(s)	Deadline	Resub Mission	IFS	Date(s)	Deadline	Resub Mission	IFS	Date(s)	Deadline	Resub Mission	
Module 1 Room E111	11/4 & 11/6 Tues & Thurs	11/24 Mon	12/15 Mon	Module 2 Room E111	10/21 & 10/23 Tues & Thurs	11/10 Mon	12/1 Mon	Module 3 Room E111	10/28 & 10/30 Tues & Thurs	11/17 Mon	12/8 Mon
Module 1 Room E111	3/10 & 3/12 Tues & Thurs	3/27 Fri	4/17 Fri	Module 2 Room E111	2/24 & 2/26 Tues & Thurs	3/16 Mon	4/13 Mon	Module 3 Room E111	3/3 & 3/5 Tues & Thurs	3/23 Mon	4/10 Fri
Professional Tchr/Educat (New PT)											
Course	Task	Task		Course	Task	Task		Course	Task	Task	
Date(s)	Deadline	Resub Mission	PE	Date(s)	Deadline	Resub Mission	PT	Date(s)	Deadline	Resub Mission	
Module 1 Room E111	12/2 & 12/4 Tues & Thurs	12/19 Fri	1/12 Mon	Module 2 Room E111	11/11 & 11/13 Tues & Thurs	12/5 Fri	12/19 Fri	Module 3 Room E111	11/18 & 11/20 Tues & Thurs	12/12 Fri	1/12 Mon
Module 1 Room E111	4/8 & 4/10 Tues & Thurs	4/28 Mon	5/19 Mon	Module 2 Room E111	3/17 & 3/19 Tues & Thurs	4/13 Mon	5/1 Fri	Module 3 Room E111	3/24 & 3/26 Tues & Thurs	4/13 Mon	5/1 Fri

Survival Skills Training (SST) dates: 10/1/14- Admin D312, 11/12/14- E111 and 2/11/14- Room E111. Time 5:00-8:00 p.m.

New Teacher Institute can be used as a substitute for SST

Course Registration and Task Submission

1. Register for TTT course modules in moodle LMS (Learning Management System on www.pcsb.org) in advance of the training. Completion of previous modules is required.
2. In the search box on moodle LMS type ttt in the search box. Click “show all classes” and enroll for the semester for all modules (must have completed **all** previous module 1’s before registering for module 2’s and **all** module 2’s before module 3’s).
 - The first time you log in**, you will need to complete your User Profile and save it (click the "Update Profile" button to save).
3. The enrollment key will bring you to a moodle site Topic Outline that includes:
 - Topic One** – the module task and rubric (please print)
 - Topic Two** – Additional course resources required for class (print only what is indicated)
 - Topic Three** – Task submission area for uploading assignments up to 20 MB.
 - The top area houses a training assessment survey required after uploading the task**
4. It is the responsibility of the TTT participant to print all tasks, rubrics and training material required for class. All tasks and student work must be in digital format for task submission.
5. Create a **cover page** to be used for all tasks. The cover page should include:
 - Name**
 - School**
 - Content Area**
 - TTT Course Name**
 - TTT Course Dates**
 - Short paragraph of teaching assignment to help the assessor understand your student population**
6. To **upload a task** into Moodle, Please click on the browse button in **Topic Three**, locate your task file from your own computer and then click the upload button. After your file is uploaded, a submission draft will appear on your screen confirming that your file has been received. All demonstrated tasks and rubrics should be saved on a flash drive. Resubmissions may be required in a separate upload area.
7. TTT Trainers will view and assess the tasks in Moodle and will communicate demonstration through Outlook email to the TTT Participant, TTT mentor, school administrator and the TTT coordinator within two weeks of task due date.
8. Once the task is uploaded go directly to the training assessment survey to finalize the requirements for module completion. Completion of the survey each time must occur to receive module credit.

Transition to Teaching Course Modules

Task Assignments '14-'15

	Mod 1	Mod 2	Mod 3
TLE (Brandt Robinson and Teshanna Rayner)	Task 1: Intro to the Six Keys Task 2: One Step at a Time Directions Task 3: Scripting Directions Task 4: Effective Teaching of Procedures Task 5: Brain Research and Discipline Task 6: Classroom Behavioral Standards	Task 1: Distributed Practice Task 2: Incremental Development Task 3: Intrinsic vs Extrinsic Motivation Task 4: Making Commitments to Students Task 5: The First Parent/Guardian Letter of the Year Task 6: A Positive Physical Classroom Environment	Task 1: Revisiting content from Module 1 and 2 Task 2: Revisiting content from Module 1 and 2 Task 3: Teaching Techniques Task 4: The Emotional Environment and the first Twenty Days Task 5: Reflecting on Your Successes Through the Teaching and Learning Environment Modules
AP (Bridget Bohnet and Molly Schaaf)	Task 1: Semester Curriculum Map Task 2: Understanding the learning target.	Task 1: Comprehensive Unit plan	Task 1: Reflection of implementation of Module 2 unit plan and design of an additional comprehensive Unit plan
IFS (Cindy Freed, Kerrale Prince, and Barbara Mamouzelos)	Task 1: Single Lesson plan Task 2: Clear Targets and Feedback	Task 1: Effective Implementation of Instructional and Behavioral Strategies	Task 1: Instructional Strategies Videotaping and Reflection
PT (Jenny Furlott, Jonathan Blair, Missy Lyons, Janet Harris, Carlene Meloy and Michelle Frankich)	Task 1: Demographic Study, PS/RtI Assessing, Diversity in the Classroom Task 2: Journal and Website Professional Development Activities	Task 1: Communicating Effectively, Climate Survey, Effective Teacher Conferencing Task 2: Role of the Teacher in a variety of abuses, Professional Conduct Worksheet	Task 1: Construction of a Moodle site for implementation of a Comprehensive Unit Plan Alternative Task 1: Creating a classroom website