



*New*

# TEACHER ACADEMY HANDBOOK

## 2023-2024

New Teacher Induction



**Department of Professional Learning and Development**





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# BPS Policy and Procedure



# Every Student Matters Every Moment Counts



**Strategic Plan 2019-24**

# OUR MISSION:

TO SERVE EVERY STUDENT WITH EXCELLENCE AS THE STANDARD

# OUR VISION:

Brevard Public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning.

# OUR VALUES AND BELIEFS:

**CONNECTION:** We are committed to creating relationships built on a foundation of genuine care and trust. We will work with our community to ensure that together our students achieve more because of the network of support that those relationships foster.

**DIVERSITY:** We embrace our differences and celebrate the strength of the individuality that collectively makes our learning environments a place for each person to grow and thrive.

## **DEDICATION:**

We will let compassion, conviction, and an intense dedication to the mission of teaching and learning stand as a trademark of our work.

## **INTEGRITY:**

We will uphold honesty, transparency and the public trust as guiding principles in all we do.

## **COLLABORATION:**

We will work as a team to provide a culture marked by shared purpose, an innovative spirit and continual learning.





# Benchmarks

The following five benchmarks are used to measure our district's overarching success in meeting the needs of our students. Student success in these areas are dependent upon the work of educators and operational staff working together to accomplish the goals, objectives, and strategies described in this plan. From Kindergarten to Graduation, we are committed to the successful performance of all subgroups.



## Kindergarten Readiness

To prepare for kindergarten, children need to be supported and nurtured in all areas of development. Early literacy skills, exposure to mathematics concepts, self-regulation, and social skills are key to kindergarten readiness. BPS is working with our community to provide these opportunities for all students.

Measured by students scoring "ready for kindergarten" based upon FLKRS/Star Early Literacy - Current data: District 61%; African American 45%; Hispanic 47%; Students with Disabilities 40%; Economically Disadvantaged 51% (Source - FDOE FLKRS Readiness 2019)



## 3rd Grade Literacy

Reading is the most crucial academic skill and the foundation for learning. Through third grade, students are learning to read; after third grade, students are reading to learn. This foundation is essential to preparing students for lifelong success.

Measured by Grade 3 students performing on grade-level as measured by The Florida Standards Assessment - Current data: District 64%; African American 41%; Hispanic 54%; Students with Disabilities 43%; Economically Disadvantaged 54%

Source - EduData 2018-19)



## Algebra I Success

The study of algebraic thinking begins in kindergarten and is progressively developed prior to students taking an Algebra I course. The successful mastery of Algebra I is widely considered to be

the gatekeeper to success in the study of upper-level mathematics and opens doors for students' college and career opportunities.

Measured by our students passing an Algebra 1 course and the Algebra 1 EOC assessment while in Middle School - Current data: District 47%; African American 19%; Hispanic 34%; Students with Disabilities 11%; Economically Disadvantaged 31%

(Source - 2018-19 School Year Data)



## Graduation Rate

The graduation rates of Brevard Public School students continues to climb. Graduation rates improve when students succeed from Pre-K through the 12th grade. Graduation rates are a benchmark to compare our district to our previous performances as well as to other district, state, and national averages.

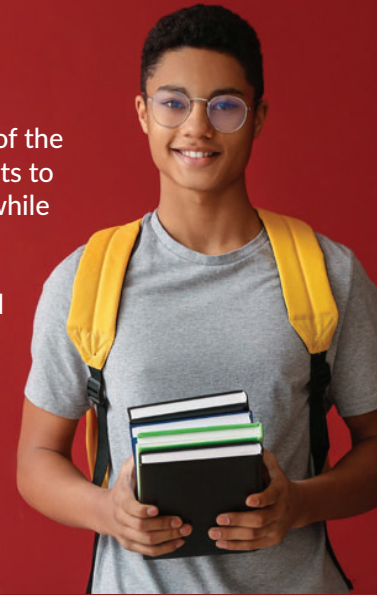


Current data: District 88%;  
African American 82%; Hispanic 87%;  
Students with Disabilities 79%;  
Economically Disadvantaged 82%

(Source - EduData 2018-19)

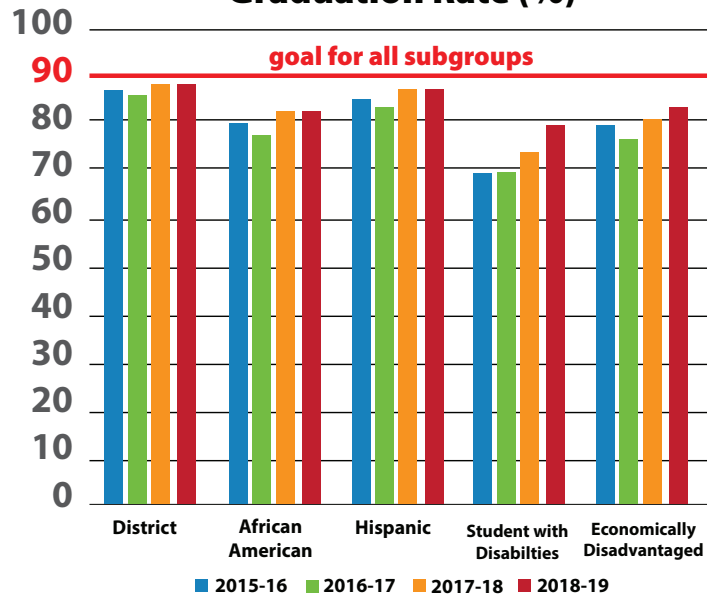
## College and Career Acceleration

Brevard Public Schools is proud of the opportunities we provide students to prepare for college and careers while still in high school through Industry Certification, Advanced Placement, Cambridge Advanced International Certificate of Education, International Baccalaureate, and College Dual Enrollment programs. This marker of acceleration indicates that our students are ready to face the challenges of life after high school graduation.



Measured by the percent of graduates who pass one for more of the markers of acceleration - Current data: District 67%; African American 48%; Hispanic 65%; Students with Disabilities 33%; Economically Disadvantaged 56% (Source - 2017-18 School Year Data)

### Graduation Rate (%)



# SOCIAL-EMOTIONAL SUPPORT

Social-emotional wellness is the foundation on which children develop and learn. It is the process through which children, and adults, understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Therefore, each of the five benchmarks above is dependent on student social-

emotional wellness. Students who receive support for social-emotional learning in schools do better academically, socially, and behaviorally. Developing these skills in our students is an important part of meeting the needs of the whole child. Due to the foundational support of this cornerstone to academic success, a specific objective, A3, is dedicated that addresses this cornerstone directly.

100% of schools will implement social-emotional learning by 2025.



# ACADEMIC EXCELLENCE

**Provide every student a learning environment that empowers them to reach their full potential.**

## OBJECTIVE 1:

**Ensure every student has daily engagement with complex, grade-appropriate curriculum.**

Brevard Public Schools provides equitable learning for all students, so that all students are prepared for success after graduation. Excellent instruction is at the heart of these learning experiences and is comprised of lessons that are consistently focused on complex content that appropriately challenges students to meet the subject and/or grade level standards in environments where students are demonstrating that they are learning the content and applying their learning to new contexts and real world problems.

## OBJECTIVE 2:

**Provide students with certified, skilled teachers who hold high expectations for all learners.**

Excellent instruction is at the heart of these learning experiences and is comprised of students who are supported by teachers to engage fully in the work of the lesson and to be responsible for doing the thinking that the lesson demands and teachers who are intentionally planning and facilitating the learning through the use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community.

## OBJECTIVE 3:

**Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.**

Brevard Public Schools will build educator capacity and district infrastructure to equitably support every student's social-emotional development.

## OBJECTIVE 4:

**Ensure that the open enrollment programs, policies, and procedures are dedicated to providing all students access to high-quality and innovative educational programs throughout the district.**

Brevard Public Schools will provide access to innovative educational choice opportunities that meet individual needs.

## OBJECTIVE 5:

**Support early literacy through school readiness initiatives and provide all families access to literacy support for young children.**

According to the Annie E. Casey Foundation (ACEF), the readiness gap continues between birth and kindergarten due to differences in children's resources and opportunities for physical, linguistic, cognitive, social, emotional, and behavioral development. Disparities in development outcomes begin in infancy and widen in toddler-hood. By the time low-income families enter kindergarten, they are typically 12 - 14 months below national norms in language and pre-reading skills. ACEF states that vocabulary development by age 3 has been found to predict reading achievement by third grade. When parents (especially mothers) read to their children, tell stories, or sing songs, the child tends to develop a larger vocabulary and become better readers and perform better in school.



# Vision for Excellent Instruction

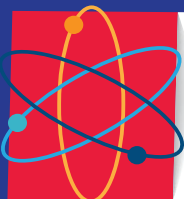
*Brevard Public Schools provides equitable learning for all students, so that all students are prepared for success after graduation. Excellent instruction is at the heart of these learning experiences and is comprised of:*



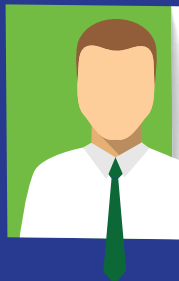
- Lessons that are consistently focused on complex content that appropriately challenges students to meet the subject and/or grade level standards



- Students who are supported to engage fully in the work of the lesson and to be responsible for doing the thinking that the lesson demands



- Learning environments that are safe, welcoming, and encourage students to take the risks necessary to master the content



- Teachers who are intentionally planning and facilitating the learning through use of high quality, standards-aligned materials, monitoring data, and collaborating with their school community



- Students who are demonstrating that they are learning the content and applying their learning to new contexts and real world problems





# EXCEPTIONAL WORKFORCE

Attract, develop, and retain exceptional talent to impact academic excellence.

## OBJECTIVE 1:

**Fully staff all school and district positions with qualified employees.**

Ensuring a well-qualified teacher for every classroom is essential to our mission. Having highly qualified support staff in schools and district positions provides the tools, resources and assistance that improves student outcomes. We will provide advancement opportunities as well as recognition for excellence within our workforce.

## OBJECTIVE 2:

**Ensure all employees receive meaningful and relevant professional development, including understanding opportunities for growth.**

Establish career advancement opportunities for excellent employees to assume leadership roles within the district to increase employee engagement, build collective capacity, and recognize the benefits of a high-quality, diverse workforce.

## OBJECTIVE 3:

**Retain a highly developed and skilled workforce that is engaged in serving every student with excellence as the standard.**

Well-trained and experienced staff makes a world of difference for our students. Retaining, recruiting, and promoting staff is essential to student learning and district operations.

## OBJECTIVE 4:

**Provide competitive compensation and benefits for all employees.**

Salary levels are still a crucial factor when it comes to attracting and retaining the best people. Brevard Public Schools will strive to offer competitive salaries to compete for top talent.





# COMMUNITY CONNECTION

Engage stakeholders as advocates and partners to further academic excellence for all students.



## Strengthen public trust in district decisions and leadership.

Brevard Public Schools will enhance public awareness and trust across the district with all stakeholder groups through an increased digital presence and a renewed effort on engaging our current audience with multi-media and in-person communication.

## Increase confidence in and sustain support for Brevard's public schools as THE preferred choice among families.

Brevard Public Schools will support academic improvement in schools by developing partnerships from private industry and by engaging parents in their children's academic progress.

## Establish government relations agenda that increases support and funding for BPS programs and initiatives.

Brevard Public Schools will leverage our partnership with state and local government entities to advocate for legislation that benefits the school district and advances the shared interest of our community.

## Improve external and internal customer service experience and satisfaction.

Brevard Public Schools employs approximately 9,000 employees, all of whom provide customer service in some form to our school community. Many provide external and internal customer support to our schools through BPS Financial Services, Maintenance, Transportation, Educational Technology, Human Resources, Food Services and District Communications. Brevard Public Schools is committed to providing excellent Customer Service to its whole community.

## OBJECTIVE 1:

## OBJECTIVE 2:

## OBJECTIVE 3:

## OBJECTIVE 4:





# OPERATIONAL SUSTAINABILITY

Ensure sustainable district operations that contribute to the success of academic excellence.

## OBJECTIVE 1:

**Provide safe, healthy, and fully equipped working and learning environments.**

Brevard Public Schools seeks to provide the highest level of services and physical accommodations possible with the resources available to equitably support our students and staff including increased participation in available security applications, refreshment of technology equipment, and industry-level maintenance of facilities.

## OBJECTIVE 2:

**Transport students safely, efficiently, and on time.**

The primary purpose of the Transportation Department at Brevard Public Schools is to transport students to and from school safely, efficiently, and dependably, in order to provide the highest quality of support for the educational programs.

## OBJECTIVE 3:

**Incorporate sustainable financial and procurement practices in all financial processes and decisions.**

Brevard Public Schools is committed to allocating resources to support the core district mission. To that end, we will work to ensure adequate funding, focus on allocating resources to align with our strategic goals, and streamline spending.





# School List

## Elementary

---

Allen, Roy  
Andersen, Hans Christian  
Apollo  
Atlantis  
Audubon  
Brevard Virtual School-BVS  
Cambridge  
Cape View  
Carroll, Lewis  
Challenger 7  
Columbia  
Coquina  
Creel, Dr. W.J.  
Croton  
Discovery  
Endeavour  
Enterprise  
Fairglen  
Freedom 7  
Gemini  
Golfview  
Harbor City  
Holland, Spessard L.  
Imperial Estates  
Indialantic  
Jupiter  
Lockmar  
Longleaf  
Manatee  
McAuliffe, Christa  
Meadowlane Intermediate  
Meadowlane Primary  
MILA  
Mims  
Oak Park  
Ocean Breeze  
Palm Bay  
Pinewood  
Port Malabar  
Quest  
Riviera  
Roosevelt, Theodore  
Sabal Saturn  
Sea Park  
Sherwood  
South Lake  
Stevenson, Robert Louis  
Sunrise  
Suntree  
Surfside  
Tropical  
Turner Sr., John F.  
University Park  
Viera  
West Melbourne  
Westside  
Williams Jr., Ralph M.

## Secondary

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Astronaut High  
Brevard Virtual School  
Bayside High  
Central Middle  
Cocoa Beach Jr/Sr High  
Cocoa Jr/Sr High  
DeLaura Middle  
Eau Gallie High  
Edgewood Jr/Sr High  
Heritage High  
Hoover, Herbert C., Middle  
Jackson, Andrew, Middle  
Jefferson, Thomas, Middle  
Johnson, L.B., Middle  
Kennedy, John F., Middle  
Madison, James, Middle  
McNair, Ronald,  
Magnet Middle  
Melbourne High  
Merritt Island High  
Palm Bay Magnet High  
Rockledge High  
Satellite High  
Southwest Middle  
Space Coast Jr/Sr High  
Stone Magnet Middle  
Titusville High  
Viera High  
West Shore Jr/Sr High

## Other

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Brevard Adult & Community  
Ed  
Brevard County Juvenile  
Detention Center  
Clearlake Education  
Center  
Devereux/Viera  
Educational Horizons  
Charter  
Emma Jewel Charter  
Academy  
Gardendale Separate Day  
School  
Imagine Schools at West  
Melbourne Charter  
North/Central Alternative  
Learning Center  
Odyssey Charter Elementary  
Campus  
Odyssey Charter School Jr/Sr  
High Campus  
Odyssey Preparatory Charter  
Academy  
Palm Bay Academy Charter  
Pineapple Cove Classical  
Academy  
Pinecrest Academy Space Coast  
Riverview School  
Royal Palm Charter  
Sculptor Charter  
South Area Alternative Learning  
Center  
Viera Charter



# SCHOOL BOARD MEMBERS

(New Districts 1-5)

Board Resolution No. 2023-01,  
Approved May 30, 2023



**DISTRICT 2**  
**Mr. Gene Trent**

Vice-Chair  
Member since 2022  
321-429-1733  
321-633-1000 ext. 11412 (Board Office)  
FAX: 321-633-3432  
Contact at: [Trent.Gene@brevardschools.org](mailto:Trent.Gene@brevardschools.org)



**District 1**  
**Ms. Megan Wright**

Chair  
Member since 2022  
321-429-1753  
321-633-1000 ext. 11412 (Board Office)  
FAX: 321-633-3432  
Contact at: [Wright.Megan@brevardschools.org](mailto:Wright.Megan@brevardschools.org)



**DISTRICT 4**  
**Mr. Matt Susin**

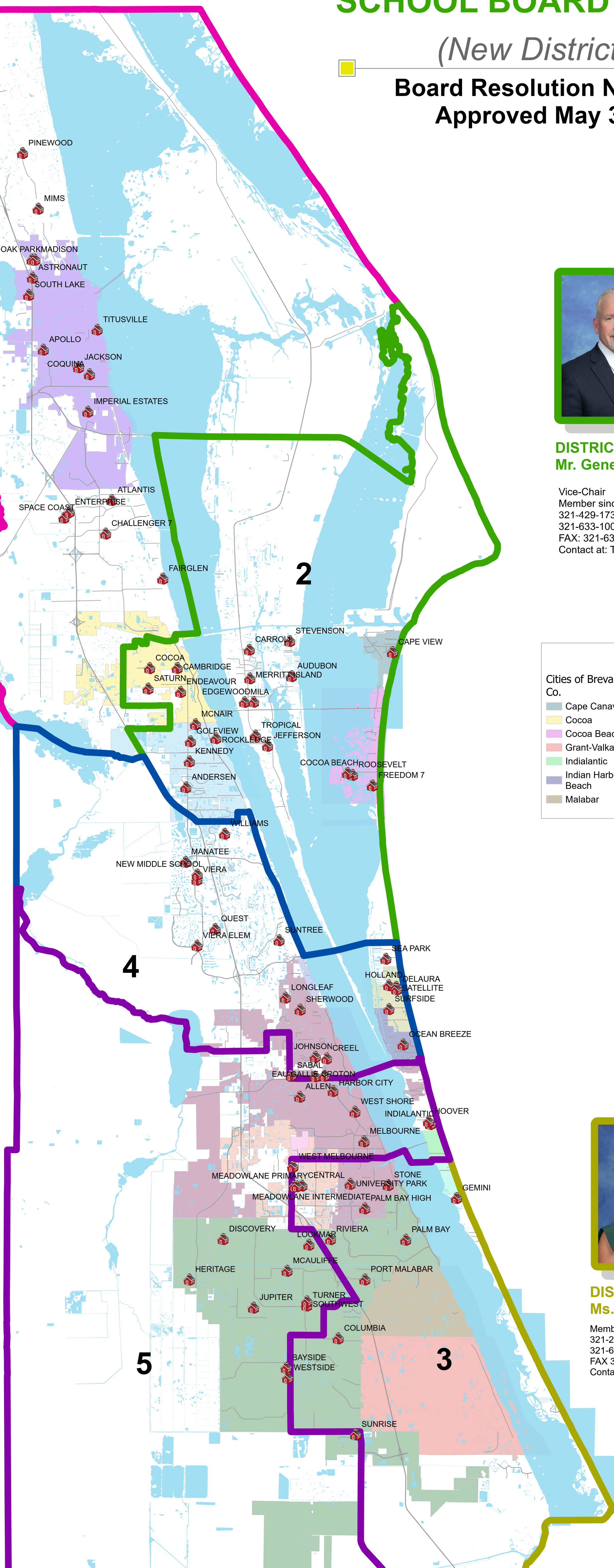
Member Since 2016  
321-684-9735  
321-633-1000 ext. 11412 (Board Office)  
FAX: 321-633-3432  
Contact at: [Susin.Matthew@brevardschools.org](mailto:Susin.Matthew@brevardschools.org)



**DISTRICT 5**  
**Ms. Katye Campbell**

Member Since 2018  
321-271-9946  
321-633-1000, ext. 11412 (Board Office)  
FAX: 321-633-3432  
Contact at: [Campbell.Katye@brevardschools.org](mailto:Campbell.Katye@brevardschools.org)

| Legend                |                   |
|-----------------------|-------------------|
| Cities of Brevard Co. | Melbourne         |
| Cape Canaveral        | Melbourne Beach   |
| Cocoa                 | Melbourne Village |
| Cocoa Beach           | Palm Bay          |
| Grant-Valkaria        | Palm Shores       |
| Indialantic           | Rockledge         |
| Indian Harbour Beach  | Satellite Beach   |
| Malabar               | Titusville        |
|                       | West Melbourne    |



**DISTRICT 3**  
**Ms. Jennifer Jenkins**

Member Since 2020  
321-271-9495  
321-633-1000 ext. 11412 (Board Office)  
FAX 321-633-3432  
Contact at: [Jenkins.JenniferD@brevardschools.org](mailto:Jenkins.JenniferD@brevardschools.org)



# Brevard County School Board

## District 1

Megan Wright  
Chairperson

Mobile: (321) 429-1753  
Office: (321) 633-1000 ext.  
11412

[wright.megan@brevardschools.org](mailto:wright.megan@brevardschools.org)

## District 2

Gene Trent

Mobile: (321) 429-1733  
Office: (321) 633-1000 ext.  
11412

[trent.gene@brevardschools.org](mailto:trent.gene@brevardschools.org)

## District 3

Jennifer Jenkins

Mobile: (321) 271-9495  
Office: (321) 633-1000 ext. 11412

[jenkins.jenniferd@brevardschools.org](mailto:jenkins.jenniferd@brevardschools.org)

## District 4

Matt Susin

Chairman

Mobile: (321) 684-9735  
Office: 633-1000 ext. 11412

[susin.matthew@brevardschools.org](mailto:susin.matthew@brevardschools.org)

## District 5

Katye Campbell

Mobile: (321) 271-9946  
Office: (321) 633-1000 ext. 11412

[campbell.katye@brevardschools.org](mailto:campbell.katye@brevardschools.org)



## A Look Ahead

A strategic plan is used to identify top priorities and create actionable objectives to meet those priorities. With that in mind, we will use this plan to:

- Focus on the areas identified to serve every student with excellence as the standard. Our students are our community's most important resource, and we will invest in every young mind to help them reach their full potential.
- Continually measure our progress throughout the year and be agile in making any needed changes to ensure we are serving every child in our school system with the very best Brevard Public Schools has to offer.
- Maintain the public trust by operating with transparency and upholding integrity with our decisions and actions.

The support of our community is vital to the success of Brevard Public schools. We openly invite you to join us in executing this plan. Every year, we will review feedback from school visits and community input to revise the strategic priorities to ensure our plan is a "living-breathing" document that will drive us to excellence in a relevant way to meet student and staff needs. The complete strategic plan, including strategies and metrics, is available by visiting us online at [www.brevardschools.org](http://www.brevardschools.org) and clicking "About Us."

To learn more about how you can support public education, please contact the Division of Government and Community Relations at (321) 633-1000 ext. 11796.



2700 Judge Fran  
Jamieson Way  
Viera, FL 32940  
(321) 633-1000  
[www.brevardschools.org](http://www.brevardschools.org)

Engage  
more fully  
with BPS.



This is a publication of the Department of Government and Community Relations.

Cover photo: BPS students at KSC Destination Space 2019

Publication Date 02/10/23

## **Instructional Personnel Evaluation System**

Brevard Public Schools Instructional Evaluation (IPPAS) consists of two parts. The Professional Practices portion of the evaluation system accounts for 67% of the annual evaluation, consisting of 5 observable dimensions that align to Florida's Educator Accomplished Practices. This includes opportunities for instructional staff to collaborate with one another throughout the year to improve student performance indicators. The second portion of IPPAS consists of student performance indicators which account for the remaining 33% of the annual evaluation.

The district rubric for teacher evaluation consists of five dimensions that are directly correlated to the FEAPS; Dimension 1 – Instructional Design and Lesson Planning, Dimension 2 – The Learning Environment, Dimension 3 – Instructional Delivery and Facilitation, Dimension 4 – Assessment, Dimension 5 – Professional Responsibilities and Ethical Conduct. This framework is based on a hybrid model of both Danielson and Marzano.

## **Observation Instruments for Classroom Teachers**

The district's observation rubric used for collecting instructional practice data for classroom teachers are found on the next pages.



## Dimension 1: Instructional Design and Lesson Planning

| Elements   | Highly Effective<br>(13 Points)  | Effective<br>(10 Points)   | Needs Improvement<br>(6 Points)   | Unsatisfactory<br>(1 Point)   |
|--|--|--|---|---|
| <p><b>I. Sets instructional outcomes and aligns instruction with state-instruction standards</b></p> <p><b>MASTERY LEARNING</b><br/>.67</p>  | <p>1. Learning goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, tasks and content reflect the full intent of the grade level content standard(s).</p>  | <p>1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).</p>  | <p>1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).</p>               | <p>1. Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments or grade level content standard(s).</p> |
| <p><b>II. Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons</b></p> <p><b>PRIOR ACHIEVEMENT</b><br/>.73</p> | <p>1. Regularly accesses and systematically uses data at the team level to find strengths and challenges both for disaggregated groups and for individual students to monitor progress toward learning goals.</p> <p>2. Uses these data to accurately refine and modify instruction for whole group, small groups, and for specific individuals.</p> | <p>1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.</p>   | <p>1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.</p>          | <p>1. Relies on someone else to access student achievement data.</p> <p>2. Does not consider data to make changes in instruction.</p>   |
| <p><b>III. Designs ways to monitor learning and student acquisition of the standards</b></p> <p><b>SUCCESS CRITERIA</b><br/>.64</p>  | <p>1. High quality classroom performance tasks, questions, and/or assessments are designed to accurately measure student learning of the lesson objectives or unit goals and that reflect the depth and rigor of the grade level content standard(s).</p>  | <p>1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).</p>   | <p>1. Lesson plans or units are based on activities or resources rather than focused on grade level content standards.</p>  | <p>1. There is little evidence of monitored learning or use of appropriate instructional resources to support student learning and mastery of the standards.</p>                    |
| <p><b>IV. Requires students to understand and demonstrate skills and competencies</b></p> <p><b>APPROPRIATELY</b><br/><b>CHALLENGING GOALS.</b> .60</p>                                  | <p>1. Unit objectives and tasks are aligned to the full intent of the grade level content standard(s). They are embedded within the unit and/or require a performance component for students to demonstrate what they know and are able to do.</p>   | <p>1. Unit objectives and tasks are aligned with state-adopted standard(s) and are written in student-friendly language and students understand what they are expected to know and be able to do by the end of the unit.</p> | <p>1. Although students are aware of the posted unit objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.</p> | <p>1. Unit objectives are not known to students and students do not know what they are expected to know and be able to do.</p>  |



| Elements   | Highly Effective<br>(13 Points)  | Effective<br>(10 Points)  | Needs Improvement<br>(6 Points)  | Unsatisfactory<br>(1 Point)  |
|--|--|---|--|--|
| <p><b>I. Creates and maintains a safe and organized learning environment</b></p> <p><b>TEACHER CREDIBILITY</b><br/>1.09</p>                                | <p>1. Ensures student safety needs are consistently met.</p> <p>2. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.</p>   | <p>1. Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met.</p>                                     | <p>1. Does not consistently reinforce school behavioral rules and regulations.</p>   | <p>1. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.</p> <p>2. Teachers are not clear about established procedures in emergency situations.</p>  |
| <p><b>II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment</b></p> <p><b>STRONG CLASSROOM COHESION</b><br/>.66</p> | <p>1. Facilitate creating an environment where students assume responsibility for protecting instructional time and hold themselves accountable for learning.</p>  | <p>1. Assumes responsibility for student learning.</p>  | <p>1. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.</p>     | <p>1. Fails to use procedures for independent and/or cooperative group work.</p>   |
| <p><b>III. Allocates and manages time, space, and resources</b></p> <p><b>SELF-REGULATION STRATEGIES</b>.51</p>  | <p>1. Individual needs of students are met as both the teacher and students highly organize time, space, and resources to maximize learning.</p>   | <p>1. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning.</p>                    | <p>1. Failure to utilize and maintain learning experiences, activities and facilities/equipment, which result in a loss of learning opportunities.</p>                   | <p>1. Poor use of physical resources, time and space is evident and/or learning is not accessible to some students resulting in considerable down-time.</p>  |
| <p><b>IV. Manages student conduct</b></p> <p><b>CLASSROOM MANAGEMENT</b><br/>.43</p>   | <p>1. Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom.</p> <p>2. The focus of proactive discipline is to maximize student learning time, and students show a respect for the rights of other students to learn.</p> | <p>1. Teacher is alert to student behavior at all times and manages student conduct.</p> <p>2. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.</p> | <p>1. Teacher is generally aware but misses the activities of some students.</p> <p>2. Rules and consequences for inappropriate behavior are inconsistently applied.</p> | <p>1. Teacher's response to student behavior is negative and counterproductive or nonexistent.</p>   |
| <p><b>V. Creates a Positive Environment of Respect and Rapport</b></p> <p><b>TEACHER - STUDENT RELATIONSHIPS</b><br/>.62</p>                               | <p>1. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.</p> <p>2. Students demonstrate caring for one another in the classroom setting.</p>   | <p>1. Teacher-student interactions are friendly and demonstrate general respect and caring.</p>   | <p>1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</p>            | <p>1. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</p> <p>2. Students exhibit disrespect for the teacher.</p> <p>3. Student interactions are characterized with conflict, sarcasm, or put-downs.</p> |



| Elements   | Highly Effective<br>(13 Points)   | Effective<br>(10 Points)  | Needs Improvement<br>(6 Points)  | Unsatisfactory<br>(1 Point)   |
|--|---|---|--|---|
| <p><b>VI. Models and teaches clear, acceptable communication skills</b></p> <p><b>TEACHER CLARITY</b></p> <p><b>.85</b></p>                                    | <p>Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding.</p> <p>Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson.</p>   | <p>Directions, procedures, and feedback are clear to students.</p> <p>Teacher's spoken and written language conform to standard English.</p> <p>Teacher uses academic language and content vocabulary accurately.</p> | <p>Directions, procedures, and feedback are clarified to students after initial student confusion.</p> <p>Limited use of academic language and content vocabulary.</p> | <p>Directions, procedures, and feedback are confusing to students.</p> <p>Teacher's spoken or written language contains errors in spelling, grammar, or syntax.</p> |
| <p><b>VII. Maintains a climate of inquiry</b></p> <p><b>INQUIRY-BASED TEACHING</b></p> <p><b>.53</b></p> <p><b>CLASSROOM DISCUSSIONS</b></p> <p><b>.82</b></p> | <p>1. Engages all students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions that generate real world applications.</p> <p>2. Ideally teachers can take a back seat and discussions can be student-led.</p> | <p>1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.</p>   | <p>1. Includes some problem solving and inquiry-based activities.</p>  | <p>1. Instruction does not include problem solving or inquiry-based activities.</p>   |

| Elements  | Highly Effective<br>(13 Points)  | Effective<br>(10 Points)   | Needs Improvement<br>(6 Points)  | Unsatisfactory<br>(1 Point)  |
|---|--|--|--|--|
| <p><b>I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions</b></p> <p><b>FORMATIVE EVALUATION</b></p> <p><b>.40</b></p> | <ol style="list-style-type: none"> <li>1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline and reflects the full intent of the grade level content standard(s).</li> <li>2. Checks for understanding throughout the lesson, identifies learning gaps and adjusts instruction throughout the lesson.</li> <li>3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.</li> </ol> | <ol style="list-style-type: none"> <li>1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s).</li> <li>2. Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.</li> </ol> | <ol style="list-style-type: none"> <li>1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline.</li> <li>2. Teacher does not recognize gaps in learning during the lesson.</li> </ol> | <ol style="list-style-type: none"> <li>1. Instruction references inaccurate, outdated content knowledge.</li> <li>2. Teacher does not use checks for understanding during the lesson.</li> </ol>   |
| <p><b>II. Employs higher order questions</b></p> <p><b>QUESTIONING</b></p> <p><b>.49</b></p>  | <ol style="list-style-type: none"> <li>1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers.</li> <li>2. Much of the questioning involves analysis and synthesis.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Few teacher questioning strategies invite quality responses.</li> <li>2. Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Questioning is knowledge level and is solely teacher-driven.</li> </ol>  |
| <p><b>III. Applies varied instructional strategies and resources, including technology as appropriate, to support student learning</b></p> <p><b>EXPLICIT TEACHING STRATEGIES</b></p> <p><b>.63</b></p>                                     | <ol style="list-style-type: none"> <li>1. Uses a variety of instructional strategies and resources that engage and challenge all students and support instructional outcomes.</li> <li>2. Use of technology by students to create new products or develop new knowledge and/or skill.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Uses some instructional strategies to engage students and support instructional outcomes for all students.</li> <li>2. Students use technology as a learning tool.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Makes use of instructional strategies to support student understanding but with limited student engagement and/or application of the content.</li> <li>2. Use of technology is limited to delivery of curriculum content.</li> </ol>           | <ol style="list-style-type: none"> <li>1. Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes.</li> <li>2. Use of technology is not evident, even when readily available.</li> </ol> |

| Elements   | Highly Effective<br>(13 Points)  | Effective<br>(10 Points)   | Needs Improvement<br>(6 Points)   | Unsatisfactory<br>(1 Point)   |
|--|--|--|---|---|
| <b>IV. Delivers engaging, challenging, and relevant lessons</b><br><br><b>DIRECT INSTRUCTION</b><br><br>.56        | 1. High levels of rigor and relevance consistently challenge students to be intellectually engaged throughout the entire lesson including texts at or above the complexity level expected for the grade level.   | 1. Lessons (and units) are designed to provide students with intellectually engaging, rigorous curriculum including texts at or above the complexity level expected for the grade level.   | 1. Lessons (and units) spend the majority of the class time on knowledge level tasks.   | 1. Lessons (and units) are too easy for the majority of students, and class time is spent on busy work with low intellectual engagement.  |
| <b>V. Differentiates instruction</b><br><br><b>INTERVENTIONS FOR STUDENTS WITH LEARNING NEEDS</b><br><br>.74       | 1. Each unit of instruction contains evidence (observed or documented) that the teacher has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content. | 1. There is evidence of regular review of student differences in making academic decisions for the classroom. Students have some opportunities to vary how they learn information or produce products based on their varied abilities and interests. | 1. There is limited evidence of regular review of student differences when planning learning experiences or assessments. The teacher demonstrates limited use of student information to vary how students work. | 1. Observations, discussions with the teacher, and/or review of lesson plans fail to demonstrate that the teacher differentiates lessons or assessments to meet the varied needs of his/her students. |
| <b>VI. Provides immediate and specific feedback to students</b><br><br><b>TIMELY/IMMEDIATE FEEDBACK</b><br><br>.89 | 1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.   | 1. Provides timely and consistent feedback.  | 1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.  | 1. Provides limited or no feedback; feedback provided is not provided in a timely manner.   |



## Dimension 4: Assessment

| Elements   | Highly Effective<br>(12 Points)   | Effective<br>(9 Points)  | Needs Improvement<br>(5 Points)  | Unsatisfactory<br>(1 Point)   |
|--|---|--|--|---|
| <p><b>I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.</b></p> <p style="text-align: center;"><b>EVALUATION &amp; REFLECTION</b><br/>75</p> | <ol style="list-style-type: none"> <li>1. Consciously plans and uses pre-assessment, formative and summative assessment data strategically to set learning goals and adjust scaffolding based on student needs.</li> <li>2. Students and the teacher analyze data results from multiple assessments to make decisions about progress and to develop appropriate interventions relative to the students' needs.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Gathers formative and summative data during instruction and uses data to inform instruction.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Uses summative assessment data to determine that students have achieved instructional outcomes.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.</li> </ol>   |
| <p><b>II. Modifies formative and summative assessments to accommodate diversity</b></p> <p style="text-align: center;"><b>TEACHER ESTIMATE OF ACHIEVEMENT</b><br/>1.29</p>   | <ol style="list-style-type: none"> <li>1. Consistently differentiates assessments by content, process and/or product to address the unique learning differences of students who have a wide range of learning styles and abilities.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Required student accommodations for assessment are not provided.</li> </ol>   |
| <p><b>III. Communicates assessment data to students and parents</b></p> <p style="text-align: center;"><b>BELONGING</b><br/>.40</p> <p style="text-align: center;"><b>PARENTAL INVOLVEMENT</b><br/>.30</p>                     | <ol style="list-style-type: none"> <li>1. Clearly communicates assessment criteria, due dates, and grading methodology in accordance with district procedures to promote student learning.</li> <li>2. Proactively creates and maintains frequent and effective two-way communication with students and parents (e.g., student-led conferences, etc.)</li> <li>3. Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders.</li> <li>4. Provides all parents with information specific to their child, about standards and expectations in a format parents can understand.</li> </ol> | <ol style="list-style-type: none"> <li>1. Completes and regularly updates grades and progress reports in accordance with district procedures to allow students to check their own progress.</li> <li>2. Uses conferences with parents and students to share assessment data with parents.</li> <li>3. Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.</li> <li>4. Provides parents with information about academic standards and expectations.</li> </ol> | <ol style="list-style-type: none"> <li>1. Does not consistently communicate progress with students and parents in a timely fashion.</li> <li>2. Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.</li> <li>3. Provides limited information to parents about academic standards and expectations.</li> </ol> | <ol style="list-style-type: none"> <li>1. Does not proactively complete grades and progress reports according to the district's schedule.</li> <li>2. Does not use technology to communicate student learning and assessment information to appropriate stakeholders.</li> <li>3. Does not provide parents with information about academic standards and expectations.</li> </ol> |

## Dimension 5: Professional Responsibilities & Ethical Conduct

| Elements  | Highly Effective<br>(12 Points)  | Effective<br>(9 Points)   | Needs Improvement<br>(5 Points)   | Unsatisfactory<br>(1 Point)   |
|---|--|---|---|---|
| <b>I. Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports</b> | <ol style="list-style-type: none"> <li>1. Completes fully with and consistently with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance.</li> <li>2. Consistently maintains and reports current information on students, lesson plans, and other required data.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Usually complies with professional responsibilities, school rules, policies and procedures.</li> <li>2. Usually updates and reports information on students, lesson plans, reports and other required data.</li> </ol>            | <ol style="list-style-type: none"> <li>1. Inconsistently complies with professional responsibilities, school rules, policies and procedures.</li> <li>2. Has a system that is rudimentary and only partially effective for maintaining student information, lesson plans, reports, and other data.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Does not comply with professional responsibilities, school rules, policies and procedures.</li> <li>2. Maintenance and reporting of information on students, lesson plans, and other required data is incomplete and/or out of date.</li> </ol>             |
| <b>II. Complies with school and district policies, procedures, programs, and the Florida Code of Ethics for educators</b>   | <ol style="list-style-type: none"> <li>1. Complies fully with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Usually complies with district and school policies, rules, procedures and the Florida Code of Ethics for educators.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Inconsistently complies with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Does not comply with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>  |
| <b>III. Demonstrates professionalism</b><br><br><b>COLLECTIVE TEACHER EFFICACY 1.34</b>                                     | <ol style="list-style-type: none"> <li>1. Consistently displays conduct based on the highest professional standards.</li> <li>2. Consistently acts honestly and with integrity when dealing with students, parents, colleagues and/or the community.</li> <li>3. Demonstrates a pattern of participation in district and/or school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Deals with students, parents and/or colleagues with honesty and integrity.</li> <li>2. Frequently participates in and implements school and district initiatives.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Uses poor judgment when dealing with students, parents and/or colleagues.</li> <li>2. Rarely participates in and/or implements school and district initiatives.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.</li> <li>2. Does not participate in or implement school and district initiatives.</li> </ol>   |
| <b>IV. Initiates professional communication with appropriate stakeholders</b>   | <ol style="list-style-type: none"> <li>1. Promotes a two-way partnership between school and home.</li> <li>2. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress.</li> <li>3. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, webinars, electronic communication, and phone calls).</li> <li>4. Students and their families understand what they are expected to know and be able to do.</li> </ol> | <ol style="list-style-type: none"> <li>1. Provides regular information about the instructional program.</li> <li>2. Is available as needed to respond to parental concerns.</li> <li>3. Makes efforts to successfully connect families, school, and communities.</li> </ol> | <ol style="list-style-type: none"> <li>1. Participates in school's activities for parent communication but offers limited information regarding the instructional program.</li> <li>2. Partially address parents' concerns with little or no follow up.</li> <li>3. Makes minimal attempts to connect families and communities to the instructional program.</li> </ol> | <ol style="list-style-type: none"> <li>1. Provides little or no information about the instructional program.</li> <li>2. Does not respond or responds inappropriately to parental concerns.</li> <li>3. Makes no attempt to connect families and communities to the instructional program.</li> </ol> |
| <b>V. Provides information about school and community resources to parents</b>  | <ol style="list-style-type: none"> <li>1. Consistently provides all parents with multiple strategies and opportunities to assist with student learning.</li> <li>2. Consistently provides parents with information about the school, community events and resources.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Provides strategies and opportunities for parents to assist with student learning.</li> <li>2. Provides parents with information about the school, community events and resources.</li> </ol>                                     | <ol style="list-style-type: none"> <li>1. Provides opportunities for parents to assist with student learning.</li> <li>2. Provides parents with limited information about community events and resources.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Does not provide or promote opportunities for parents to assist with student learning.</li> <li>2. Does not provide parents with information about community events and resources.</li> </ol>   |

## **Rule 6A-10.081, Florida Administrative Code, Principles of Professional Conduct for the Education Profession in Florida.**

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

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

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

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

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

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

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
3. Shall not unreasonably deny a student access to diverse points of view.
4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
6. Shall not intentionally violate or deny a student's legal rights.
7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

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

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

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

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

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

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

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

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

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

1. Shall maintain honesty in all professional dealings.

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

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

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

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

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

7. Shall not misrepresent one's own professional qualifications.

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

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



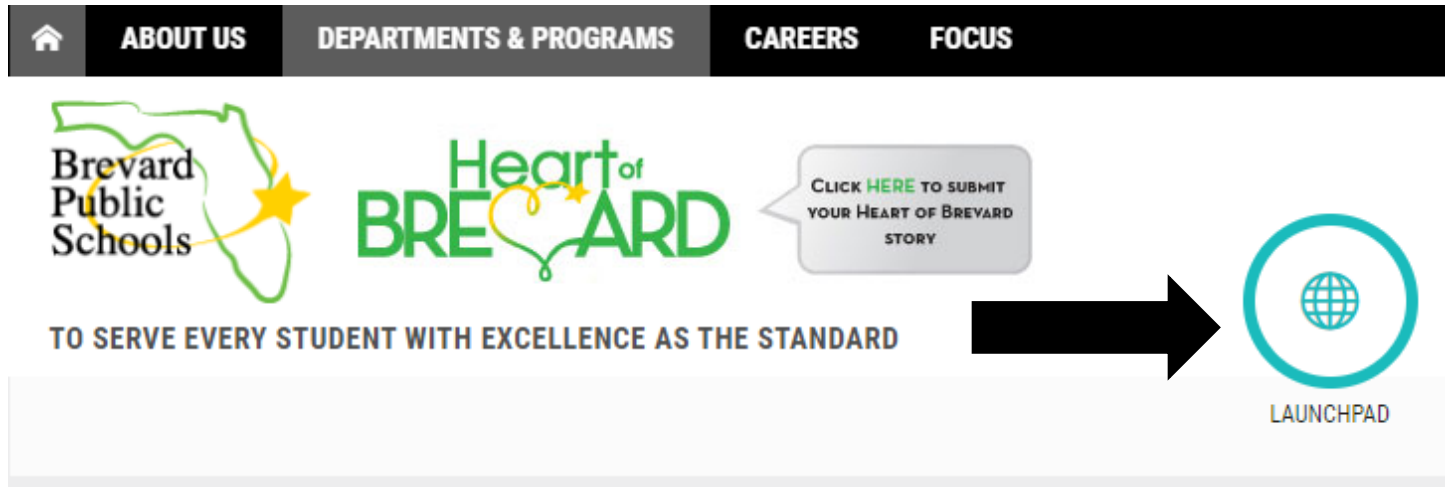


# Appendices



## How to Register for a Course in Frontline

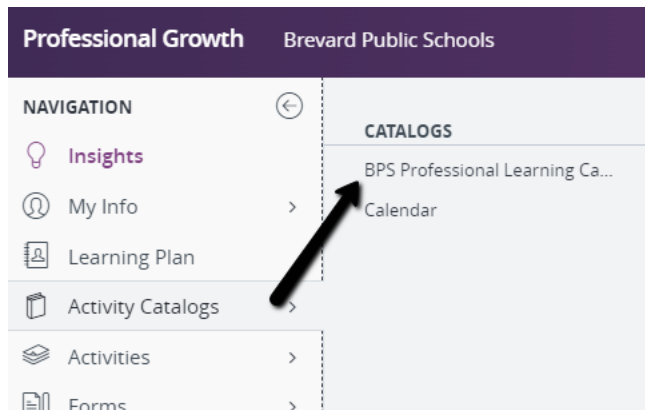
**Step 1-** Go to [www.brevardschools.org](http://www.brevardschools.org) and click on the BPS Launchpad (Charter schools will not use Launchpad, they will create their accounts and bookmark the site)



**Step 2-** Use your Microsoft log in credentials to get into the Launchpad, then find the Frontline App



**Step 3-** On the left side navigation, go to Activity Catalogs then BPS Professional Learning Catalog



**Step 4-** Click on BPS Professional Learning Catalog, then in the Search Options type in the name of the training in Search Item. You can search many different ways. Then click **SEARCH**

Catalog: Brevard Public Schools

Search Options

Search Term:

Program: All Programs

Event: All Events

Course Code: All Course Codes

Start Date \*  End Date \*

Advanced Search Options

**Step 5-** When the course comes up you will see a blue hyperlink to enroll in the course.

[2. ESOL Cross Cultural Communications \(FACE TO FACE SATURDAY COURSE\)](#)

Session Code: 1-705-005  
 Activity Owner/Manager: LYNNETTE THORSTENSEN - THORSTENSEN.LYNNETTE@BREVARDSCHOO...  
 Dates: 9/9/2023 to 10/14/2023



This course is a 60 hour course and part of the 5 required courses for ESOL endorsement. This course satisfies requirements for both Category 1 and Category 2 teachers. This is a face to face course taught over 6 Saturdays at Clearlake Education Center. Charter school

Hours: 60 | Enrolled: 4/35 | Wait: 0/10

**Step 6-** Once you are in the course you will see a button at the bottom that says **SIGN UP NOW**. Click this button.

Activity Registration

Details

**ESOL Cross Cultural Communications (FACE TO FACE SATURDAY COURSE)**

Session Code: 1-705-005  
 Activity Owner/Manager: LYNNETTE THORSTENSEN - THORSTENSEN.LYNNETTE@BREVARDSCHOOLS.ORG  
 Dates: 9/9/2023 to 10/14/2023  
 6 Meeting(s)

| #  | Date             | Time               | Location   |
|----|------------------|--------------------|--|
| 1. | Sat Sep 9, 2023  | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |
| 2. | Sat Sep 16, 2023 | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |
| 3. | Sat Sep 23, 2023 | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |
| 4. | Sat Sep 30, 2023 | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |
| 5. | Sat Oct 7, 2023  | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |
| 6. | Sat Oct 14, 2023 | 8:00 am to 3:30 pm | Clearlake Education Center, 1225 Clearlake Road, Cocoa 32922 |

This course is a 60 hour course and part of the 5 required courses for ESOL endorsement. This course satisfies requirements for both Category 1 and Category 2 teachers. This is a face to face course taught over 6 Saturdays at Clearlake Education Center. Charter school

Hours: 60 | Enrolled: 4/35 | Wait: 0/10

Purposes: A - Add-on Endorsement

Categories: ESOL

Goals: Element 2: Designs instruction using student prior knowledge and...  
 Element 1: Creates and maintains a safe and organized learning en...  
 Element 2: Promotes a flexible, inclusive, collaborative, and st...  
 Element 5: Creates a Positive Environment of Respect and Rappor...  
 Element 6: Models and teaches clear, acceptable communication s...  
 Element 3: Applies varied instructional strategies and resources,

Buildings: All

Departments: All

Grades: All

Groups: All

Instructors: JOSE MARLASCA

Registration Options: [Sign Up Now](#)

**Step 7-** You are enrolled. You can return to the **Learning Plan (left navigation)** to access the course. It will be listed under Approved and/or In-Progress. Click on the manage button to see details about the course. If the instructor has created a Team Room, you will find the room in here.

 **Approved and/or In-Progress (1 Record(s))**

[Manage](#)

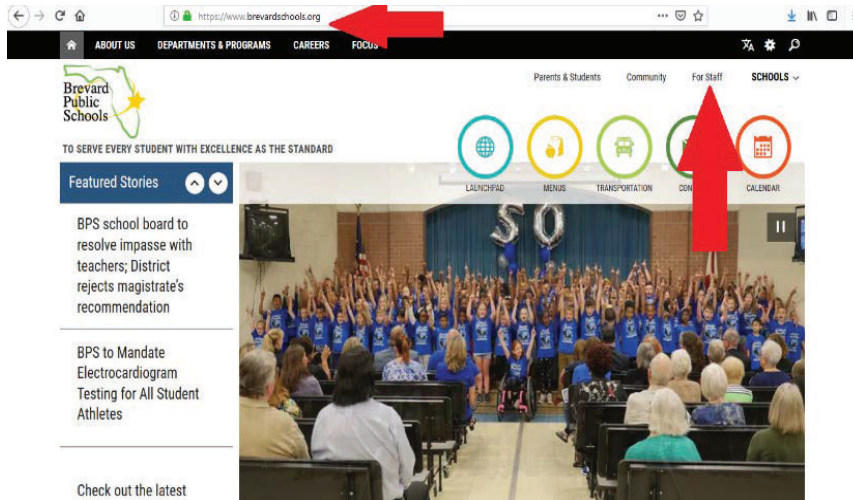


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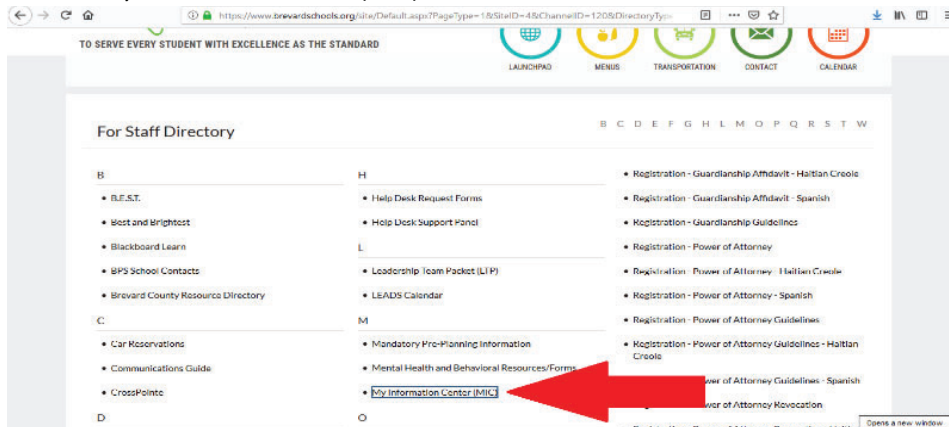
# HELPFUL LINKS

## PAYROLL

1. Go to [brevardschools.org](http://brevardschools.org) and click on For Staff



2. Click on My Information Center (MIC)



3. Sign up for PIN if you are a first time user



## HELPFUL LINKS

### Professional Learning and Development

Go to [brevardschools.org](http://brevardschools.org) and click on Professional Learning and Development.

- Evaluation Systems
- HR Calendars and Timelines
- HR Forms and Documents
- Professional Learning & Development
  - Administrative Pipeline
  - Assistant Principal Pool
  - Endorsement Programs
  - New Teacher Induction
    - Professional Development Certification Program
  - Inservice/ProGOE Resources
  - Teacher Leadership
    - Teacher Leadership Council
  - Support Staff Professional Development
- Professional Standards & Labor Relations
- Quick Links

#### Professional Learning & Development

Professional Learning and Development supports the continuous improvement of all employees to meet the needs of all Brevard County students. We provide various professional development and support in areas of administrative leadership, teacher leadership, new teacher induction, and the Professional Development Certification Program. Our department provides additional support for endorsement programs in ESOL, Reading, Gifted, Athletic Coaching, and ASD.

#### INSERVICE TRANSCRIPTS

Please use this email address to **REQUEST** inservice records be sent to another county or **SUBMIT** inservice records to our office from another Florida county.

[inservicerecords@brevardschools.org](mailto:inservicerecords@brevardschools.org)

#### TOBACCO PREVENTION COURSES

Are you an active BPS teacher looking for an in-service opportunity online? The Tobacco Prevention 60 hour, 30 hour, or 10 hour course may be the right fit for you. Substance abuse in-service credit can be used toward any certification area for renewal.

#### Students with Disabilities Training

~  
CLICK HERE to find out what the BEESS Professional Development Alternatives portal has to offer. BPS teachers can take both facilitated and non-facilitated courses.

[BEESS PDA FACILITATED SWD OFFERINGS FOR 2023-2024 SY](#)

[Students with Disabilities \(SWD\) Training Requirements](#)

[FLDOE SWD Technical Assistance Paper](#)

[Key Elements of Classroom Management Observation Checklist](#)

#### INFORMATION ABOUT HB 7069 RENEWAL REQUIREMENT



Ext. 11209

[Linda Buffum](#)  
Staff Development Specialist  
Ext. 11262

[Izabel Conley](#)  
Employment Specialist III  
Ext. 11269

[Sharon Doucett-Doran](#)  
Certification-Senior HR Partner  
Ext. 11211

[Raquel Figueroa](#)  
Certification  
Ext. 11210

[Tori Huss](#)  
HR Recruiter  
Ext. 11296

[Karrie Hieber](#)  
Peer Mentor Teacher  
321-652-4334

[Lisa Higham](#)  
Coordinator-Staff Development  
For Teachers & Leadership  
Ext. 11792

[Teresa Jabbari](#)  
Content Specialist, Induction  
Ext. 11238

[Susan Kirk](#)  
HR Recruiter  
Ext. 11298

[Jennifer Mallory](#)  
Peer Mentor Teacher  
321-508-7092

[Bridget Reed](#)  
Peer Mentor Teacher  
321-508-7116

[Lisa Stanley](#)  
Content Specialist - PDCP  
Ext. 11243

[Lynnette Thorstensen](#)  
PD Specialist-Endorsement Programs &  
Frontline  
Ext. 11175

### Endorsement Programs

#### Endorsement Programs

Professional Learning and Development provides additional support for endorsement programs in ASD, ESOL, Reading, Gifted, and Athletic Coaching. Click on the links below for more information on each endorsement program.

#### Reading Endorsement Updates

As of July 1, 2024 teachers will **no longer** be able to take the Reading K-12 test as a stand-alone pathway for adding a reading endorsement to their teaching certificate. Starting July 1, 2024 taking reading endorsement coursework or pursuing a master's degree in reading will be a teachers path toward endorsement or certification in reading.

#### WHO NEEDS READING ENDORSEMENT?

- Any K-12 teacher, including ESE and ESOL, who is providing intensive reading intervention (i.e., MTSS Tier 3 students as defined by the district's K-12 Comprehensive Reading Plan)
- Teachers who teach any grade 7-12 state-coded reading course
- Any teacher, including ESE and ESOL, who is teaching reading to retained third graders, including summer camp students
- Literacy Coaches
- School district personnel who supervise or direct teacher preparation students during internships will be required to have a certificate or endorsement in reading if any of the following occur:
  - Internship takes place in a kindergarten through grade 3 setting
  - Teacher preparation candidate is enrolled in any of the following preparation programs:
    - Elementary Education (grades K-6) or Prekindergarten-Primary Education (Age 3 through grade 3)
    - Middle Grades English (grades 5-9)
    - English (grades 6-12)
    - Exceptional Student Education K-12
    - Reading (grades K-12)
    - Reading (endorsement)
    - English to Speakers of Other Languages (grades K-12)

**House Bill 7011: Beginning July 1, 2024 instructional personnel may NOT earn the reading endorsement solely by achieving a passing score on the K-12 reading certification subject area**

#### ASD Information

[ASD Add on Endorsement Program Summary](#)

#### Gifted Information

[Overview of Gifted Endorsement Program](#)

[Gifted Course Schedule 2024-2028](#)

#### ESOL Information

[Adding an ESOL endorsement to a teaching certificate](#)

[ESOL Training Guidelines](#)

[ESOL - Commonly Asked Questions](#)

[S169-Explanations for columns on report](#)

[S169 Directions for running Teacher ELL History](#)

[ESOL Out of Field Approval Form](#)

[Process of Submitting ESOL Out of Field Forms](#)

[ESOL FTCE Preparation Materials](#)  
These materials may be used by teachers interested in taking the shortened route to ESOL Coverage. Teachers may take two ESOL courses through our district add on program and then take the ESOL K-12 Florida Teacher Certification Exam. If they pass the exam, they would be able to submit an application to have ESOL subject coverage added to their teaching certificate. We recommend teachers take Applied Linguistics and Methods of Teaching as their two courses.

[6A-1.0503 Definition of Qualified Instructional Personnel](#)

This is the legislation explaining Out of Field rules for ESOL teachers. Look at # 2 on the second page.

# Professional Learning and Development

## New Teacher Induction Page

Home ABOUT US DEPARTMENTS & PROGRAMS CAREERS FOCUS

Parents & Students Community For Staff SCHOOLS

Brevard Public Schools Heart of BREVARD

CLICK HERE TO SUBMIT YOUR HEART OF BREVARD STORY

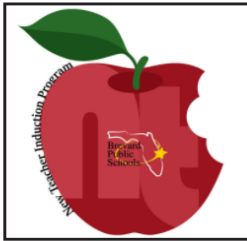
TO SERVE EVERY STUDENT WITH EXCELLENCE AS THE STANDARD

LAUNCHPAD MENUS TRANSPORTATION CONTACT CALENDAR

### Human Resources

- Human Resources Home
- Careers
- Compensation Services
- Division Overview
- + Employment Services
  - Employment Verification Information
  - Evaluation Systems
  - HR Calendars and Timelines
  - HR Forms and Documents
  - Professional Learning & Development
    - Administrative Pipeline
    - Assistant Principal Pool
    - Endorsement Programs
    - New Teacher Induction
      - Professional Development Certification Program
    - Inservice/ProGOE Resources
    - Teacher Leadership
      - Teacher Leadership Council

HOME > DEPARTMENTS & PROGRAMS > HUMAN RESOURCES



Welcome to Brevard County Public Schools. Our New Teacher Induction Program is designed to support teachers new to the profession. As one of Florida's high performing school districts, we pride ourselves on offering a comprehensive program of support for novice teachers. All school based mentors and lead mentor teachers have received specialized training designed to support the development of new teacher talent.

**Equity and Diversity Lead Mentor Chat**  
Equity and Diversity Lead Mentor Chat

**De-Escalation Techniques/Classroom Management**  
Lead Mentor Chat 9.8.21

**New Teacher Induction Forms & Information**

- [New Teacher Academy Handbook](#)
- [General Knowledge Study Guide Resources](#)  
Complete the agreement form and return to Lisa Stanley

Rookie and Emerging Teacher of the Year Application

### Mentoring Newsletters

- August 2021 Mentoring Newsletter
- September 2021 Mentoring Newsletter
- October 2021 Mentoring Newsletter
- November 2021 Mentoring Newsletter
- December 2021 Mentoring Newsletter

## Temporary Certification Information Page

Home ABOUT US DEPARTMENTS & PROGRAMS CAREERS FOCUS

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    - New Teacher Induction
      - Professional Development Certification Program
    - Inservice/ProGOE Resources

HOME > DEPARTMENTS & PROGRAMS > HUMAN RESOURCES



**Do you have specific questions about your statement of eligibility?**

Please contact our district certification specialists:

- For Middle and High School Teachers  
Dinah Kramer's Email
- For Elementary School Teachers Sharon Doucett-Doran's Email

**General Knowledge Study Guide Agreement Form**

**The Professional Development Certification Program is designed to develop quality teachers for the students of Brevard.** PDCP is a competency-based, job-embedded educator preparation program preparing teachers to meet the Florida Educator Accomplished Practices. PDCP offers face-to-face, hybrid, and distance learning opportunities for the professional educator. PDCP is an alternative path for those coming into the profession on a temporary teaching certificate. Program participants complete a job-embedded portfolio, take inservice courses designed to support their instructional practices, and work toward passing their professional certification exam. We serve all PreK-12 classroom teachers. Candidates can apply for PDCP during open enrollment periods, once they have met the initial eligibility requirements.



# Tech Tools for Blended Learning:

<https://sites.google.com/share.brevardschools.org/tech-tools-for-teachers/launchpad>



## Who to Call



| Questions About?                           | Contact                                    |
|--|--|
| BPS Policy                                 | Administrator, tech associates, integrator |
| Physical Devices                           | Tech associates                            |
| BPS apps                                   | Tech associates, Integrator                |
| Email                                      | Tech associates                            |
| Copyright                                  | Media Specialist                           |
| Social media & technology in the classroom | Integrator, tech associates                |



## Physical Devices



### Lock Your Computer When you are Not Supervising It



To quickly lock your computer, press the “Windows” and “L” keys at the same time. (On a Mac use control + shift + power).



To unlock your computer, press the “Ctrl”, “Alt” and “Delete” keys at the same time.

# Technology Integrator School Assignments

| School                   | Assigned 23-24    | Email                                 | School                  | Assigned 23-24    | Email                                 |
|--------------------------|-------------------|---------------------------------------|-------------------------|-------------------|---------------------------------------|
| Andersen Elementary      | Melissa Woods     | Woods.Melissa@brevardschools.org      | McAuliffe Elementary    | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Apollo Elementary        | Katy McGregor     | McGregor.Catherine@brevardschools.org | McHair Magnet           | Michelle Marshall | Marshall.Michelle@brevardschools.org  |
| Astronaut High           | Anne Graham       | Graham.Annemarie@brevardschools.org   | Meadowlane Intermediate | Gina Clark        | Clark.Gina@brevardschools.org         |
| Atlantis Elementary      | Melissa Woods     | Woods.Melissa@brevardschools.org      | Meadowlane Primary      | Gina Clark        | Clark.Gina@brevardschools.org         |
| Audubon Elementary       | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Melbourne High          | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Bayside High             | Anne Graham       | Graham.Annemarie@brevardschools.org   | Merritt Island High     | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Cambridge Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org | Milla Elementary        | Melissa Woods     | Woods.Melissa@brevardschools.org      |
| Cape View Elementary     | Melissa Woods     | Woods.Melissa@brevardschools.org      | Mims Elementary         | Melissa Woods     | Woods.Melissa@brevardschools.org      |
| Central Middle           | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Oak Park Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Challenger 7 Elementary  | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Ocean Breeze Elem       | Gina Clark        | Clark.Gina@brevardschools.org         |
| Clearlake                | Anne Graham       | Graham.Annemarie@brevardschools.org   | Palm Bay Elementary     | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Cocoa Beach Jr/Sr High   | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Palm Bay Magnet High    | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Cocoa High               | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Pinewood Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Columbia Elementary      | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Port Malabar Elementary | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Coquina Elementary       | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Quest Elementary        | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Croton Elementary        | Gina Clark        | Clark.Gina@brevardschools.org         | Riviera Elementary      | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Delaware Middle          | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Rockledge High School   | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Discovery                | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org | Roosevelt               | Melissa Woods     | Woods.Melissa@brevardschools.org      |
| Dr. WJ Creel Elem        | Gina Clark        | Clark.Gina@brevardschools.org         | Roy Allen Elementary    | Gina Clark        | Clark.Gina@brevardschools.org         |
| Eau Gallie High          | Anne Graham       | Graham.Annemarie@brevardschools.org   | Sabal Elementary        | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Edgewood Jr/Sr           | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Satellite High          | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Endeavour Elementary     | Melissa Woods     | Woods.Melissa@brevardschools.org      | Saturn Elementary       | Melissa Woods     | Woods.Melissa@brevardschools.org      |
| Enterprise Elementary    | Katy McGregor     | McGregor.Catherine@brevardschools.org | Sea Park Elementary     | Gina Clark        | Clark.Gina@brevardschools.org         |
| Fairglen Elementary      | Katy McGregor     | McGregor.Catherine@brevardschools.org | Sherwood Elementary     | Gina Clark        | Clark.Gina@brevardschools.org         |
| Freedom 7 Elem           | Michelle Marshall | Marshall.Michelle@brevardschools.org  | South Lake Elementary   | Melissa Woods     | Woods.Melissa@brevardschools.org      |
| Gemini Elementary        | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org | Southwest Middle        | Thomas Balgo      | Balgo.Thomas@brevardschools.org       |
| Golfview Elementary      | Melissa Woods     | Woods.Melissa@brevardschools.org      | Space Coast Jr/Sr High  | Thomas Balgo      | Balgo.Thomas@brevardschools.org       |
| Harbor City Elementary   | Melissa Woods     | Woods.Melissa@brevardschools.org      | Stevenson Elem          | Michelle Marshall | Marshall.Michelle@brevardschools.org  |
| Heritage High            | Anne Graham       | Graham.Annemarie@brevardschools.org   | Stone Magnet Middle     | Thomas Balgo      | Balgo.Thomas@brevardschools.org       |
| Holland Elementary       | Gina Clark        | Clark.Gina@brevardschools.org         | Sunrise Elementary      | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Hoover Middle            | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | Suntree Elementary      | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Imperial Estates Elem    | Melissa Woods     | Woods.Melissa@brevardschools.org      | Surfside Elementary     | Gina Clark        | Clark.Gina@brevardschools.org         |
| Indialantic Elementary   | Gina Clark        | Clark.Gina@brevardschools.org         | Titusville High         | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Jackson Middle           | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Tropical Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Jefferson Middle         | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Turner Elementary       | Michelle Marshall | Marshall.Michelle@brevardschools.org  |
| Johnson Middle           | Thomas Balgo      | Balgo.Thomas@brevardschools.org       | University Park Elem    | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Jupiter Elementary       | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org | Viera Elementary        | Michelle Marshall | Marshall.Michelle@brevardschools.org  |
| Kennedy Middle           | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Viera High              | Anne Graham       | Graham.Annemarie@brevardschools.org   |
| Lewis Carroll Elementary | Melissa Woods     | Woods.Melissa@brevardschools.org      | West Melbourne Elem     | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org |
| Lockmar Elementary       | Gabi Bollaert     | Bollaert.Gabrielle@brevardschools.org | West Shore Jr/Sr High   | Thomas Balgo      | Balgo.Thomas@brevardschools.org       |
| Longleaf Elementary      | Gina Clark        | Clark.Gina@brevardschools.org         | Westside Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Madison Middle           | Michelle Marshall | Marshall.Michelle@brevardschools.org  | Williams Elementary     | Katy McGregor     | McGregor.Catherine@brevardschools.org |
| Manatee Elementary       | Melissa Woods     | Woods.Melissa@brevardschools.org      |                         |                   |                                       |

## MTSS Definition in Brevard Public Schools

**A Multi-Tiered System of Supports (MTSS)** is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

**Core Instruction (Tier 1)** is what “ALL” students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with the Language Arts Florida Standards and Mathematics Florida Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that ALL students reach and/or exceed state proficiency levels.

**Supplemental Instruction (Tier 2)** is what “some” students receive **in addition to** Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home).

**Intensive Instruction (Tier 3)** is what “few” students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

# MTSS Framework in Brevard Public Schools

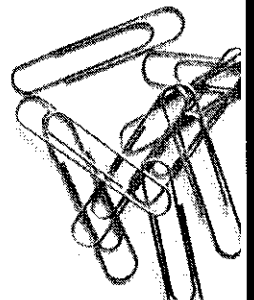


PS/RTI Project. *Guiding Tools for Instructional Problem Solving, Revised (GTIPS-R)*, 2015.

# New Teacher Classroom Set up Elementary Checklist

## Classroom Arrangement:

- Where will my students do individual work in my classroom?
- Will I be utilizing desks or flexible seating, or a combination of both?
- Where will small group sessions occur?
- If I hold morning meetings or circle time, where will my students sit?
  - At the carpet? (consider marking out rows or individual spaces with painters tape)
  - Will upper elementary kids sit in chairs or at café tables?
  - Will flexible seating be an option?
- Where is the best place to set up my desk/and work table so I can monitor my class while I meet with students?
- Where will my "student break space" be set up? (This is a quiet space for kiddos who are over-stimulated and need a break)
  - Break Box: coloring pages, fidgets, writing paper, colored pencils, crayons, puzzles)
- Where will my centers or stations be held?
  - Can students easily rotate between groups with my arrangement?
  - Where will I hold all my materials (cart, drawers, bins?)
  - Can I see all my students easily at each station?
- Where will my students line up for lunch/recess? (Mark spaces on the floor with painters tape)
- Will I have a V.I.P. table or seat? (How will students earn time at the VIP table/seat?)
- Where will my classroom library be situated, and how will I organize my books?
- Will I use a rolling cart for supplies? Bins? Storage cart?
- How and where will I display student work?
  - bulletin board (string a line of twine and add clothespins to easily display work)
  - Hang from ceiling (hang twine from ceiling with a paperclip or clothespin attached to the end)
- Where will my learning targets and essential questions be displayed?
- Where will I display anchor charts?
- Where and how will I hold lunches? (lunch basket? Where will it be kept?)
- Where will my students turn in work and/or weekly folders?
- Where will my students store their supplies and materials? (desk, cubbies, bins?)
- How will I hand back paperwork? (place in cubbies? Folder?)
- What is my school emergency exit plan?
- Where will my students hide in the event of a lockdown?
  - Do I have window covers or blinds that I can quickly close?



# Expectations & Procedures Elementary Checklist

**Policies & Expectations:** *Check your school handbook, but these are things to consider:*

- Daily Entrance:
  - Where will students place their backpacks/coats/lunches?
  - Will students sign up for lunch?
  - Where/how will students turn in their folders/homework or give me notes?
  - Are there morning tasks to complete? (feed class pet)
  - Will I have an entry task at their desk or activity around the room?
  - How will I take attendance?
  - Does the school have morning announcements? Pledge of Allegiance?
- Daily Dismissal:
  - How will I dismiss students to pack up?
  - Will students fill in a behavior chart or planner at the end of the day?
  - Will students collect work or go home with a folder?
  - Will I have a treasure box or reward system "draw" at the end of the day/week?
  - Will students have daily jobs to complete (feed pets, turn off lights, clean floor etc.)?
  - How will students be organized for dismissal (stay at seat? Line up?)
  - What is the school policy for bus/walking/pick up?
- Classroom Procedures & Routines:
  - What is my school behavior policy?
  - What is the policy regarding hats/gum/phones?
  - Do I send disruptive students to the office/counselor/buddy room?
  - Will I have a reflection sheet for behavior?
  - Will I have a color system chart? Check on the board? How will I manage behavior?
  - What do warnings and consequences look like? (call home/email?)
  - How will I reward positive behavior? (table points, class Dojo?)
  - How will I motivate students?
  - How will students transition between activities? (song, music, signal?)
  - How will I get my students attention? (give me 5, special phrase, signal?)
  - What is my noise policy?
  - What is my bathroom policy? How do students notify me if they need to leave?
  - What is my policy for sharpening pencils and getting drinks of water?
  - How will students line up? (two rows, number order, alphabetical?)
  - Will students have classroom jobs? How often will they change?
  - How will students use my classroom library? How do they check out books?
  - What will early finishers do?
  - What are my expectations for small group work?
  - How will I handle absences and late work?
  - What is my homework policy? Reading policy?
  - Will I send home a newsletter? How often?
  - What is the school gradebook policy?
  - What are the testing windows?





# New Teacher Classroom Set up

## Middle & High School Checklist



### Classroom Arrangement:

- Where will my students do individual work in my classroom?
- Will I be utilizing desks or flexible seating, or a combination of both?
- Will I need a space for small group sessions?
- How will I assign student computers?
- Will students have assigned seats/tables/lab spaces?
- Where is the best place to set up my desk/and work table so I can monitor my class?
- Where will my student break space, or reflection space be set up?
- Where will students store their supplies (textbooks, projects, lab materials)?
- How will I organize individual class period materials?
- Where will I display student work?
- Where will my learning targets and essential questions be displayed?
- Where will I display anchor charts or posters?
- Where will my students turn in work?
- How will I hand back paperwork? (file folder organized by class period?)
- Where will makeup work be found?
- What is my school emergency exit plan?
- Where will my students hide in the event of a lockdown?
- Do I have window covers or blinds that I can quickly close in case of an emergency?

### Policies & Procedures: Check your school handbook, but here are some things to consider:

- What is the late work policy?
- What is the policy for tardiness/absences?
- What is the policy for chewing gum? Wearing hats? Eating in the classroom? Bathroom?
- What is the cell phone policy?
- What are the guidelines for technology usage in the classroom?
- What is the student behavior policy?
- Does my school have a buddy room system to send students? Do I send students to the office or counselor?
- What is the homework policy? How will I collect and grade assignments?
- What is the classroom entrance and exit policy? Bell to bell?
- Will I send home a syllabus and/or behavior form to sign and return?
- Do students have a planner to fill out?
- Am I required to have a class website or email parents a newsletters? How often will I need to update and send out information?
- What is the grade book policy? How often must grades be updated?
- What are the testing windows and procedures?

# New Teacher Essential Supply List

## Checklist

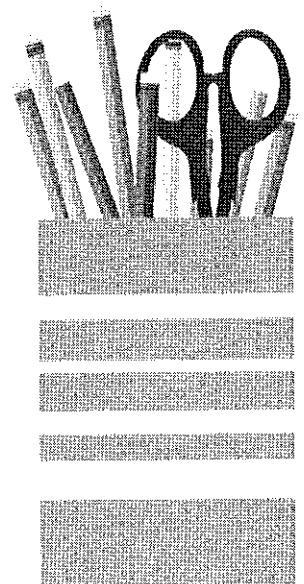
Check your teacher supply room for these items before purchasing. However, teachers often purchase their own set of supplies, so it is possible many of these items are not readily available in your classroom or supply room. Check with your principal about a supply budget. Usually the best price on these items occur during the back to school season.

### Supplies:

- Planner/notebook
- Gradebook
- Markers for anchor charts (Mr. Sketch)
- Pens
- Crayons
- Colored Pencils
- Pencils/Eraser
- Highlighters
- Glue
- Scissors
- Stapler & staple puller
- Tape dispenser
- Pencil Sharpener
- 3-Hole Punch
- Push pins
- Paper clips
- Post-it-Notes
- White board/Dry erase Markers
- Folders or Organizer
- Student Turn-In Organizer
- Clear sheet protectors (slide papers inside if you don't have a laminator)
- Clothespins & Twine (great for hanging student work)
- Calculator/Compass/Protractor
- Ruler/Meter Stick

### Personal Care Items:

- Aspirin/Tylenol, etc.
- Cough Drops
- Gum/Mints
- Capstick/Lip Balm
- Toothbrush/Toothpaste
- Band-Aids
- Nail File/Clippers
- Packets of Tea or Instant Coffee
- Bottled Water
- Snack Items (granola bars, trail mix)
- Small Sewing Kit
- Quarters for Vending Machine



# **Brevard Public Schools**

## **2023 - 2024 Calendar**

### **At A Glance**



|  |   |
|--|---|
| August 2 (Wednesday).....                | Preplanning Begins - Teachers Report                |
| August 10 (Thursday).....                | First Day of School for Students                    |
| August 11 (Friday).....                  | First Early Release Day                             |
| September 4 (Monday).....                | Labor Day/Holiday for ALL                           |
| October 16 (Monday).....                 | Teacher Work Day/Student Holiday                    |
| November 10 (Friday).....                | Veterans' Day/Holiday for ALL                       |
| November 20 - 24 (Monday-Friday*).....   | Thanksgiving Break/Holiday for ALL                  |
| December 20 - 22 (Wednesday-Friday)..... | Exam Days/Early Release Days                        |
| December 23 - January 5.....             | Winter Break  |
| January 8 (Monday).....                  | Teachers/Students Return                            |
| January 15 (Monday).....                 | Martin L. King, Jr. Day/Holiday for ALL             |
| February 19* (Monday).....               | Teacher Work Day/Student Holiday<br>President's Day |
| March 15 (Friday).....                   | Teacher Work Day/Student Holiday                    |
| March 25 – 29 (Monday-Friday).....       | Spring Break  |
| April 22 (Monday*).....                  | Teacher/Student Holiday                             |
| May 22 - 24 (Wednesday-Friday) .....     | Exam Days/Early Release Days                        |
| May 24 (Friday).....                     | Last Day for Students                               |
| May 27 (Monday).....                     | Memorial Day/Holiday for ALL                        |
| May 28 (Tuesday).....                    | Last Day for Teachers                               |

**\*Make-up days for inclement weather include November 20<sup>th</sup>, November 21<sup>st</sup>,  
November 22<sup>nd</sup>, February 19<sup>th</sup>, and April 22<sup>nd</sup>  
Early Release Day every Friday beginning August 11<sup>th</sup>**



**The School District of Brevard County, Florida**  
**Susan Hann, P.E., Acting Superintendent**  
 Phone: 321-633-1000  
**2700 Judge Fran Jamieson Way - Viera, Florida 32940**  
**2023-2024 SCHOOL CALENDAR**  
 Board Approved 12/13/2022

| <u>MONTH</u>                     | <u>DATE</u> | <u>DAY</u>                              |  | PUPIL<br>DAYS     | TEACHER<br>DAYS | PAID*<br>HOLIDAY |
|----------------------------------|-------------|---|--|-------------------|-----------------|------------------|
| AUGUST                           | 2-9         | WED-WED                                 | TEACHERS REPORT PREPLANNING                                      | 16                | 22              |                  |
|                                  | 10          | THURS                                   | FIRST DAY OF SCHOOL FOR STUDENTS                                 |                   |                 |                  |
|                                  | 11          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 15          | TUES                                    | FIRST DAY OF KINDERGARTEN  |                   |                 |                  |
|                                  | 17          | THURS                                   | ELEMENTARY VPK STARTS  |                   |                 |                  |
|                                  | 18          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 25          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
| SEPTEMBER                        | 1           | FRI                                     | EARLY RELEASE DAY  | 20                | 20              |                  |
|                                  | 4           | MON                                     | LABOR DAY – HOLIDAY FOR ALL                                      |                   |                 | 1*               |
|                                  | 8           | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 11          | MON                                     | FIRST INTERIM ENDS   |                   |                 |                  |
|                                  | 14          | THURS                                   | SECONDARY INTERIMS/BLOCK REPORT CARDS PUBLISHED ON FOCUS         |                   |                 |                  |
|                                  | 18          | MON                                     | ELEMENTARY INTERIMS PUBLISHED ON FOCUS                           |                   |                 |                  |
|                                  | 15          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 22          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 29          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | OCTOBER     | 6                                       | FRI  | EARLY RELEASE DAY | 21              | 22               |
| 9-13                             |             | MON-FRI                                 | FTE SURVEY II  |                   |                 |                  |
| 12                               |             | THURS                                   | END OF FIRST NINE WEEKS  |                   |                 |                  |
| 13                               |             | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
| 16                               |             | MON                                     | TEACHER WORK DAY/STUDENT HOLIDAY                                 |                   |                 |                  |
| 17                               |             | WED                                     | SECONDARY REPORT CARDS PUBLISHED ON FOCUS                        |                   |                 |                  |
| 20                               |             | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
| 19                               |             | THURS                                   | ELEMENTARY REPORT CARDS PUBLISHED ON FOCUS                       |                   |                 |                  |
| 27                               |             | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
| NOVEMBER                         |             | 3                                       | FRI  | EARLY RELEASE DAY | 16              | 16               |
|                                  | 10          | FRI                                     | VETERANS' DAY/HOLIDAY FOR ALL                                    |                   |                 | 1*               |
|                                  | 15          | WED                                     | SECOND INTERIM ENDS  |                   |                 |                  |
|                                  | 17          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 20-24       | MON-FRI                                 | THANKSGIVING BREAK - 11/20, 11/21 & 11/22 HURRICANE MAKE UP DAYS |                   |                 | 2*               |
| DECEMBER                         | 28          | TUES                                    | SECONDARY INTERIMS/BLOCK REPORT CARDS PUBLISHED ON FOCUS         |                   |                 |                  |
|                                  | 29          | WED                                     | ELEMENTARY INTERIMS PUBLISHED ON FOCUS                           |                   |                 |                  |
|                                  | 1           | FRI                                     | EARLY RELEASE DAY  | 16                | 16              |                  |
|                                  | 8           | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 15          | FRI                                     | EARLY RELEASE DAY  |                   |                 |                  |
|                                  | 20-22       | WED-FRI                                 | EXAM DAYS/EARLY DISMISSAL  |                   |                 |                  |
| 22                               | FRI         | END OF FIRST SEMESTER                   |  |                   |                 |                  |
| 25-29                            | MON-FRI     | WINTER BREAK – TEACHER /STUDENT HOLIDAY |  |                   |                 |                  |
| <b>FIRST SEMESTER TOTAL DAYS</b> |             |   |  | <b>89</b>         | <b>96</b>       |                  |

|           |       |           |  |            |            |           |
|-----------|-------|-----------|--|------------|------------|-----------|
| JANUARY   | 1     | MON       | HOLIDAY FOR ALL  |            |            | 1*        |
|           | 2-5   | TUES-FRI  | WINTER BREAK – TEACHER /STUDENT HOLIDAY                              |            |            |           |
|           | 8     | MON       | TEACHERS/STUDENTS RETURN   | 17         | 17         |           |
|           | 10    | WED       | SECONDARY REPORT CARDS PUBLISHED ON FOCUS                            |            |            |           |
|           | 12    | FRI       | ELEMENTARY REPORT CARDS PUBLISHED ON FOCUS                           |            |            |           |
|           | 12    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 15    | MON       | MARTIN L. KING, JR. DAY – HOLIDAY FOR ALL                            |            |            | 1*        |
|           | 19    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 26    | FRI       | EARLY RELEASE DAY  |            |            |           |
| FEBRUARY  | 2     | FRI       | EARLY RELEASE DAY  | 20         | 21         |           |
|           | 5-9   | MON-FRI   | FTE SURVEY III   |            |            |           |
|           | 8     | FRI       | THIRD INTERIM ENDS   |            |            |           |
|           | 9     | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 13    | TUES      | SECONDARY INTERIMS/BLOCK REPORT CARDS PUBLISHED ON FOCUS             |            |            |           |
|           | 15    | MON       | ELEMENTARY INTERIMS PUBLISHED ON FOCUS                               |            |            |           |
|           | 16    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 19    | MON       | PRESIDENTS' DAY TEACHER PD DAY/STUDENT HOLIDAY/HURRICANE MAKE UP DAY |            |            |           |
|           | 23    | FRI       | EARLY RELEASE DAY  |            |            |           |
| MARCH     | 1     | FRI       | EARLY RELEASE DAY  | 15         | 16         |           |
|           | 8     | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 13    | WED       | END OF THIRD NINE WEEKS  |            |            |           |
|           | 15    | FRI       | TEACHER WORK DAY/STUDENT HOLIDAY                                     |            |            |           |
|           | 18    | MON       | SECONDARY REPORT CARDS PUBLISHED ON FOCUS                            |            |            |           |
|           | 20    | WED       | ELEMENTARY REPORT CARDS PUBLISHED ON FOCUS                           |            |            |           |
|           | 22    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 25-29 | MON - FRI | SPRING BREAK   |            |            |           |
| APRIL     | 5     | FRI       | EARLY RELEASE DAY  | 21         | 21         |           |
|           | 12    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 19    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 22    | MON       | TEACHER/STUDENT HOLIDAY/HURRICANE MAKEUP DAY                         |            |            |           |
|           | 23    | TUES      | FOURTH INTERIM ENDS  |            |            |           |
|           | 26    | FRI       | SECONDARY INTERIMS/BLOCK REPORT CARDS PUBLISHED ON FOCUS             |            |            |           |
|           | 26    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 30    | TUES      | ELEMENTARY INTERIMS PUBLISHED ON FOCUS                               |            |            |           |
| MAY       | 3     | FRI       | EARLY RELEASE DAY  | 18         | 19         |           |
|           | 10    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 17    | FRI       | EARLY RELEASE DAY  |            |            |           |
|           | 22-24 | WED-FRI   | EXAM DAYS/EARLY DISMISSAL  |            |            |           |
|           | 24    | FRI       | END OF SECOND SEMESTER/LAST DAY FOR STUDENTS                         |            |            |           |
|           | 24    | FRI       | ELEMENTARY REPORT CARDS ISSUED                                       |            |            |           |
|           | 27    | MON       | MEMORIAL DAY - HOLIDAY FOR ALL                                       |            |            |           |
|           | 28    | TUES      | POST PLANNING/LAST DAY FOR TEACHERS                                  |            |            |           |
|           | 28    | TUES      | ELEMENTARY REPORT CARDS PUBLISHED ON FOCUS                           |            |            |           |
| LATE JUNE |       |           | SECONDARY REPORT CARDS PUBLISHED ON FOCUS                            |            |            |           |
|           |       |           | <b>SECOND SEMESTER TOTAL DAYS</b>                                    | <b>91</b>  | <b>94</b>  |           |
|           |       |           | <b>SCHOOL YEAR TOTAL DAYS</b>  | <b>180</b> | <b>190</b> | <b>6*</b> |





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