My
Okaloosa County School District

New Teacher Induction Guidebook

2020-2021
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My Induction

Section 1
Vision Statement

We inspire a lifelong passion for learning.

Mission Statement

We prepare all students to achieve excellence by providing the highest quality education while empowering individuals to positively impact their families, communities, and the world.

Core Values

- **Accountability** – We, working in conjunction with students’ families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

- **Citizenship** – We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

- **Excellence** – We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

- **Integrity** – We embrace a culture in which individuals adhere to exemplary standards and act honorably.

- **Personal Growth** – We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

- **Respect** – We show regard and consideration for all through a culture of dignity, diversity, and empathy.

- **Leadership** – We provide guidance and direction to accomplish tasks while being a moral compass to others.
The New Teacher Induction Program (NTIP) is designed as a framework of support for newly hired teachers. The program is based on the principles outlined by the Florida Educator Accomplished Practices (FEAPs) and the Professional Education Competencies (PEC) for professional certification. The program is overseen by the Office of Professional Services within the Human Resources Department, located at OCSD Central Complex, 202A North Highway 85, Niceville, FL, 32578.

Our goal is to acquaint you with services and resources available to you within the district and improve your understanding of effective teaching practices.

**Applicable District Policy**

Chapter Eight of the Instructional Personnel Policies of the School Board of Okaloosa County, 08-08 (A) states, “Any individual hired in a position requiring certification by the Florida Department of Education or who is verified for employment by the Okaloosa County School District must successfully complete the New Teacher Induction Program.”

Your specific procedures/requirements for completion are outlined on the following pages and in Tab #5, My ASSIGNMENTS.

**Professional Services Web Site**

The Professional Services website can be found by clicking the following:

- Go to [www.okaloosaschools.com](http://www.okaloosaschools.com)
- At the top of the page click on “Departments”
- Click on “Professional Services”

Here you will find a tab for Teacher Evaluation, Mentor/Mentee, Induction Program, Consulting Teacher, Teacher Certification, and Instructional Master Contracts.
New Teacher Induction Program

Peer Mentor Assignments

Each first-year teacher will be assigned a school based peer mentor by his or her administrator. Newly-hired experienced teachers are also entitled to receive a peer mentor but may exercise the option to forego having one. Please confirm with your school administrator the assignment of your mentor, or your decision to opt out of the program.

Consulting Teacher Program

Consulting Teachers are key members of the district’s team for first year teachers. Consulting Teachers use the district’s evaluation system rubrics as a formative assessment to help first year teachers develop or improve their practice. They also serve as a line of communication with administrators, school-based mentors, and curriculum and instruction coaches to help new teachers get the resources and support needed to impact and increase student performance.

Web-Linked Assignments

All teachers new to OCSD are required to complete web-linked assignments detailed in Section 5 My Assignments, within two weeks of attending Virtual Induction Phase 1.
Induction Phase I for **ALL** Newly Hired Teachers

All teachers new to the Okaloosa County School District (OCSD) are required to attend Induction Phase I. This orientation is designed to acquaint new teachers with district-level support, policies, and training opportunities. You should attend the Induction Phase I training offered nearest your hire date.

At this time, Phase 1 is offered as a virtual presentation using the Zoom platform. You will need a computer or a smart phone set up with internet, a camera, and audio capability. This meeting will last up to two hours. You should be in a quiet location or use headphones and be appropriately dressed for a work meeting.

After you are hired, you will receive a Zoom invitation from Sharon Duron, Professional Services Induction Facilitator, with log in information to the upcoming session. Please confirm your plans to attend. If you can not attend the scheduled meeting, please email with the date you can attend.

Induction Phase I is in addition to the Newcomers Awareness/Ethics Training.

**Schedule for Induction Phase I—Virtual Presentation**

Attend the session closest to your “Hire Date”. All sessions will start at 8:30A.M.

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</tbody>
</table>

**Sharon M. Duron**
Professional Services Induction Facilitator

durons@okaloosaschools.com
833-5855
Induction Phase II for Newly Hired Teachers with a Temporary Certificate

Induction Phase II is a continuation of the induction process for Temporary Certificate and District Certificate holders only. This full-day training will encompass information related to content and delivery of instruction. This training is for teachers who did not go through a formal teacher preparation program, that included student teaching.

Schedule for Induction Phase II

Temporary Certificate Teachers and District Certificate holders hired on or before October 7 will attend Induction Phase II on October 22, at Northwest Florida State College from 8 a.m. to 3 p.m.

Temporary Certificate Teachers and District Certificate holders hired between October 7, 2020, and February 3, 2021, will attend Phase II on February 11, 2021, at the Niceville Central Complex.

Teachers hired on or after February 3, 2021, will attend Induction Phase II the following school year.

Niceville Central Complex
202 A Highway 85 North
Niceville, FL 32578

Northwest Florida State College
Student Services Center (NWFSC)
100 College Blvd., Bldg. 400
Niceville, FL 32578
Certification

Most newly hired instructional personnel will hold either a Temporary or Professional Florida Certificate. A few of you, such as Speech Pathologists, Occupational Therapists, and Mental Health counselors, will hold an instructional position based on a Florida License. A few others still, like Career Technical Educators and JROTC Instructors will be issued a District Certificate.

Terri Baum, the District Certification Analyst, will contact you via the email address you provided on your employment application within five business days of being hired regarding your certification status, including requirements or deficits you may be obligated to satisfy to begin your career with the Okaloosa County School District.

Statement of Eligibility (SOE)

The Statement of Eligibility states whether the applicant is eligible for a Temporary Certificate or a Professional Certificate in the requested subject. The SOE also provides you with a customized list of the requirements you must complete to be issued each type of state certificate in Florida.

Temporary Certificate

A Temporary Certificate is issued to career changers or college graduates who have not completed an education program after verification of employment in a Florida school. The temporary certificate allows an educator time to complete the requirements listed on the SOE for the Professional Certificate.

Professional Certificate

A Professional Certificate is a five-year renewable license issued to educators who hold at least a Bachelor’s Degree and who demonstrate mastery of subject area knowledge, general knowledge, professional preparation and educator competence.
Out of Field
A teacher is Out of Field (OOF) if he or she is certified in one subject but assigned to teach in a different subject. Per state rule 6A-1.0503 a teacher may only be OOF for one year. To clear the Out of Field status the teacher must add the subject or endorsement to his or her certificate. This may require coursework that may take longer than a year to complete. To meet the requirement, the teacher must take 6 semester hours of college coursework or the equivalent in order to remain OOF for another year. OOF requirements are in addition to current certification requirements.

Coaching Certificates
Temporary and Professional Certificate holders are eligible to coach a sport and receive a stipend, without an additional certification. District certificate and State License holders must procure a Department of Education issued Athletic Coaching Certificate. Email Terri Baum, District Certification Analyst.

Change of Address
Per State Statute 1012.561, certified educators must report a change of address within 10 days of change. Please contact Personnel to change your address or name.

Department of Education Account
You will need to establish an account with the Florida Department of Education. Do not use your school based email for your DOE account. Be sure to register with the DOE using personal email account.
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<th>Contact</th>
<th>Department</th>
<th>Phone/Email</th>
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<tr>
<td>Certification Analyst</td>
<td>Terri Baum</td>
<td>Professional Services</td>
<td>833-5805</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:BaumT@okaloosaschools.com">BaumT@okaloosaschools.com</a></td>
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<td>Statement of Eligibility</td>
<td>Sharon Duron</td>
<td>Professional Services</td>
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<td><a href="mailto:Durons@okaloosaschools.com">Durons@okaloosaschools.com</a></td>
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<td>District Cert</td>
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<td>Certification Secretary</td>
<td>Lisa Marshall</td>
<td>Professional Services</td>
<td>833-5857</td>
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<td>Renewals</td>
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<td><a href="mailto:Lisa.Marshall@okaloosaschools.com">Lisa.Marshall@okaloosaschools.com</a></td>
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<td>Certification Exams (FTCE)</td>
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<td>(866) 613-3281 or (413) 256-2893</td>
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<td><a href="http://www.fl.nesinc.com">www.fl.nesinc.com</a></td>
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<tr>
<td>Consulting Teachers</td>
<td>Karen Peek</td>
<td>Professional Services</td>
<td>833-5857</td>
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<td></td>
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<td><a href="mailto:PeekK@okaloosaschools.com">PeekK@okaloosaschools.com</a></td>
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<td>Computer Issues</td>
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<td>Information Systems (MIS)</td>
<td>897-2966</td>
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<td><a href="mailto:OCSDHD@Telaforce.com">OCSDHD@Telaforce.com</a></td>
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<td>Employee Badges and Fingerprinting</td>
<td>Tracy Conner</td>
<td>Personnel</td>
<td>833-5812</td>
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<tr>
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<td><a href="mailto:Tracy.Conner@okaloosaschools.com">Tracy.Conner@okaloosaschools.com</a></td>
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<td>ESOL</td>
<td>Lisa Tucker</td>
<td>Student Services</td>
<td>833-3108</td>
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<td><a href="mailto:Rachel.Money@okaloosaschools.com">Rachel.Money@okaloosaschools.com</a></td>
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<td>Mentor/Mentee Questions</td>
<td>Pam Kitchin</td>
<td>Professional Services</td>
<td>833-5873</td>
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<td><a href="mailto:Pamela.Kitchin@okaloosaschools.com">Pamela.Kitchin@okaloosaschools.com</a></td>
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| Okaloosa County Education Association (union) | Greg Butler  
Jordan Appelberg | Executive Director  
President | 678-5940  
www.myocea.org |
| New Teacher Induction Program | Sharon Duron | Professional Services | 833-5857  
durons@okaloosaschools.com |
| Payroll | Debby Fetner | Payroll | 833-3650  
FetnerD@okaloosaschools.com |
| Professional Services Library | Pam Kitchin | Professional Services | 833-5873  
Pamela.Kitchin@okaloosaschools.com |
| Newcomers Awareness/Ethics Training | Courtney Huffstutler | Personnel | 833-5802  
Courtney.Huffstutler@okaloosaschools.com |
| Reporting suspected child abuse or neglect | Abuse Hotline | 800-962-2873  
www.dcf.state.fl.us/abuse/report |
| Retirement plan options  
FRS Guidance | Carol Wright | Retirement | 833-5811  
Carol.Wright@okaloosaschools.com  
1-866-446-9377 |
| Substitute Help Desk | Rachel Money | Personnel | 833-5817 |
| Professional Development | Lisa Marshall | Professional Services | 833-5857  
Lisa.Marshall@okaloosaschools.com |
| Insurance | Russ Frakes | Risk Management | 833-3190  
Frakesr@okaloosaschools.com |
| Equity/Grievances | Steve Chatman | Human Resources | 683-9002  
ChatmanS@okaloosaschools.com |
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My

OCSD

Section 2
The Curriculum and Instruction Department assists teachers in reaching their goals of high standards for student performance by providing quality resources and support. The primary areas of responsibility include writing instruction, literacy, math and science initiatives, Instructional Technology, AP and IB along with services for Title 1 schools.

The Curriculum and Instruction website offers information and resources to educators. The website is updated often to offer the comprehensive and evidence-based materials for effective curriculum and instruction content and practice.

www.okaloosaschools.com/user/login

To access the website use the following log on information:
Username:
Password:

One of the greatest assets available at your school is your instructional coach. Instructional coaches can be your first go-to person for help in locating resources, learning new strategies, and support in other classroom or instructional areas. They will even spend time in your classroom modeling a strategy or observing your instruction to help pinpoint or solve challenging issues. Instructional coaches are professional and confidential; they want to help you develop and grow as a teacher, so don’t be shy in seeking them out. Some schools do not have an on-site instructional coach; however, the district-level ELA, math, and science coaches/Specialists are here to assist you. You can locate contact information on the following page.
Instructional Coaches

In the classroom, the Instructional Coach:

- Provides differentiated support to teachers through targeted professional development, co-teaching, modeling, conferencing, and coaching.
- Plans lessons and instructional units with individuals or grade levels/departments.
- Works with individual teachers within a coaching cycle to implement content and strategies in their classroom.
- Guides teachers in the selection of appropriate supplemental materials for instructional purposes.
- Analyzes multiple sources of data with teachers to determine appropriate instructional strategies and differentiate small group instruction.
- Encourages and supports teachers who are willing to model instructional strategies for other teachers.

In the school, the Instructional Coach:

- Plays an integral role in the School Performance Plan (SPP) process.
- Facilitates the Central Message and school–base Professional Development as outlined in the SPP.
- Works with the SPP team and grade level/department chairpersons to set goals and develop a series of differentiated learning experiences to align with the Florida State Standards.
- Works with the SPP team, grade level/department chairpersons to progress monitor the extent of implementation and determine future professional development needs based on data.
- Provides resources and models how to use those resources.
# Curriculum and Instruction Contact Information

<table>
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<tr>
<th>Curriculum Area</th>
<th>Name</th>
<th>Email/Phone</th>
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<tbody>
<tr>
<td>Elementary ELA</td>
<td>Denise Berry</td>
<td><a href="mailto:Denise.Berry@Okaloosaschools.com">Denise.Berry@Okaloosaschools.com</a> 850-833-3193</td>
</tr>
<tr>
<td>Elementary Math</td>
<td>Amy Dale</td>
<td><a href="mailto:DaleA@Okaloosaschools.com">DaleA@Okaloosaschools.com</a> 850-301-3008</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>Tami Ellis</td>
<td><a href="mailto:EllisT2@Okaloosaschools.com">EllisT2@Okaloosaschools.com</a> 850-833-4122</td>
</tr>
<tr>
<td>Elementary Social Studies</td>
<td>Ann Flanagan</td>
<td><a href="mailto:FlanaganA@Okaloosaschools.com">FlanaganA@Okaloosaschools.com</a> 850-833-6312</td>
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<tr>
<td>Title 1</td>
<td>Amy Dale</td>
<td><a href="mailto:DaleA@Okaloosaschools.com">DaleA@Okaloosaschools.com</a> 850-301-3008</td>
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<tr>
<td>Secondary ELA</td>
<td>Lynn Kozak</td>
<td><a href="mailto:Lynn.Kozak@Okaloosaschools.com">Lynn.Kozak@Okaloosaschools.com</a> 850-833-6312</td>
</tr>
<tr>
<td>Secondary Math</td>
<td>Stephanie Thetford</td>
<td><a href="mailto:ThetfordS@Okaloosaschools.com">ThetfordS@Okaloosaschools.com</a> 850-833-3385</td>
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<tr>
<td>Secondary Science</td>
<td>Tami Ellis</td>
<td><a href="mailto:EllisT2@Okaloosaschools.com">EllisT2@Okaloosaschools.com</a> 850-833-4122</td>
</tr>
<tr>
<td>Secondary Social Studies</td>
<td>Lynn Kozak</td>
<td><a href="mailto:Lynn.Kozak@Okaloosaschools.com">Lynn.Kozak@Okaloosaschools.com</a> 850-833-6312</td>
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<tr>
<td>Intensive Reading</td>
<td>Ann Flanagan</td>
<td><a href="mailto:FlanaganA@Okaloosaschools.com">FlanaganA@Okaloosaschools.com</a> 850-833-6312</td>
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<tr>
<td>World Languages</td>
<td>Lisa Tucker</td>
<td><a href="mailto:Lisa.Tucker@Okaloosaschools.com">Lisa.Tucker@Okaloosaschools.com</a> 850-833-3107</td>
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<tr>
<td>Fine Arts</td>
<td>Lisa Tucker</td>
<td><a href="mailto:Lisa.Tucker@Okaloosaschools.com">Lisa.Tucker@Okaloosaschools.com</a> 850-833-3107</td>
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<tr>
<td>ESOL</td>
<td>Lisa Tucker</td>
<td><a href="mailto:Lisa.Tucker@Okaloosaschools.com">Lisa.Tucker@Okaloosaschools.com</a> 850-833-3107</td>
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<tr>
<td>All Other Areas</td>
<td>Jeff Palmer</td>
<td><a href="mailto:PalmerJT@Okaloosaschools.com">PalmerJT@Okaloosaschools.com</a> 850-833-3240</td>
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Exceptional Student Education

The department oversees the implementation of policies and procedures related to Florida statutes of State Board of Education rules affecting programs for exceptional students, including gifted students. Specifically, the department works with schools and parents to ensure that students with disabilities and gifted students receive the appropriate educational opportunities and related services through the IEP and/or EP process.

Regardless of subject area or grade level, every teacher needs to have an understanding of Exceptional Student Education (ESE). The following terms will be helpful in serving your future ESE students.

**Accommodation** – An accommodation is an adjustment to the way students access information and demonstrate performance. Accommodations do not allow for changes in the curriculum. Types of accommodations include: presentation, response, scheduling, and setting. An accommodation on an Individual Education Plan (IEP) or 504 Plan must be implemented in the setting recommended, such as the general education classroom, resource room, or special class.

**Assistive Technology** – Based on Federal Law, assistive technology is any item, piece of equipment, or product system – whether acquired commercially off the shelf, modified, or customized – that is used to increase, maintain or improve the functional capabilities of a student with a disability.

**Consultation** – A delivery model for special education services in which the ESE teacher (or therapist) consults with the general education teacher(s) at least monthly (or more frequently) and provides oversight for the IEP, accommodations, and progress monitoring of the goals and objectives.

**Direct Specialized Instruction** - A delivery model for special education services in which the ESE teacher “pulls out” students with disabilities to the special education class for instruction. The ESE teacher and the general education teacher work and plan collaboratively.

**Education Plan (EP)** – Individualized plan developed for students who are eligible for gifted services. EP durations are multi-year and outline the plan for enhancing and/or enriching the curriculum for a student who is gifted.
**Exceptional Student Education**

**ESE Case Manager** – The ESE-certified teacher or therapist who is responsible for maintaining the IEP, providing oversight of the IEP, and reporting progress monitoring of goals and objectives.

**ESE Center/Special Day School** — A separate public school to which nondisabled peers do not have access. Parental consent is required.

**Florida Standards Alternate Assessment (FSAA)** – Statewide assessment for students with significant cognitive disabilities, grades 3-11. Participation in FAA requires parental consent.

**Free and Appropriate Public Education (FAPE)** – Based on Federal Law, refers to the special education and related services a student would require to access and participate in the general education curriculum and setting. The special education and related services are provided at public expense, are available ages 3-22, and are defined by annual IEPs.

**Inclusion** – A federal and state initiative that educates students with disabilities in age-appropriate general education classrooms with non-disabled peers to the maximum extent possible for students to make educational progress.

**Individual Education Plan (IEP)** – Based on Federal Law, individualized plan developed for students who have a disability and require special education and related services. IEP durations are for one year and outline the plan for closing the skills gap (both academic and functional) between a student with a disability and non-disabled peers.

**Least Restrictive Environment (LRE)** – Based on Federal Law, the “Least Restrictive Environment” states that the school must educate students with their non-disabled peers to the maximum extent that is appropriate.

**Modification** – Modifications are significant changes in curriculum, instruction, materials, equipment, or expectations for students with significant cognitive disabilities. Participation in the Florida Standard’s Access Points requires parental consent.
Exceptional Student Education

**Occupational Therapy (OT)** – A related service provided to a student with physical, motor, or neurological deficits whose fine motor skills, sensory diets, and/or daily living skills significantly impact academic learning, activities of daily living, and social adjustment.

**Positive Behavioral Intervention Plan (BPIP)** - Individualized strategies, procedures, protocols, and supports implemented to modify or maintain a student’s behavior. A PBIP is developed as a result of a Functional Behavior Assessment which requires parental support.

**Procedural Safeguards**—Parental rights under IDEA that ensure that the parents/guardians are partners in education decisions for their student that are provided at least once annually. In Okaloosa County, parents/guardians are provided procedural safeguards at every IEP meeting and Interim IEP meeting.

**Physical Therapy (PT)** – A related service provided to a student with physical, motor, or neurological deficits whose gross motor skills, balance, lack of postural control, and/or gait significantly impact access to the educational environment.

**Referral** – A written request that a child be individually evaluated for special services. This may be initiated by a parent or an instructional staff member.

**Regular Class** – a class in which a student spends 80% or more of the school week with non-disabled peers.

**Resource Room** – a classroom in which a student spends between 40% and 79% of their school week with non-disabled peers.

**Separate Class** – a class in which a student spends less than 40% of their week with non-disabled peers.

**Speech or Language Therapy** – Special education and/or a related service provided to students whose identified language, phonological, articulation, fluency or voice disorders significantly interfere with communication, academic learning, vocational training, or social adjustment.
Support Facilitation – A delivery model for special education services in which the ESE resource teacher “pushes in” to the general education class and supports the students with disabilities in their class. The ESE teacher and the general education teacher work and plan collaboratively.

OCSD Special Programs & Procedures (SP&P) - a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students. This document can be found on the OCSD Exceptional Student Education website, under documents and forms.

Additional Resources for ESE and Student Services:

- Staffing Specialist
- School Psychologist
- Speech-Language Pathologist
- Social Worker
- Guidance Counselor
- School based ESE Resource Teacher

ESE Department Contacts – (850)833-3164

Heather Willis-Doxsee  Director, ESE, and Student Services
Amy Bowles  Program Director, ESE
Judy Peacock  Program Specialist, ESE
Brad Burnette  ESE Parent Liaison
Jo Grice  District Level Staffing Specialist
Trisha Johnson  District Level Staffing Specialist
Karen Sanders  District Level Staffing Specialist
Ginny Wright  Secretary, ESE
Debbie Stone  ESE Payroll
Karen Carroll  ESE Bookkeeper/Records
The Department of Student Intervention Services (SIS) oversees the implementation of policies and procedures related to Florida Statutes and School Board Policy in the areas of school athletics, co-curricular and extra curricular activities, safety, student conduct, discipline, alternative education, drop out prevention, home education, health and wellness, guidance services, school psychological services, Section 504, nurses, Response to Intervention (RtI), and English Language Learners (ELL).

**504 Plan** – Based on Federal Law to protect equal access for students with a physical or mental impairment which substantially impacts a major life activity. 504 Plans provide classroom, testing, and/or environmental accommodations for a student.

**English for Speakers of Other Languages (ESOL)** - ESOL is a program designed to meet the diverse needs of English Language Learners (ELLs) who come from home environments in which the native language is not English. The ELL student is entitled to equal access to educational programs regardless of his or her level of English proficiency. Upon initial enrollment in the district, the ESOL entry test (LAS Links, Form A) is conducted based on at least one “yes” on the Home Language Survey; ELLs qualify if they are not proficient in Listening, Speaking, Reading, or Writing.

**Interventions** – Systematic involvement with a student in order to improve learning outcomes using evidence based practices designed to improve academic, behavior, and social-emotional learning.

**Progress Monitoring** – A scientific based practice used to assess students’ academic and/or behavioral performance through systematic data collection of the student’s response to targeted interventions and to monitor the effectiveness of instruction.

**Progress Monitoring Plan (PMP)** – An individualized plan that includes an objective, what will be done, who will do it, how it will be done, when it will be done, when it will be reviewed, who will review it, and what will happen if the student makes or does not make expected progress.
**Universal Screening** – A step taken by school personnel during the school year to determine which students are “at risk” for not meeting grade level standards. Screenings can be accomplished by reviewing a student’s recent performance on state or district tests or by administering an academic screening test to all students in a given grade. Students who fall below a certain cut-off point are identified as needing continued progress monitoring and possibly more intensive interventions.

**Multi-Tiered System of Supports** – An intervention support system based on a three tiered approach.

- **Tier 1** – Includes core academic instruction and behavior practices in the classroom/school setting
- **Tier 2** – Provides supplemental academic/behavioral support to students, with a PMP in place, in a small group setting
- **Tier 3** – Provides intensive individualized academic/behavioral support to students who have been unsuccessful with Tier 2 supports

**MTSS Team** – A school based team that meets regularly to analyze student data and develop problem solving strategies for the student. The team members may include: classroom teachers, school counselor, school psychologist, speech language pathologist, administrator, specialists, or other school staff. The team, along with the parent, discuss the student’s strengths and weaknesses and develop targeted strategies designed to focus on the remediation of skill deficits.

**Additional Resources** Student Intervention Services

- Health Counselors
- Social Workers
- School Psychologists

**Student Intervention Services Contacts**—(850) 833-3108

Heather Willis-Doxsee Director, ESE, and Student Services
Teri Schroeder Program Director, SIS
Marilyn Blalock Secretary SIS
Lisa Tucker ESOL Services
The State of Florida requires that the district train all employees every year on technology and student data security. The Instructional Technology Essential Security Training (ITEST) was built for that purpose. Once per year, employees will go to the site, read the information, and answer the questions. The answers to the questions are not graded or stored, only each employee’s completion of the program is stored. You will find ITEST in the dashboard portion of the PAWS/Gradebook application, or by web link if you do not have access to Paws/Gradebook.

- Seat Management is a computer outsourcing program that oversees the allocation and maintenance of all district computers. Our computers are leased from Telaforce, which provides a Help Desk for support, a team of field technicians, and remote repair access.

- Teachers are assigned leased computers. These computers are on a 3-year refresh cycle (based on the computer purchase date) and teachers will be notified by Telaforce when it is time for replacement.

- You must contact Seat Management for permission if you need to temporarily allocate a student computer for teacher use. By law, student resources are to remain as student resources.

- All student data, grades, and attendance are maintained on PAWS/Gradebook. To acquire PAWS/Gradebook access, contact your school secretary.

- To acquire access to district or school purchased technology sites, you will need to receive a copy of your school’s Technology Assistance Paper (TAP) which is updated and emailed to each schools’ administration at the beginning of each school year from Instructional Technology. Ask your principal, the technology point of contact, or a colleague for a copy. If you have difficulty locating a copy of the TAP, contact Instructional Technology at 689-7160, x 62226 to request one.
Technology Use Info and Guidelines

- When you have a problem with your assigned teacher computer or a student computer in your classroom, you can contact the Help Desk at 897-2966 or email them at OCSDHD@telaforce.com. The Help Desk will attempt to remotely assist before sending anyone on-site. Be prepared to provide your computer’s service tag and a detailed description of the issue.

- If you suspect a student has been using a student computer to access unauthorized sites, report the incident to your principal.

- You are responsible for the safety of your computer. Please do not leave it in your car, download software, attempt to “fix” a mechanical problem inside your computer, or allow students, family members, or non-OCSD employees to use it.

- There should be no assumption of anonymity or confidentiality regarding any document composed, accessed, or disseminated on your computer, or written in an email. Deleting an email does not erase its trail. If you receive an improper email from someone on your school account, do not forward it or share it with others. Be sure to use discretion when discussing matters of confidentiality in an email. Delicate matters are best discussed in person. Teachers are also advised to use wisdom in posting pictures, comments, etc. on social networking sites and setting privacy settings.

- Telaforce will assist with connecting printers to computers but not with printer repair or maintenance. Telaforce does not provide technology training.

Courier Mail System

To facilitate the efficient transfer of physical mail between schools or district offices, there is a courier mail system. Each school site has a designated area for outgoing courier mail. Incoming mail will be placed in the recipient’s mailbox. Check with your school secretary for details.
## Technology Contact Information

<table>
<thead>
<tr>
<th>Question?</th>
<th>Contact</th>
<th>Department</th>
<th>Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAWS/Gradebook</td>
<td></td>
<td>MIS</td>
<td>689-7164</td>
</tr>
<tr>
<td>District or School Technology-hosted sites</td>
<td>Brandon McSween</td>
<td>Information Technology</td>
<td>689-7160&lt;br&gt;<a href="mailto:McSweenB@okaloosaschools.com">McSweenB@okaloosaschools.com</a></td>
</tr>
<tr>
<td>ClassLink issues</td>
<td>Brandon McSween</td>
<td>Instructional Technology</td>
<td>689-7160&lt;br&gt;<a href="mailto:ocsdclasslinkhd@okaloosaschools.com">ocsdclasslinkhd@okaloosaschools.com</a> (Send all questions/concerns by email)</td>
</tr>
<tr>
<td>Frontline Education Login</td>
<td>Lisa Marshall</td>
<td>Professional Services</td>
<td>833-5857&lt;br&gt;<a href="mailto:Lisa.Marshall@okaloosaschools.com">Lisa.Marshall@okaloosaschools.com</a></td>
</tr>
<tr>
<td>Unblocking Websites</td>
<td>Dustin Keith</td>
<td>Seat Management</td>
<td>689-7151&lt;br&gt;<a href="mailto:KeithD@okaloosaschools.com">KeithD@okaloosaschools.com</a></td>
</tr>
<tr>
<td>iPad issues</td>
<td>Bill Hagan</td>
<td>Mobile Learning</td>
<td>689-7166&lt;br&gt;<a href="mailto:HaganW@okaloosaschools.com">HaganW@okaloosaschools.com</a></td>
</tr>
<tr>
<td>Projector problems</td>
<td></td>
<td></td>
<td>File a Maintenance Request</td>
</tr>
<tr>
<td>Other Problems</td>
<td>Telaforce Help Desk</td>
<td></td>
<td>897-2966&lt;br&gt;<a href="mailto:OCSDHD@telaforce.com">OCSDHD@telaforce.com</a></td>
</tr>
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</table>
# Education Acronym Reference List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Reference</th>
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<tbody>
<tr>
<td>504</td>
<td>Medical plan for students</td>
</tr>
<tr>
<td>ACP</td>
<td>Alternative Certification Program</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention-Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>ALD</td>
<td>Achievement Level Descriptors</td>
</tr>
<tr>
<td>AICE</td>
<td>Advanced International Certificate of Education (Cambridge)</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement OR Assistant Principal</td>
</tr>
<tr>
<td>AR</td>
<td>Accelerated Reader</td>
</tr>
<tr>
<td>AS400</td>
<td>District-wide Data Base with restricted access</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
</tr>
<tr>
<td>BAO</td>
<td>Bay Area Office (120 Lowery Place, Fort Walton Beach)</td>
</tr>
<tr>
<td>BEC</td>
<td>Bureau of Educator Certification</td>
</tr>
<tr>
<td>BPIE</td>
<td>Best Practices for Inclusive Education</td>
</tr>
<tr>
<td>BR</td>
<td>Building Representative (for OCEA)</td>
</tr>
<tr>
<td>CARD</td>
<td>Center for Autism and Related Disabilities</td>
</tr>
<tr>
<td>CBS</td>
<td>Communication/Behavior/Socialization</td>
</tr>
<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>CET</td>
<td>Clinical Educator Training</td>
</tr>
<tr>
<td>CGI</td>
<td>Cognitive guided Instruction</td>
</tr>
<tr>
<td>CPalms</td>
<td>Curriculum Planning and Learning Management System</td>
</tr>
<tr>
<td>CRISS</td>
<td>Creating Independence Through Student-Owned Strategies</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CY</td>
<td>Calendar Year (Insurance/Benefits)</td>
</tr>
<tr>
<td>DBQ</td>
<td>Document-based Questioning</td>
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<tr>
<td>DCF</td>
<td>Department of Children and Families</td>
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<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>EBD</td>
<td>Emotional/Behavioral Disability</td>
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<tr>
<td>ED</td>
<td>Economically Disadvantaged</td>
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<tr>
<td>EFMP</td>
<td>Exceptional Family Member Program (for Military families)</td>
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<td>ELA</td>
<td>English Language Arts</td>
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<td>ELFAS</td>
<td>English Language Arts Formative Assessment System</td>
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<td>ELL</td>
<td>English Language Learners</td>
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<td>EOC</td>
<td>End-of-course Exam</td>
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<tr>
<td>EOY</td>
<td>End of Year</td>
</tr>
<tr>
<td>EP</td>
<td>Education Plan (for gifted students)</td>
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</table>
## Education Acronym Reference List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Reference</th>
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<tbody>
<tr>
<td>EPC</td>
<td>Education Practices Commission</td>
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<tr>
<td>ESE</td>
<td>Exceptional Student Education</td>
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<tr>
<td>ESOL</td>
<td>English Speakers of Other Languages</td>
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<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act (legislation)</td>
</tr>
<tr>
<td>FACTE</td>
<td>Florida Association for Career and Technical Education</td>
</tr>
<tr>
<td>FDLRS</td>
<td>Florida Diagnostic Learning Resource System</td>
</tr>
<tr>
<td>FEAP</td>
<td>Florida Educator Accomplished Practices</td>
</tr>
<tr>
<td>FELE</td>
<td>Florida Educator Leadership Exam</td>
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<tr>
<td>FIN</td>
<td>Florida Inclusion Network</td>
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<tr>
<td>FIRN</td>
<td>Florida Information Resource Network</td>
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<td>FJCC</td>
<td>Florida Joint Center for Citizenship</td>
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<td>FSA</td>
<td>Florida Standards Assessment</td>
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<tr>
<td>FSAA</td>
<td>Florida Standards Alternate Assessment</td>
</tr>
<tr>
<td>FTCE</td>
<td>Florida Teacher Certification Examinations</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent (student enrollment used for funding schools)</td>
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<tr>
<td>GEMS</td>
<td>Global E-mail System (for parents)</td>
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<tr>
<td>GK</td>
<td>General Knowledge Exam (teacher exam)</td>
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<td>GLE</td>
<td>Grade Level Expectations</td>
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<tr>
<td>HEQ</td>
<td>Highly Effective Questioning</td>
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<tr>
<td>IB</td>
<td>International Baccalaureate (accelerated courses for high school students)</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act (legislation)</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<td>IFSP</td>
<td>Individualized Family Support Plan (PKD)</td>
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<td>IM</td>
<td>Intensive Math</td>
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<tr>
<td>InD</td>
<td>Intellectually Disabled</td>
</tr>
<tr>
<td>IPDP</td>
<td>Individual Professional Development Plan (formal plan for self-improvement)</td>
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<tr>
<td>IR</td>
<td>Intensive Reading</td>
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<td>ISS</td>
<td>In-school Suspension</td>
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<td>LAFS</td>
<td>Language Arts Florida Standards</td>
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<tr>
<td>LEA</td>
<td>Local Education Agency</td>
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<td>LEP</td>
<td>Limited English Proficient</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<td>LMHC</td>
<td>Licensed Mental Health Counselor</td>
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<td>MAP</td>
<td>Measures of Academic Progress</td>
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<td>MFLAC</td>
<td>Military Family Life Counselor</td>
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<tr>
<td>MHC</td>
<td>Mental Health Counselor</td>
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<td>MIS</td>
<td>Management Information System</td>
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<td>MTSS</td>
<td>Multi-tier Support System</td>
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<td>Acronym</td>
<td>Reference</td>
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<td>NAGC</td>
<td>National Association for Gifted Children</td>
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<td>NGCAR-PD</td>
<td>Next Generation Content Area Reading Professional Development</td>
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<td>NGSS</td>
<td>Next Generation Sunshine State Standards</td>
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<td>NIMAC</td>
<td>National Instructional Materials Access Center (for print disabilities)</td>
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<td>NRT</td>
<td>Norm Referenced Test (student scores are compared to national norms)</td>
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<td>NTIP</td>
<td>New Teacher Induction Program</td>
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<td>OASIS</td>
<td>Okaloosa Applicants Services and Inquiry System</td>
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<td>OCEA</td>
<td>Okaloosa County Education Association (local teacher's union)</td>
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<td>OCSD</td>
<td>Okaloosa County School District</td>
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<td>OHI</td>
<td>Other Health Impairment</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>Professional Development Certification Program</td>
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<td>PAEC</td>
<td>Panhandle Area Educational Consortium</td>
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<td>PARCC</td>
<td>Partnership for Assessment of Readiness for College and Careers</td>
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<td>PAWS</td>
<td>Portal to Access Web-based Services</td>
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<td>PBIP</td>
<td>Positive Behavioral Intervention Plan</td>
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<td>PEPSA</td>
<td>Partnership for Effective Programs for Students with Autism</td>
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<td>PIP</td>
<td>Professional Improvement Plan</td>
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<td>PKD</td>
<td>Pre-Kindergarten Disabilities</td>
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<td>PEd</td>
<td>Professional Educator Exam</td>
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<td>PEC</td>
<td>Professional Education Competence</td>
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<td>PEPSA</td>
<td>Partnership for Effective Programs for Students with autism</td>
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<td>PIP</td>
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<td>PLC</td>
<td>Professional Learning Community</td>
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<td>PMP</td>
<td>Progress Monitoring Plan</td>
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<td>POC</td>
<td>Plan of Care</td>
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<td>PPS</td>
<td>Professional Practices Services</td>
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<td>PPP</td>
<td>Pupil Progression Plan</td>
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<td>Physical Therapy</td>
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<td>PTO</td>
<td>Parent Teacher Organization</td>
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<td>RTI</td>
<td>Response to Intervention</td>
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<td>SAC</td>
<td>School Advisory Council</td>
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<td>SAE</td>
<td>Subject Area Exam</td>
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<td>SEDNET</td>
<td>SED Network</td>
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<td>SES</td>
<td>Socio-economic Status</td>
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<td>SIT</td>
<td>School Improvement Team</td>
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<tr>
<td>SLD</td>
<td>Specific Learning Disability</td>
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# Education Acronym Reference List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Reference</th>
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<tbody>
<tr>
<td>SLP</td>
<td>Speech-Language Pathologist</td>
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<tr>
<td>SOE</td>
<td>Statement of Eligibility</td>
</tr>
<tr>
<td>SP&amp;P</td>
<td>Special Programs and Procedures</td>
</tr>
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<td>SPP</td>
<td>School Performance Plan</td>
</tr>
<tr>
<td>SRO</td>
<td>School Resource Officer</td>
</tr>
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<td>SRUSS</td>
<td>School Readiness Uniform Screening System</td>
</tr>
<tr>
<td>STP</td>
<td>Student Training Program</td>
</tr>
<tr>
<td>SWD</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>TABE</td>
<td>Test of Adult Basic Education</td>
</tr>
<tr>
<td>TDE</td>
<td>Temporary Duty Elsewhere</td>
</tr>
<tr>
<td>TDQ</td>
<td>Text Dependent Questions</td>
</tr>
<tr>
<td>TEC</td>
<td>Teacher Evaluation Committee</td>
</tr>
<tr>
<td>TPS</td>
<td>Teacher Performance Score</td>
</tr>
<tr>
<td>VE</td>
<td>Varying Exceptionalities</td>
</tr>
<tr>
<td>WIDA</td>
<td>World-Class Instructional Design and Assessment (ESOL student test)</td>
</tr>
</tbody>
</table>
My

Frontline

Section 3
Frontline Education is an electronic platform with three primary management functions. Frontline will assist you with:

1. Professional Growth
   * Professional Development
   * Evaluation Cycle
2. Absence Management

An invitation to join Frontline will be emailed to your OCSD email address. Your OCSD email must be operational prior to moving forward with activating your Frontline account.

Do not set up a Frontline account directly through Frontline! You must wait until you have an OCSD email established. You will receive a Frontline invitation directly from OCSD. You must set up your Frontline account using the link within the invitation email to be connected to OCSD. Once you have established your Frontline account, when you are establishing your account settings be sure to always use an OCSD email account. Do not use a personal email account.

New teachers are provided an OCSD email address at the time of hiring in the Human Resources office. **Important: First time activation of your OCSD email account must be done at the school location. You cannot access your email (the first time) from home.** Your school secretary or front office staff can assist you with your initial log-in.

Once your OCSD email is activated, you are able to create your Frontline account. A link to open a Frontline account will be sent to your school email address.
Frontline

Follow the directions on the screenshot below to establish your Frontline ID and password. If the link goes inactive, contact Lisa Marshall, at Lisa.Marshall@okaloosaschools.com and she will reactivate the link.

Once you have created your Frontline account, go to your OCSD email and confirm the account.
**Access**—After being hired in the Okaloosa County School District, each teacher will receive a username to access his or her account on Frontline: Professional Growth. Lisa Marshall, the secretary in the Professional Services Department, creates new user accounts and inactivates accounts as individuals leave the district. Should a teacher forget his or her username, Lisa Marshall can assist; however, for passwords, the teacher will have to select FORGOT PASSWORD during log-in for assistance.

The Frontline Program is not considered compatible with ClassLink, and although it may work most of the time, it will not work 100% of the time. Frontline® recommends accessing the platform using Google Chrome by typing in the web address app.frontlineeducation.com. Even though the ClassLink symbol looks like the Chrome icon, you are often using another browser.

**Toggle Feature**—Once you are properly logged into your account, you can choose between Professional Growth and Absence Management on the home screen or by toggling between the two. To toggle, click the down arrow in the top left corner.
**Professional Growth Home Screen** This screen is made up of four parts.

1. In the far upper left corner is the Navigation Tool Bar.

2. Across the top of the main page is the announcement bar listing any updates or changes coming from Frontline.

3. In the middle, starting where the purple bar says “My Request” are all the ongoing activities related to the teacher’s Professional Development requests.

4. Finally, at the bottom, starting where the teal bar says “My Evaluations” are all the pieces and parts of the teacher’s annual evaluation. This is where the teacher should access pre and post observation forms, IPDP and SLO forms. This is also where the teacher will see forms waiting to be acknowledged.
The Navigation Tools can be minimized or expand by clicking on the arrow within the tool box. Not all buttons within the Navigation Tools are active and/or used by our district.

- **Insights**—not used by OCSD
- **My Info**—Provides a great deal of information that is detailed on the following page.
- **Learning Plan**—your home page showing the four sections detailed on the previous page.
- **Activity Catalogs**—A complete list of all courses being offered by OCSD and detailed below.
- **Forms**—user forms available for specific requests.

The Activity Catalogs Tab contains the District Catalog listed by content and the Calendar of Activities listed by dates.

The District Catalog displays all items available to individuals and groups of teachers based on the buildings, content area, and grade levels checked in the Teacher’s Profile. To search for a specific course, the teacher can either scroll through the titles or use the search feature. To search, the teacher will need to know at least a partial title and enter a date PRIOR to the start of the course.

A calendar of currently cataloged activities is accessible to all Frontline: Professional Growth users in a monthly view format by clicking on the Calendar link.
Frontline—Professional Growth

Professional Growth Home Screen This screen is made up of four parts.

1. In the far upper left corner is the Navigation Tool Bar.

2. Across the top of the main page is the announcement bar listing any updates or changes coming from Frontline.

3. In the middle, starting where the purple bar says “My Request” are all the ongoing activities related to the teacher’s Professional Development requests.

4. Finally, at the bottom, starting where the teal bar says “My Evaluations” are all the pieces and parts of the teacher’s annual evaluation. This is where the teacher should access pre and post observation forms, IPDP and SLO forms. This is also where the teacher will see forms waiting to be acknowledged.
My Info Tab When this tab is opened a teacher can access a great deal of necessary information. Especially helpful and underused are the items in italics

<table>
<thead>
<tr>
<th>MY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Evaluations</td>
</tr>
<tr>
<td>My File Library</td>
</tr>
<tr>
<td>My Personal Goals</td>
</tr>
<tr>
<td>My User Profile</td>
</tr>
<tr>
<td>My Certificates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PORTFOLIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Portfolio</td>
</tr>
<tr>
<td>View All</td>
</tr>
<tr>
<td>View By Goal</td>
</tr>
<tr>
<td>View By Purpose (Current)</td>
</tr>
<tr>
<td>View Current Year</td>
</tr>
<tr>
<td>View Denied Requests</td>
</tr>
<tr>
<td>View In Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Download Transcript</td>
</tr>
<tr>
<td>Print Full Transcript</td>
</tr>
<tr>
<td>View Licensure Transcript</td>
</tr>
</tbody>
</table>

My Evaluations—allows the teacher to access all previous evaluation cycles.

My File Library—allows the teacher to see any files he or she has downloaded.

My Personal Goals—is not used by OCSD.

My User Profile—allows the teacher to change notification frequency, school assignment, subject area, and grade.

My Certificates—allows the teacher to see all current certifications and expiration dates.

My Portfolio—shows all completed courses and points awarded by year and day.

View All, View By Goal, View By Purpose, View Current Year are similar or the same as My Portfolio.

View Denied Request—shows courses dropped by the teacher or denied by the owner.

View in Progress—shows courses the teacher has been approved to start and are in progress.

Download Transcript—allows the teacher to print an EXCEL spreadsheet of all courses.

Print Full Transcript—allows the teacher to print all courses in the same view as “My
Frontline—Professional Development

**My Request**—from the home page, the teacher can see the status of each professional development course he or she has registered to take.

1. **Save as Draft**—usually has nothing showing.

2. **Wait List**—indicates if you signed up for a full class and are on the wait list.

3. **Approved and/or In-Progress**—courses currently active.

4. **Instructor Has Confirmed Attendance**—the point at which the teacher should click the blue manage button and complete the final evaluation.

5. **Awaiting Final Credit**—after evaluation is completed and waiting on the Activity Owner to award points.

6. **Failure to complete the course or the Frontline Evaluation** results in points not being awarded.

7. **Recently Completed**—last five courses completed are visible.
The Manage Button—This is the last step of any professional development activity and will result in the teacher either receiving PD points or being denied.

Every activity regardless of how the course was provided (face-to-face, on Beacon Educator, through BEESS or FDLRS, or CANVAS) must have a Frontline completed evaluation. The activity owner will send multiple reminders through the Frontline automated email system of this last and required step.

Failure of the teacher to complete the Frontline evaluation will result in the course closing without he or she receiving points. Once a course closes, and points are denied, the system WILL NOT allow for an override. The points will remain un-awarded regardless of the circumstance. Teachers should be aware that evaluations done as part of another platform does not negate the need to complete the Frontline evaluation.

In accordance with the last day of a course, the manage button will allow the teacher to view the course evaluation. When the button is clicked the Educator Development/Training Activity Evaluation is visible and active.

After answering and saving the survey questions, the teacher should return to the same actions available in the above illustration, and open the Mark Complete button. Mark complete has often already been activated by the Activity Owner. Once the evaluation is completed and the activity owner has closed the activity the points will be awarded. This is also the screen that allows the teacher to upload documents in the team room and/or Drop the course.
To monitor the number of in-service points you earn each certification period, use My Info which is under the Navigation heading on the left of the screen in Professional Growth. Then click on View Licensure Transcript.

- Most certificates require 120 points for renewal, 20 of which must be in an ESE Teaching Students with Disabilities course. If you have points in your “Bank” you may use them for renewal when needed.
- To renew your certificate, contact certification in the Office of Professional Services by email at Lisa.Marshall@okaloosaschools.com. You should also go to Bureau of Educator Certification at www.fldoe.org/edcert and click on the renewal requirements link for the most current renewal information.
- All other certification questions contact Terri Baum at BaumT@okaloosaschools.com
Frontline—Still Have Questions?

Search the “?”

-OR-

Contact your School Based Staff Development Coordinator

My School:

____________________________________

My School Based Staff Development Coordinator:

____________________________________
In-service activities completed during the validity period of current professional certificates may be transferred between Florida school districts. The process involves communicating with the school district from which points were earned and the school district where the teacher is currently employed. ESOL, Reading, and ESE Students with Disabilities in-service points are bankable if earned while holding a valid temporary or professional certificate. For temporary certificate holders, “banked” points may be used only at the first renewal of their professional certificate.

Teachers currently employed with Okaloosa County School District, who previously taught in another Florida school district, may transfer in-service activity points to Okaloosa County by following the “Incoming In-service Transfer Process” outlined below.

**Incoming In-service Transfer Process:**

Contact the school district you left and request a Florida Department of Education In-service Teacher Education Transfer Record form be completed and sent by mail or email to:

**Office of Professional Services**
Central Complex
202A North Highway 85
Niceville, FL 32578

Email: Lisa.Marshall@OkaloosaSchools.com
Helpful Information

- **Acquiring Forgotten Credentials for a Frontline ID Account**

You can retrieve a forgotten username and password through the application’s sign-in page. The sign-in page includes two links below the entry boxes that read “I forgot my username” and “I forgot my password.”

If you select I **forgot my username**, the system will prompt you to enter the email affiliated with your Frontline ID account. This will be your school email.

Enter your school email address and click **Email Username** to receive an email to change your password.

If you select I **forgot my password**, the system will prompt you to enter the username affiliated with your Frontline ID account.

Enter this username and click **Continue** to receive an email through the address affiliated with your Frontline account.
INSTRUCTIONS FOR LOGGING INTO YOUR OCSD EMAIL OUTSIDE OF THE SCHOOL

IMPORTANT: First time activation of your OCSD email account must be done at the school location. You cannot access your email (the first time) from home.

1. Go to www.okaloosaschools.com
2. Click on “Employees” drop down menu
3. Click on “Staff Email Access”
4. Click on the link located under “Access Email From Outside OCSD Network” - https://email.okaloosa.k12.fl.us
5. Type in the Domain\username and password. Example: OCSD\John.Smith
My Evaluation

Section 4
As a first year hire in Okaloosa County, you will have two administrative observations and at least one walk-through. The observation will be evidenced based using the Charlotte Danielson rubric aligned to your particular job description. Documentation of observations and walk-throughs as collected are maintained on Frontline.

In order to prepare for your observation you should print a hard copy of your job specific rubric and begin to become familiar with Okaloosa County School District expectations.

**Appendix A—Classroom Instructional Rubric**

This should be used to observe a classroom teacher who teaches students in any capacity. This includes:

- Academic education courses
- Electives
- Title 1
- Remediation Classes
- ESE-SLD
- Autistic
- EBD
- Pre-KD
- Adult Career and Technical
- Pull-out/Push-in Programs
- K-12 Career and Technical
- EH
- VE

**Appendix B—Non Classroom Instructional Coach/ESE Coaches Rubric**

- Science, Math, ELA, and ESE Instructional Coaches

**Appendix C—Instructional Specialist**

- Administrative TSAs and Deans
- Hearing and Visually Impaired Teachers
- Teachers on special assignment for Student Services (attendance officers) and teachers on special assignment serving in an administrative capacity with no classroom teaching responsibilities.

**Appendix D—Media Specialist Rubric**

**Appendix E—Consulting Teachers Rubric**

**Appendix F—Staffing Specialist Rubric**

**Appendix G—Student Services Rubric**

- School Counselors and School Psychologist

**Appendix H—Therapeutic Rubric**

- Therapists, Physical Therapists, Social Workers, Speech and Language Pathologists, Behavior Analysts, ESE Resource and Mental Health Counselors
My Assignments

Section 5
Web-Linked Assignments

Please complete the following five assignments independently. These web-linked assignments are designed to introduce you to state and district resources. The simple activities and questions are provided to whet your appetite and pique your interest in the hope you will delve deeper as you have need and time permits.

Directions:

Keep your original assignments in Tab 5, and send ONE email with a copy of all six assignments attached to ProfessionalServices@okaloosaschools.com.

Assignment 1  Navigating the District Website
Assignment 2  Exploring your Master Contract
Assignment 3  Knowing School Board Policies
Assignment 4  Using State-Provided Resources
Assignment 5  Accessing the Pupil Progression Plan
Assignment 6  Understanding My Certification
Assignment 1: **Navigating** the District Website

**Directions**

- Access the district website at [www.okaloosaschools.com](http://www.okaloosaschools.com). Spend some time exploring the various tabs, and then complete the following activity.

Find **Documents and Policies**. At the top of the homepage, hover over School District. Select Docs/Policies from the list. List four documents or policies that are important to reference for your job.

**Answer:**

_____________________________________________________________________

Find **Teacher Evaluation Handbook**. On the banner at the top of the homepage, click Departments. Click on Professional Services which is located in the second column. Click on Teacher Evaluation. Under the heading LINKS, click on Teacher Evaluation Handbook. Based on your specific job, identify the rubric that applies to you.

**Answer:**

_____________________________________________________________________

Find **Certificate Renewals**: On the banner at the top of the homepage, click Departments. Click on Certification which is located in the second column. Under the heading LINKS, click Certificate Renewal. In order to renew a professional certificate, one option is to use in-service points. How many in-service points will you need in a five year period to renew your certificate?

**Answer:**

_____________________________________________________________________

Find **Parent Portal**. At the top right of the homepage, hover over Parents/Students. Select Grades Online. Open the Parent Portal. To access a student’s grades, what two pieces of information are necessary?

**Answer:**

_____________________________________________________________________
Assignment 2: Exploring your Master Contract

The Master Contract is the agreement between the Okaloosa County Education Association and the Okaloosa County School Board that details work related areas important to all instructional employees.

Directions

- Access the Master Contract by going to the link or going to the district home page at www.okaloosaschools.com.
- From the homepage, click on Departments located in the banner. Click on Human Resources located in the second column. Click on the Master Contract icon.
- In the bottom box, click on Master Contract between OCSD and OCEA 7/1/18-6/30/21.

1. What committee is charged with seeing that work-related duties are evenly distributed among all instructional personnel? (Article V)

Answer: _____________________________________________

2. Which article elaborates on teaching conditions?

Answer: _____________________________________________

3. What is the procedure for visitation of a teacher's class by an individual other than School Board members or district/school administrative/supervisory personnel? (Article VI)

Answer: _____________________________________________

4. Describe the expectations related to lesson planning? Whose responsibility is it to provide emergency lesson plans? (Article VI)

Answer: _____________________________________________

5. How many supervisory and professional duties may be assigned before or after the normal school day? (Article VI)

Answer: _____________________________________________

6. Most teachers are considered 10 month employees; as such, what is the maximum number of leave days that can be accrued per year? (Article XII)

Answer: _____________________________________________

7. What may be the consequence of an absence taken without having available leave? (Article XII)

Answer: _____________________________________________

8. How many days of leave must a full-time teacher accrue before being able to participate in the Sick Leave Pool? (Article XIII)

Answer: _____________________________________________
Assignment 3: Knowing School Board Policies

The School Board Policy Manual has fourteen chapters. Chapters 3, 4, and 8 are primarily related to the job of instructional personnel. Please make yourself aware of all policies that pertain to you.

Directions

- Access the School Board Policies by going to the link or going to the district homepage at www.okaloosaschools.com.
- At the top of the homepage, hover over School District. Select Docs/Policies from the list. Click on School Board Policy Manual.

1. In Chapter 3, what is board policy regarding copyright law? (03-01)
   Answer: _______________________________________________________________________

2. In Chapter 3, what is board policy regarding the use of educational media? (03-04)
   Answer: _______________________________________________________________________

3. In Chapter 3, what is board policy regarding the allowance of live animals on school premises? (03-15 A and 03-19 A)
   Answer: _______________________________________________________________________

4. In Chapter 4, what is board policy regarding the release of students during school hours? (04-06)
   Answer: _______________________________________________________________________

5. In Chapter 4, according to board policy what cannot be considered when assigning student grades? (04—07)
   Answer: _______________________________________________________________________

6. In Chapter 4, what is board policy regarding the use of chaperones for a school related trip? (04 - 19)
   Answer: _______________________________________________________________________

7. In Chapter 8, read 08-09 (A) Duties, Ethics, Professional Conduct.
8. In Chapter 8, read 08-09 (B) Code of Ethics of the Education Profession in Florida.
9. In Chapter 8, read 08-09 (C) Principles of Professional Conduct for the Education.
10. In Chapter 8, read 08-10 (A, B, C) Contracts with Instructional Personnel.
11. In Chapter 8, read 08-11 (A,B,C) Revocation of Certificate

I have read the assigned sections in questions 7 through 11.

__________________________________________________  ________________________
Teacher Signature                                            Date
Assignment 4: Using State-Provided Resources

The Florida DOE has created a web-based resource that will assist you in understanding your course standards and planning aligned lessons. Access CPalms at www.cpalms.org.

Directions

- On the home page, click on the top tab titled About CPalms. Scroll down and click on the blue box titled Video Introduction to CPalms, and watch the video.

- On the home page, click on the top tab titled About CPalms. Scroll down and click on the grey box titled Online Tutorials. Scroll down to Tutorials: How to Use CPalms section. Watch video, Browsing/Searching Resources.

- On the home page, scroll down to the bottom and click on Online Tutorials under Support. Under the section Tutorials: How to use CPalms, watch the video on How to create a CPalms account.

- After watching the video, create an account. This will allow the platform to tailor your lessons/information viewed to the subject area/classes you teach. (Top right area of screen.)

- Watch other tutorials until you feel comfortable accessing information related to your content.

- Do a quick search of your course by accessing the directory at the top of the home page.

I have completed the six CPalms tasks above.

________________________________________________________________________

Teacher Signature Date
Assignment 5: **Accessing** the Pupil Progression Plan

The Pupil Progression Plan is a document produced to outline the steps all students complete as they progress from one grade to the next.

**Directions**

- Access the Pupil Progression Plan by the link or going or through the district home page at [www.okaloosaschools.com](http://www.okaloosaschools.com)
- From the homepage, click on Departments located in the banner. Click on Documents and Policies and then Pupil Progression Plan in the first column.
- Next, open the most recent copy aligned to the grade you teach.

1. What school year is currently available for you to access?  
   **Answer:**

2. Did you access the elementary, middle, or high school document?  
   **Answer:**

   Review the document in its entirety, and be prepared to answer the following questions based on your school level.

3. What documentation is required to excuse an absence?  
   **Answer:**

4. What is the expectation for posting grades?  
   **Answer:**

5. What committee(s) is responsible for determining whether an ELL student is to be retained?  
   **Answer:**

6. OCSD maintains information on students that have been screened as “exceptional.” List three classifications of students who may qualify for ESE support.  
   **Answer:**

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Assignment 6: Understanding My Certification

This assignment is intended to be completed during your Virtual Induction Phase I meeting. If you choose to work ahead, please do so in pencil.

PRINT YOUR FULL NAME _____________________________________________________
SCHOOL ______________________  GRADE or SUBJECT(s) ________________________

Professional Certificate

_____ I have a Florida Professional Certificate valid for 5 years
_____ I expect to receive a Florida Professional Certificate valid for 5 years
   _____ I have made application to the DOE at www.fldoe.org/edcert
   _____ I have submitted transcripts to the DOE
   _____ I have uploaded any out-of-state certificates to my DOE application/ account

If you do not have or expect to receive a Florida Professional Certificate because you did not graduate with a degree that included student teaching nor have you ever taught in a public school in another state, SKIP THE REMAINING QUESTIONS ON THIS PAGE AND GO TO PAGE 3.

In-Field/Out-of-Field (OOF)

_____ I am teaching only subjects listed on my Professional Certificate
_____ I am OOF in the following subject(s) ________________________________
   _____ I know I must pass the subject area test within one year and make application and add it to my certificate (email Terri Baum for instructions)
      OR
   _____ I may take 6 semester hours of college credit in each OOF subject within one year and submit official transcripts to Terri Baum

English Speakers of Other Languages (ESOL) Endorsements

_____ I will be teaching Elementary Ed., ESE Language Arts or Reading, MS/HS English Language Arts or Reading
   _____ I have ESOL Endorsement on my certificate
   _____ I need 300 ESOL hours and must add it to my certificate
      Or
   _____ I need 120 hours plus the ESOL subject area test and add it to my certificate

_____ I will be teaching MS/HS/ESE, math, science, social studies, Computer Literacy, or am a School Counselor
   _____ I need one 60-hour ESOL course within one year (3 years for SC)

_____ I will be teaching a Career and Technical or non-core course
   _____ I need one 18-hour ESOL course within one year
Reading Endorsement

_____ I will be teaching Elementary or ESE English Language Arts or MS/HS Intensive Reading
_____ I have Reading Endorsement on my certificate
_____ I need the Reading Endorsement added to my certificate
_____ I will need to take two courses each year until I have completed all 5 reading competency courses and add it to my certificate
Or
_____ I will need to take and pass the Reading K-12 subject area exam and add it to my certificate

_____ I am teaching something other than the courses listed above and will not need the Reading Endorsement unless I switch to a teaching assignment that requires it.

Teacher Evaluation

_____ I am a first year teacher, with a professional certificate, and I will be a Category 1/Green
_____ I have at least one year of public school teaching experience, with a professional certificate, and I will be a Category 2/Yellow

_________________________  _______________________
Signature                        Date

Please scan and return to professionalservices@okaloosaschools.com with the other five assignments.
Assignment 6: Understanding My Certification

This assignment is intended to be completed during your Virtual Induction Phase I meeting. If you choose to work ahead, please do so in pencil.

PRINT YOUR FULL NAME ____________________________________________________

SCHOOL ___________________ GRADE or SUBJECT(s) __________________________

Temporary Certificate

_____ I have a Temporary Certificate valid for 3 years
   _____ I have printed my Statement of Eligibility (SOE) and added it to my notebook
_____ I expect to receive a Temporary Certificate valid for 3 years
   _____ I have made application to the DOE at www.fldoe.org/edcert
   _____ I have submitted transcripts to the DOE
   _____ I have uploaded any out-of-state certificates to my DOE application
_____ I have or will review my Statement of Eligibility and make note of my requirements:
   _____ General Knowledge Exam (GK) - 4 sections: ELA/Reading/Math/Essay
   _____ Professional Ed test (Pro Ed)
   _____ Subject Area Exam (SAE)
   _____ Professional Ed Competency (PEC) program - starts at Phase II on________
   _____ One year of teaching experience (to earn you must work 99+ days)
   _____ Professional Education Coursework - ______semester hours of coursework
      from an accredited college or university
      _____ Classroom Management
      _____ Child and Adolescent Development
      _____ Educational Assessment
      _____ Effective Instructional Strategies
      _____ Reading Instructional Practices
      _____ ESOL Instructional strategies (English Speakers of Other Language)

English Speakers of Other Languages (ESOL) Endorsements

_____ I will be teaching Elementary Ed., ESE Language Arts or Reading, MS/HS English
      Language Arts or Reading
   _____ I have ESOL Endorsement on my certificate
   _____ I need 300 ESOL hours and must add it to my certificate
      Or
   _____ I need 120 hours plus the ESOL subject area test and add it to my certificate

_____ I will be teaching MS/HS/ESE, math, science, social studies, Computer Literacy, or am a
      School Counselor
   _____ I need one 60- hour ESOL course within one year (3 years for SC)

_____ I will be teaching a Career and Technical or non-core course
   _____ I need one 18-hour ESOL course within one year
Reading Endorsement

_____ I will be teaching Elementary or ESE English Language Arts or MS/HS Intensive Reading

_____ I have Reading Endorsement on my certificate

_____ I need the Reading Endorsement added to my certificate

_____ I will need to take two courses each year until I have completed all 5 reading competency courses and add it to my certificate

Or

_____ I will need to take and pass the Reading K-12 subject area exam and add it to my certificate

_____ I am teaching something other than the courses listed above and will not need the Reading Endorsement unless I switch to a teaching assignment that requires it.

Teacher Evaluation

_____ I am a first year teacher, with a temporary certificate, and I will be a Category 1/Red

____________________________________  ___________________________________
Signature Date

Please scan and return to professionalservices@okaloosaschools.com with the other five assignments.
Assignment 6: Understanding My Certification

This assignment is intended to be completed during your Virtual Induction Phase I meeting. If you choose to work ahead, please do so in pencil.

PRINT YOUR FULL NAME _____________________________________________________

SCHOOL ______________________  GRADE or SUBJECT(s) ________________________

District Certificate
_____ I have a District Certificate valid for 3 years
   _____ Professional Ed Competency (PEC) program - starts at Phase II on___________
   _____ I have completed the required military Junior ROTC training
   _____ I have an AA degree or higher, or have passed the Test of Adult Basic Education (TABE)
   _____ I have the industry certifications for my courses - contact: April Branscome
   _____ I have completed the District approved CTE Professional Development Courses
   _____ I have made application and paid for certificate
   _____ I have additional requirements which must be completed by June 30, _________

English Speakers of Other Languages (ESOL) Endorsements
_____ I will be teaching a Career and Technical or non-core course
   _____ I need one 18-hour ESOL course within one year

Teacher Evaluation
_____ I am a first year teacher, with a district certificate, and I will be a Category 1/Blue

_____________________________  _________________________________
Signature                                      Date

Please scan and return to professionalservices@okaloosaschools.com with the other five assignments.