

WAKULLA COUNTY SCHOOLS

22-23 New Teacher Induction Program

(Professional Educator Competencies/PEC)



Bobby Pearce, Superintendent

Lori Sandgren, Human Resources

Wakulla County School System Organizational Chart 2022-2023

School Board

Verna Brock – District 1
Cale Langston – District 3
Jo Ann Daniels – District 5
Melisa Taylor – District 2
Josh Brown – District 4

Superintendent of Schools

Robert Pearce

Assistant Superintendent for Instruction

Sunny Chancy

- Holly Harden, Curriculum Coordinator
- Nicholas Weaver, Principal on Special Assignment
- Daniel Lilly, Director of Informational Services
- Belinda McElroy, Executive Director of ESE & Student Services
- Priscilla Tucker, Asst. Principal on Special Assignment
- Amy Bryan, Health Coordinator
- Richard Myhre, Data Specialist
- Krista Sharin, Executive Director of Special Programs & District Assessment

Chief Financial Officer

Randall Beach

- Tristan Kasheta, Administrator of Finance

Chief of Facilities & Maintenance

Michael Barwick

Director of Human Resources

Lori Sandgren

- James Griner, Coordinator of Safety & Risk Management

Coordinator of Transportation

Patricia Jones

- Shannon Smith, Assistant Coordinator of Transportation

Principals/Assistant Principals/Deans

Crawfordville Elementary School

Alena Crawford – Principal
Lindsay Sparkman – Assistant Principal

Medart Elementary School

Stanley Ward – Principal
Katherine Spivey – Assistant Principal

Riversink Elementary School

Catherine Cutchen, Principal
James Vernon, Assistant Principal

Shadeville Elementary School

Timothy Wheeler, Principal
Eden Rodgers, Assistant Principal

Riversprings Middle School

Joshua Sandgren, Principal
Bethany Pafford, Assistant Principal

Wakulla Middle School

Simeon Nelson, Principal
Amanda Hoffheinz, Dean

Wakulla High School

Michele Falk, Principal
Kerry Prosser, Dean
Logan Crouch, Assistant Principal
Jessica Mapes, Dean

Wakulla Education Center

Louis Hernandez, Principal
DeeAnn Peebles, Assistant Principal

Wakulla Institute

Tolar Griffin, Principal/Adult Education
Vicki Tillman, Dean

Stevens-Wakulla County School System Organizational Chart 2022

Welcome To Wakulla County Schools

Vision: "We will promote a rigorous and appropriate education that results in success for all students."

Mission: "We are committed to success for all students, teachers, staff, parents, and our community."

Introduction

The program for new educators in the Wakulla County Schools emphasizes growth, personal improvement, and enhancement of professional practice. Florida Statute 1012.56(8) defines the minimum competencies for professional certification. The Wakulla County School District New Educator Induction Program not only introduces teachers to the policies, procedures, and practices of the Wakulla County Schools, but also provides for verification of the teacher's ability to demonstrate the teaching competencies and teaching accomplished practices.

This Induction Program is based on the premise that the Wakulla County School System employs the best available educators. The focus of the plan is not "remedial" in nature. It is designed to recognize that people new to the district and in many instances to the teaching profession, need assistance and mentoring as they become fully accomplished professionals. Our district realizes that effective teachers are essential to ensure the continuous progress of all students.

The Wakulla County School System recognizes that teaching is a complex profession and requires professional demands beyond the classroom. Getting off to a good start is vital to long-term employment and high productivity. This induction program is designed to provide teachers with the knowledge they need to experience a successful beginning. It is the obligation of the school district to create a well-designed, comprehensive, and readily accessible set of learning experiences for beginning educators. It is the responsibility of the educators to familiarize themselves with the various components of the program and to complete the requirements in a timely manner.

Authority: Fla. Stat. 1012.56(8) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND EDUCATION COMPETENCY PROGRAM ...Each school district must provide a cohesive competency-based professional preparation program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in this subsection and rules of the State Board of Education.

The program shall include the following components:

- A minimum period of initial preparation prior to assuming duties as the teacher of record.
- An option for collaboration between school districts and other supporting agencies for implementation.
- Experienced peer mentors (3 years or more teaching experience and an HE on the most current evaluation)
- An assessment that provides for: a) an initial evaluation and b) a post evaluation.
- Professional education preparation content knowledge that includes, but is not limited to the following:
- Requirements specified in state board rule for professional preparation.
- The educator-accomplished practices approved by the state board.
- A variety of data indicators for student progress.
- Methodologies, including technology for teaching subject content that supports the B.E.S.T Standards.

- Techniques for effective classroom management.
- Techniques and strategies for assuring a safe learning environment for students.
- Methodologies for assuring the ability of all students to read, write and compute.
- Required achievement of passing scores on the professional education competency examination required by the state board rule.

Beginning Effective Teacher Candidate [BETC]

A beginning effective teacher candidate can:

- Identify high priority research based instructional strategies and behaviors with high effect size [i.e., probability of impact on student learning]:
- Demonstrate an understanding of the different types of lessons where each type has an appropriate set of instructional strategies and behaviors:
- Recognize the core elements of lesson design and planning.
- Identify core instructional strategies appropriate to enabling students to achieve academic [content] standards; and
- Identify core teacher behaviors that support deliberate practice – individual and collegial career-long continuous improvement behaviors.

Definition of a beginning effective teacher candidate [BETC]: *Someone who demonstrates sufficient core knowledge of subject matter and instructional strategies to meet effective teacher proficiency expectations for beginning teachers. Someone who has sufficient understanding of a core of research-based instructional strategies and behaviors so that there is a high probability of having a positive impact on student learning.*

New Teacher Induction Program

FOR ALL NEW CERTIFIED OR INSTRUCTIONAL EMPLOYEES IN WAKULLA COUNTY

This program features two critical aspects of becoming a fully accomplished professional educator:

#1: Learning the Ropes – policies, procedures, practices of Wakulla County Schools and

#2: Basic Training - Enhancing the ability to teach by acquiring the attitudes and strategies of effective classroom teachers, demonstrating professional competencies, and teaching accomplished practices.



STRAND A

STRAND A is comprised of Summer Teacher Induction Workshop presented by educators in the district with expertise on specific topics. Summer Teacher Induction Workshop focuses on the professional competencies as required by Florida Statute 1012.56(8) and gives all new employees an overview of Wakulla County Schools.

STRAND A: PROFESSIONAL COMPETENCIES	
Implementation	Documentation
<ul style="list-style-type: none"> New Teacher Induction Program as identified and scheduled by the Human Resources Office on August 3rd, 2022 (Welcome to the Team Party) July 26-27: PAEC New Teacher Training 	<p>**District will maintain attendance records from each day. Your printed name and signature on the “sign-in” sheet are the required documentation.</p>

Task One:

- EVIDENCE: Registration in ePDC and sign-in sheet for “Welcome to the Team Party” that took place on (August 3rd, 2022)**
 - Print registration of Welcome to the Team Party Workshop from ePDC.
 - Put ePDC print out in tab labeled “Evidence” in the back of your New Teacher Induction Program Notebook.

STRAND B

STRAND B is comprised of meetings presented by educators in the district with expertise on specific topics. The workshops will focus on professional competencies as required by Florida Statute 1012.56(8).

STRAND B: PROFESSIONAL COMPETENCIES	
Implementation	Documentation
Attend ALL New Teacher Induction Program Meetings as identified and scheduled by the Human Resource Department.—A schedule of fall and spring meeting dates are provided.	Attendance will be recorded by the sign-in sheet for each workshop attended. Participants must bring a New Teacher Induction notebook to each meeting and attendance is mandatory for all new certified or instructional hires regardless of years of experience, field of instruction, or type of certificate held.

New Teacher Induction Meeting Date: See meeting topics and times in handout section back of notebook.

- August 3rd, 2022
- August 29th, 2022
- September 12th, 2022
- September 26th, 2022
- October 10th, 2022
- October 24th, 2022
- November 14th, 2022
- December 15th, 2022
- January 23rd, 2023
- February 27th, 2023

NEWLY HIRED TEACHERS ARE EXPECTED TO ATTEND ALL SESSIONS SCHEDULED

Task Two:

- **Evidence: Registration in ePDC and sign-in sheets for each session**
 - (a) Print registration of New Teacher Induction Workshop Program from ePDC.
 - (i) You will NOT be marked complete on ePDC until the end of school AFTER HR has reviewed your notebook.
 - (b) Put print out in tab labeled “Evidence” in the back of your New Teacher Induction Program Notebook.

Strand C: School Orientation

STRAND C is intended to help the new educator become aware of how business is done at the school site. This aspect of the induction program involves the completion of the SCHOOL ORIENTATION CHECKLIST. The checklist is found in the back of the notebook. The checklist should be completed during the first two months of employment.

STRAND C: School Orientation	
Implementation	Documentation
With the assistance of <u>your principal or his/her designee</u> , complete the Teacher Induction School Orientation Checklist.	Place the completed Teacher Induction School Orientation Checklist in your Induction Notebook.

Part 1 Assignment: See TEACHER INDUCTION PROGRAM SCHOOL ORIENTATION CHECKLIST located in back of notebook.

This section is to be completed by the beginning teacher with the principal or designer. Administrators may conduct these orientations in small groups with all new hires or one-on-one.

PART II Assignment: Observation of school-based teachers. Principal arranges a TDY so the new educator can observe peers-see your school admin for form. You must record what you learned, who you observed and the date you observed on the “Observing a Veteran Teacher” form located in the handout section of the notebook. Include a copy of your TDY and your principal’s signature on your written observation notes.

Task Three:

- **EVIDENCE: Part I -Complete Teacher Induction Program School Orientation Checklist (must have all 3 signatures)** Put in tab labeled “Evidence” in the back of your New Teacher Induction Program Notebook
- **Evidence: Part II – a copy of your TDY and “Observing a Veteran Teacher” form with Admin signature.** Put in tab labeled “Evidence” in the back of your New Teacher Induction Program Notebook

Strand D: Continuous Professional Development (FESPS, #5)

STRAND D involves the teacher's participation in continuous professional development. Special initiative training that is required by all Wakulla County teachers will be organized and provided by the district during the school year. The purpose of these training opportunities is to allow the beginning educator to have the same level of understanding as experienced teachers who have already completed the training.

STRAND D: Teacher Professional Development Requirements	
Implementation	Documentation
Attend Professional Development Trainings sponsored by district or school	The district will maintain attendance records from each of the seminars. Your signature and employee identification number on the "sign-in" sheet are the items required for documentation.

Task Four:

- **EVIDENCE:** Print out from Epcdc indicating all professional development training transcript. Print out must indicate attendance and completion of training. Put in tab labeled "Evidence" in the back of your New Teacher Induction Program Notebook

Your Assistant Principal can help you with all your EPDC questions.

Strand E: Mentor Teacher Documentation

STRAND E is comprised of scheduled meetings and/or contacts between the new educator and his/her assigned mentor. These meetings address the new educator's needs and offer support to the new educators. This documentation form must be signed and submitted in your induction notebook.

STRAND E: Mentor Teacher Documentation	
Implementation	Documentation
Meet with your assigned mentor teacher a minimum of once/week during the first year of your induction program no matter how many years of experience you have.	Place the completed signed mentoring teacher collaboration log in your induction folder. Please use the form located in the Mentor Teacher Handbook.

A minimum of one contact or meeting has occurred once a week (at least 30 contacts/meetings during the school year) between the new educator and his/her mentor teacher.

WEEKLY MEETING AGENDA ITEMS

*Mentors and new educators **must meet weekly**. Below are the guidelines for your weekly meetings:*

1. Set up a formal weekly meeting time with your mentee. Share the calendar with your administrator.
 - Maintain a log of the meetings with a list of the topics discussed.
 - Meetings should be **at least 30 minutes per week**
 - Meet informally as needed, providing ongoing support.
 - Review the New Teacher Program requirements with your mentee to help him/her stay on track with items to complete.
 - Review the Faculty Handbook, the Student Code of Conduct, the Curriculum Guide, and any other school handbooks with your mentee to ensure overall understanding of school and district policies.
 - Refer the new educator to the appropriate people when questions arise that you are unable to answer.
 - Complete at least one observation during each semester
 - Enlist the support of your administrator if problems arise
 - Complete the Mentoring Program Evaluation Form at the end of the school
 - Remind your mentee to stay on top of deadlines, especially those relating to certification
 - Review the requirements of teaching out-of-field if your mentee is OOF.
 - *Complete the Mentoring Program Evaluation Form at the end of the school year.*
 - Lesson plans
 - Parent Communication
 - Behavior Management
 - Kagan Structures
 - Lower Quartile students and Progress monitoring
 - MTSS/RtI
 - *Safety drills and procedures*

Task Five: EVIDENCE: MENTOR LOG Put in tab labeled "Evidence" in the back of your New Teacher Induction Program Notebook

Strand F: The Florida Educator Accomplished Practices (FEAPs)

STRAND F: The Florida Educator Accomplished Practices [FEAPs]

All New Wakulla Educators are required to complete STRAND F with the following exception: **Veteran teaches in possession of an in-field professional certificate issued by FL DOE and transferring to Wakulla County with three or more years of teaching experience in a public k-12 school, evidenced by annual evaluations of effective or higher.**

6A-5.065 The Educator Accomplished Practices.

(1) **Purpose and Foundational Principles.**

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

(b) Foundational Principles. The Accomplished Practices are based upon and further describes three essential principles: An effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

An effective educator demonstrates deep and comprehensive knowledge of the subject taught.

An effective educator exemplifies the standards of the profession.

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

(a) **Quality of Instruction**

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

- Aligns instruction with state-adopted standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and require prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural, linguistic and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness and support;
- Integrates current information and communication technologies;

- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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

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

4. **Assessment.** Effective educators consistently:

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

(b) Continuous Improvement, Responsibility and Ethics.

1. **Continuous Professional Improvement.** Effective educators consistently:

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

2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Strand F: The Florida Educator Accomplished Practice Overview

The Florida Educator Accomplished Practices (FEAPs) are the research-based knowledge and skills that all Florida teachers need to implement so that their students can master the skills determined by the Florida Sunshine State Standards.

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

The Florida Educator Accomplished Practices include:

- Instructional Design and Lesson Planning
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

The school-based mentor and AP/Principal use the corresponding rubric as a guide to determine if the new educator has demonstrated the FEAP's required. The new educator compiles a portfolio of his/her completed FEAP products and completed rubrics. These products become part of the New Educator Notebook and become public records. These records are audited.

Task SIX: Strand F has 4 FEAP assignments to be completed.

- **EVIDENCE: Put** in tab labeled "Evidence" in the back of your New Teacher Induction Program Notebook
 - FEAP 1: Instructional Design and Lesson Plans
 - Mentor Observations during 1st semester with all 3 form parts completed
 - Pre-Observation form
 - Observation notes
 - Conference
 - FEAP 2: The Learning Environment
 - Mentor Observation over Behavior Management Plan
 - Show behavior plan to Mentor (signatures and copy in notebook)
 - Behavior Analysis form
 - Teacher Evaluation, Domain B reviewed
 - FEAP 3: Instructional Delivery and Facilitation
 - Mentor Observation during 2nd semester with all 3 form parts completed
 - Pre-Observation form
 - Observation notes
 - Conference
 - FEAP 4: Assessment-Teacher/Parent Conference
 - Lead 2 meetings with either Mentor or School Level Administration
 - Complete meeting documentation forms with signature

Strand G: Administrator Assessment

Wakulla School Self-Assessment Form: *Administration and Teacher completed together.*

The administrator who conducts your walk-throughs (2 per year) and observations (2 per year) should initial each line. A copy of your final evaluation could be used in place of this if it is completed by the notebook due date.

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

Task SEVEN: Complete the Wakulla Schools Self-Assessment form with Admin signatures.

- **EVIDENCE:** Put in tab labeled "Evidence" in the back of your New Teacher Induction Program Notebook

Code of Ethics

Principles of Professional Conduct for the Education Profession in Florida

6A-10.081

(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

2022-2023 FINAL CHECKLIST

NOTEBOOKS ARE DUE NO LATER THAN JULY 1, 2023

Return this checklist along with appropriate documentation in a folder to the HR Department located at the District Office at 69 Arran Road, Crawfordville, FL. You will be marked attended and complete upon receipt and review of your New Educator Orientation and Induction Program notebook.

Make copies of documents for your file
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STRAND/TASK/PAGE #	ASSIGNMENT	DATE COMPLETED
Strand A/Task 1/Page 6	Attend Summer "Welcome to the Team" party in August	
Strand B/Task 2/Page 7	Attending New Educator Seminars (All must be attended)	
Strand C/Task 3/Page 8	School Orientation Checklist Completed and Signed by Administrator and Teacher	
Strand D/Task 4/Page 9	Continuous Professional Development	
Strand E/Task 5/Page 10	Mentoring Teacher Collaboration Weekly Meetings	
Strand F/Task 6/Page 13	Florida Educator Accomplished Practices: all 4 tasks	
Strand G/Task 7/Page 14	Wakulla School Self-Assessment with administrative signature	

- I have completed all the assigned tasks as required with integrity and honesty.

Teacher Signature/Date: _____

- This new educator has completed all the assigned tasks as required with integrity and honesty.

Mentor's Signature/Date: _____

- This new educator and mentor have completed all the assigned tasks as required with integrity and honesty.

Administration Signature/Date: _____