



Timeline for Selection of the 2019 Florida Teacher of the Year

- September 2017** Applications are distributed to superintendents, eligible institutions and program coordinators.
- February 5, 2018** Applications, including video link submissions, must be submitted online by clicking [here](#). Supporting documents must be emailed to EdRecognition@fldoe.org using a subject line of **(District Name) TOY 2019**. Any submissions received after February 5, 2018, will not be considered.
- February 26, 2018** FDOE begins communication with District Teachers of the Year.
- March – April 2018** State selection committees review nominees.
- May 2018** Announcements of the Teacher of the Year Finalists are made.
- May – June 2018** State selection committee interviews finalists in Tallahassee.
- July 2018** Florida Department of Education Teacher of the Year Roundtable, Gala and announcement of the 2019 Florida Department of Education Teacher of the Year.

Nomination Procedures

The following requirements must be met in nominating a candidate for the 2019 Florida Teacher of the Year.

- Prior to **February 5, 2018**, participating districts and institutions must select a candidate who will represent the district or institution as the Teacher of the Year. The method and materials used to select the candidate may vary according to the district. The candidate selected should be willing and able to attend the Teacher of the Year Roundtable and Gala held in Orlando.
- The online Teacher of the Year Application must be completed and the supporting documents must be submitted via email to EdRecognition@fldoe.org no later than February 5, 2018.

Submission Procedures – Online Application and Supporting Documents

Online Application:

Please complete the Teacher of the Year Application by clicking [here](#).

Video Submission Guidelines for the Online Application:

The lesson chosen for the video submission should represent the nominee's daily teaching practice.

Step 1 – Obtain signed parent consent forms prior to recording your video. If a student's parents refuse to grant permission, please ensure that the student is seated out of the camera's range and that his or her full name is not used in the video. Videos may be used for training selection committee members or may be featured on the Florida Department of Education website or similar sites and social media.

Step 2 – Prepare to record your video. Almost any type of camera can be used to film the lesson, including a digital camera, camcorder, flip cam or iPhone/iTouch.

Please keep in mind the following:

- Use a tripod, if possible.
- Keep the camera stationary at the side of the classroom instead of moving back and forth.
- Turn on all the lights and close the blinds.
- Close the classroom door and windows to minimize background noise.
- Repeat student responses to make them audible, if students speak in a soft voice.
- High-quality video recording is preferred. Some digital cameras have a limit on video length. Test the camera before recording.
- An external microphone enhances the audio quality, but is not required.
- **Do NOT edit the video in anyway.** The submission must be continuous and unedited. If your recording appears to have been edited, the entire application will not be scored.
- **The video must not exceed 35 minutes.**

Step 3 – Record and review your lesson. In order for a panelist to have sufficient information to perform an evaluation, please record:



1. The teacher's actions;
2. The majority of the students' actions; and
3. Clear audio of the teacher and students.

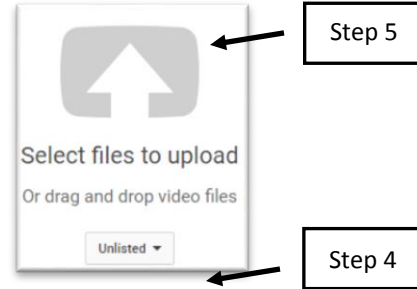
Note that the video must not exceed 35 minutes and cannot be edited in any way before submission.

The recording must be continuous and unedited. If your recording appears to have been edited, the entire application will not be scored.

Step 4 – Submit your video via YouTube link in the online application. Ensure the video is **unsubscribed and unlisted** on the privacy settings. Directions for uploading the video submission are on page 3, but you may also work with your school and/or district's technology representative for assistance.

Creating a YouTube link:

1. Go to www.youtube.com.
2. Create a YouTube account by clicking  at the top right of the screen. You can use a Gmail account that you already have to create your account.
3. Click the  at the top right of the screen to upload your video.
4. When the upload screen loads, click the dropdown arrow to change it from “Public” to “Unlisted.”
5. Click the arrow graphic to select your video file to upload.
6. Select the video file you would like to use for your submission.
7. Wait for your video to completely upload. You will receive a link to your video submission.



Supporting Documents:

Please submit the supporting documents via email to EdRecognition@fldoe.org, with a subject line of **(District Name) TOY 2019**.

The following files must be included in the supporting documents submission:

File 1 (PDF file format)

File Name: District_TOY2019

1. Superintendent Nomination Letter
2. Resume, *11-point Times New Roman font, two-page maximum*
3. Writing Prompts, *11-point font, double spaced, please see individual question word limits*
4. Lesson plan and worksheets/printed materials used in the video, student work samples optional, *five-page maximum*
5. Letter of Recommendation 1, *one-page maximum*
6. Letter of Recommendation 2, *one-page maximum*
7. Letter of Recommendation 3, *one-page maximum*

File 2 (PDF file format)

File Name: District_TOY2019_W9 Form

W9 Form Confirmation Page

File 3 (JPEG file format, size 1000x1025 pixel minimum)

File Name: District_TOY2019_headshot

Professional headshot

Supporting Document Descriptions:

File 1 (PDF file format), File Name: *District_TOY2019*

- **Nomination letter** from the district superintendent verifying that the nominee has been selected as the District Teacher of the Year. The letter must acknowledge the superintendent's agreement to release the nominee from his/her classroom responsibilities in the event the nominee is selected as the 2019 Florida Department of Education Teacher of the Year.
- Nominee's **resume** must be typed in 11-point font with a two-page maximum.
- Nominee's responses to the following **writing prompts** must be typed in 11-point font and double spaced.

Writing Prompts:

1. What inspires you as an educator? *(250 word limit)*
 2. Describe the strongest evidence available to demonstrate your success at advancing student learning. Using data, formal/informal and short/long term, how are your students performing when they enter your classroom versus when they leave? *(350 word limit)*
 3. Describe the instructional practices panelists will see in your video. What are the strengths that are evident? How did you develop one of these strengths? What does the video show as an opportunity for further growth? *(500 word limit)*
 4. A teacher leader is someone who affects student outcomes in classrooms beyond their own. Describe how you have been a teacher leader in your school, district or subject area. *(500 word limit)*
 5. Describe a project or initiative you have been involved in which contributed to the improvement of overall school culture. What was your role, how did you involve others and where is this project today? Please include evidence of student impact. *(500 word limit)*
 6. As Teacher of the Year, you would serve as a spokesperson and representative for the teaching profession. What would be your primary message? *(250 word limit)*
- Nominee's **lesson plan and printed materials** used in the video submission must include the objective of the lesson and Florida Standards taught (e.g., ***LAFS.7.W.1.AP.1c: Write arguments to support claims with logical reasoning and relevant evidence from credible sources***). Student work samples may be included.
 - Three **letters of recommendation**, no more than one page each, must be provided. *One letter of recommendation must be from the nominee's supervisor*; the other letters may be from colleagues, former principals, parents, students, or civic or community leaders. Letters should provide specific examples of the nominee's contributions to his/her school and district and be distinct in content. No more than three recommendation letters, one page each, will be accepted.

File 2 (PDF file format), File Name: District_TOY2019_W9 Form

- Each district nominee must complete and submit the **Florida Substitute Form W-9** online at <http://www.myfloridacfo.com/aadir/docs/W-9instructions022212.pdf>. *Paper copies will not be accepted.*
- One of the following confirmations must be included:
 - Confirmation page indicating the 10-step process has been completed; or
 - Print screen page of the W-9 Form with the Florida State Seal.
- For additional support, please contact the Department of Financial Services at 850-413-3089.

File 3 (JPEG file format), File Name: District_TOY2019_headshot

- A **professional headshot** of the nominee must be included as a JPEG file, 1000x1025 pixel minimum.

Additional Information for Teacher of the Year Submissions:

The selection committee will consider and review only the required materials, thus additional materials should not be submitted with the application.

Once the online application and supporting documents have been submitted, you will receive a confirmation email within one week. If no confirmation message is received, please contact Kaizsa Grant at 850-245-0561.

Online applications, including video links and supporting documents, must be received by **Monday, February 5, 2018**, in order to be considered by the selection committee. **Applications and supporting documents submitted after this date, and incomplete packets will not be considered.** Communication from the Florida Department of Education to the District Teachers of the Year will begin on February 26, 2018.

Based upon availability of funds, the Florida Department of Education presents awards to the 2019 Florida Teacher of the Year, each finalist and each District Teacher of the Year. The awards are distributed during the Teacher of the Year Roundtable.

Application Scoring:

The supporting documents and video submission will be scored using the Florida Teacher of the Year Application Rating Form and Video Observation Score Sheet, included below. The application rating form has 78 possible points and the video score sheet has 64 possible points. The application score and video score are weighted equally to result in the nominee's total score.

Sample Teacher of the Year Score Calculation

<i>Application Score:</i>	68/78
<i>Video Submission Score:</i>	56/64
<i>Total Score:</i>	$(68/78)(0.5) + (56/64)(0.5) = \mathbf{0.87}$

Student Engagement: Are all students engaged in the work of the lesson from start to finish? (16 possible points)				
<i>Ineffective (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Accomplished (4)</i>	Points
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.	
Very few or no students demonstrate clear understanding of behavioral expectations and/or directions through their actions.	Some students demonstrate a clear understanding of behavioral expectations and directions through their actions.	Most students demonstrate a clear understanding of behavioral expectations and directions through their actions.	All or almost all students demonstrate a clear understanding of behavioral expectations and directions through their actions.	
Students do not execute transitions, routines and procedures in an orderly manner or there are missed opportunities to have a routine or procedure in place.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	
Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time, but this does not result in a significant loss of instructional time for the class period.	Students are idle only for short periods of time (less than one minute) while waiting for the teacher to provide directions, when finished with assigned work early or during transitions.	Class has a quick pace and students are engaged in the work or lesson from start to finish. Students who finish assigned work early engage in meaningful learning activities or enrichment assignments related to unit objectives without interrupting other students' learning.	
Score for Student Engagement:				

Essential Content: Are all students working with essential content for their subject and grade? (16 possible points)				
<i>Ineffective (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Accomplished (4)</i>	Points
The lesson does not focus on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade level standards or expectations and/or IEP goals, and is likely to put students on a path towards college and/or career success.	
Most parts of the lesson students engage in are not aligned to the stated or implied learning goal(s).	Some parts of the lesson students engage in are aligned to the stated or implied learning goal(s).	Most lesson activities students engage in are aligned to the stated or implied learning goal(s).	All lesson activities students engage in are aligned to the stated or implied learning goal(s).	
Most activities student engage in are disconnected from one another and/or do not move students toward mastery of the grade level standards(s).	Some activities students engage in are disconnected from one another and/or do not move students toward mastery of the grade level standard(s).	Most activities students engage in are generally connected to one another and move students toward mastery of the grade level standards(s).	All activities students engage in are well-sequenced and build on one another to move students toward mastery of the grade level standard(s).	
Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade or course and time in the school year.	Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade or course and time in the school year.	Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade or course and time in the school year.	All instructional materials students use, such as texts, questions, problems, exercises and assessment, are high-quality and appropriately demanding for the grade or course and time in the school year.	
Score for Essential Content:				

Academic Ownership: Are all students responsible for doing the thinking in this classroom? (16 possible points)				
<i>Ineffective (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Accomplished (4)</i>	Points
Very few or no students provide meaningful oral or written evidence to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Students complete none or very little of the cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson; the teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson, but the teacher or a very small number of students complete most of the cognitive work.	Students complete an appropriate amount of cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson given the focus of the lesson.	Students complete an appropriately challenging amount of cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson given the focus of the lesson.	
Students respond negatively to their peers' thinking, ideas or answers. Instructional materials students use such as texts, questions, problems, exercises and assessments are not appropriately demanding for the grade/course and time in the school year.	Students do not respond to their peers' thinking, ideas or answers. Students rarely provide constructive feedback to peers but respond neutrally when a peer answers a question incorrectly or when students do not agree with the response.	Students respond to their peers' thinking, ideas or answers. Students provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.	Students respond productively to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond encouragingly when a peer answers a question incorrectly or when students do not agree with the response.	
Students do not try to complete challenging academic work or answer questions.	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	
Score for Academic Ownership:				

Demonstration of Learning: Do all students demonstrate that they are learning? (16 possible points)				
<i>Ineffective (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Accomplished (4)</i>	Points
Questions, tasks or assessments do not yield data that allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that partially allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess student's progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	
Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students routinely have opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	
Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student response, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.	
Score for Demonstration of Learning:				

2019 Florida Teacher of the Year Online Application Rating Form

Accomplished (A): Provides clear descriptions and/or thorough information to fulfill requirements. The description is clear and provides evidence.

Proficient (P): Provides adequate descriptions and/or sufficient information to satisfy requirements. The description is satisfactory.

Developing (D): Provides insufficient information to satisfy requirements. The description is vague or unclear.

Ineffective (I): Does not satisfy requirements or fails to submit required information.

Application Component	I	D	P	A
Resume (<i>two-page maximum</i>) <ul style="list-style-type: none"> Complete work history including dates of employment and descriptions of responsibilities and accomplishments Past achievements including academic, professional or personal School or community involvement, leadership or volunteer experience 	0	1	2	3
Writing Prompt 1 (<i>250 word limit</i>) <ul style="list-style-type: none"> Description of what inspires the nominee as an educator 	0	2	4	6
Writing Prompt 2 (<i>350 word limit</i>) <ul style="list-style-type: none"> Description with evidence that demonstrates success at advancing student learning Includes formal/informal and short-/long-term data that demonstrates learning growth during students' time with the nominee, specifically addressing the students' performance when they entered the classroom versus when they left 	0	4	8	12
Writing Prompt 3 (<i>500 word limit</i>) <ul style="list-style-type: none"> Description of the instructional practices in the video submission Identifies what the nominee believes to be the strengths and how they developed one of the strengths Identifies what the nominee believes to be an opportunity for further growth 	0	4	8	12
Writing Prompt 4 (<i>500 word limit</i>) <ul style="list-style-type: none"> Description of how the nominee has been a teacher leader in their school, district or subject area 	0	3	6	9
Writing Prompt 5 (<i>500 word limit</i>) <ul style="list-style-type: none"> Description of a project or initiative the nominee has been involved in which contributed to the improvement of overall school culture Identifies their role, how they involved others, and where the project is today Includes evidence of student impact 	0	3	6	9
Writing Prompt 6 (<i>250 word limit</i>) <ul style="list-style-type: none"> Description of what would be the nominee's primary message, if named Florida Teacher of the Year 	0	2	4	6
Lesson Plan and Florida Standards <ul style="list-style-type: none"> Lesson plan is on grade level and corresponds to the video submission Florida Standards taught in the video submission are stated in the lesson plan Lesson objective is stated in the lesson plan and corresponds to the Florida Standards taught in the video submission 	0	3	6	9
Letters of Recommendation (<i>three letters, one page each</i>) <ul style="list-style-type: none"> Provide specific examples of the nominee's contributions to his/her school and district Letters are distinct in content One letter of recommendation is from the nominee's supervisor 	0	2	4	6
Quality of Nominee <ul style="list-style-type: none"> Consider overall quality including page limits/specifications, grammar and spelling organization of application Consider nominee's ability to perform the duties of the Florida Teacher of the Year 	0	2	4	6
Total Score _____ / 78				