|  |  |
| --- | --- |
| **“NEW” Florida Educator Accomplished Practices**  **(December 2010)** | **“OLD” FEAP** |
| 1. **Quality of Instruction** |  |
| **1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:** |  |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor; | 8.1, 10.1 |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | 10.2 |
| c. Designs instruction for students to achieve mastery; | 10.1, 11.2 |
| d. Selects appropriate formative assessments to monitor learning; | 1.1, 1.2 |
| e. 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 | 1.1, 1.2, 3.1 |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | 7.1, 8.1, 8.2, 9.2, 10.2 |
| **2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:** |  |
| a. Organizes, allocates, and manages the resources of time, space, and attention; | 5.1, 7.1, 7.2, 9.2 |
| b. Manages individual and class behaviors through a well-planned management system; | 9.2 |
| c. Conveys high expectations to all students; | 2.1 |
| d. Respects students' cultural, linguistic, and family background; | 5.1,5.2, 7.1 |
| e. Models clear, acceptable, oral and written communication skills; | 2.2 |
| f. Maintains a climate of openness, inquiry, fairness, and support; | 5.1, 6.1, 6.2, 9.2 |
| g. integrates current information and communication technologies | 12.1, 12.2 |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and | 5.1, 5.2, 7.1 |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | 9.2, 12.1, 12.2 |
| **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; | 7.1, 8.1,8.2 |
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | 2.2, 4.1, 4.2, 8.2 Reading |
| c. Identify gaps in students' subject matter knowledge; | 1.1, 1.2,3.1 |
| d. Modify instruction to respond to preconceptions or misconceptions; | 1.1, 3.1, 4.1,9.1 |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | ??? 4.1, 4.2, 8.2, 11.2 |
| f. Employ higher-order questioning techniques; | 4.1,4.2 |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding | 4.1, 5.1, 12.1, 12.2 |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 1.1, 5.1,7.1, 10.2 |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and | 2.1, 9.1 |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | 9.1 |
| **4. Assessment. The effective educator consistently:** |  |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; | 1.1,1.2 |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 1.1, 9.1, 10.1, 10.2 |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 1.1,1.2,9.1 |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 1.1, 4.1, 7.1 |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); | 2.2, 3.1, 11.1 |
| f. Applies technology to organize and integrate assessment information. | 12.1,12.2 |
| 1. **Continuous Improvement, Responsibility, and Ethics** |  |
| **1. Continuous Professional Improvement. The effective educator consistently:** |  |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; | 3.1,3.2,11.2 |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 1.2, 3.1 |
| c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement; | 11.1 |
| d. Engages in targeted professional growth opportunities and reflective practices, and | 3.1,3.2,11.2 |
| e. Implements knowledge and skills learned in professional development in the teaching and learning process. | 3.2, 6.1, 8.2, |
| **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 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.** | 6.1,6.2 |