Florida Educator Accomplished Practices

1. Instructional Design and Lesson Planning
   Applying concepts from human development and learning theories

Critical Skills:

- Aligns instruction with state-adopted standards at appropriate level of rigor.
- Sequences lesson and concepts to ensure coherence and required 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.
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/NI</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.</td>
<td>The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.</td>
<td>The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.</td>
<td>The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.</td>
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Possible “Look-fors”/Outcomes (not an exhaustive list)

**Highly Effective:**

- Contributes to the professional learning community
- Contributes to the development of formative assessments
- Differentiates instruction based on monitoring of common formative assessments
- Designs lessons with a variety of strategies to engage students in collaborative and independent application of learning
- Lesson plans allow for adjustment based on formative data

**Effective:**

- Lesson plans clearly align with the standard(s)
- Engages students in appropriately rigorous content
- Plans for content specific questions that meet the rigor of the standards
- Participates in the professional learning community
- Designs lessons using student data
- Designs differentiated instruction to meet the needs of all students
- Sequences lessons and units to build knowledge toward standard mastery
- Provides opportunities for students to explain their thinking
- Provides opportunities to work collaboratively
- Designs lessons to ensure students are engaged in their learning and self-regulate their behavior
- Anticipates and plans for student misconceptions
- Relates and integrates subject matter with other disciplines or student life experiences
- Learning goals presented in grade appropriate, student friendly language
- Independent tasks are aligned to the standards
- Prioritizes high impact standards that lead to mastery
Florida Educator Accomplished Practices

2. The Learning Environment
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative

Critical Skills:

- Organizes, allocates, and manages the resources of time, space, and attention. (Assessed and evaluated on the Lesson Plan-Management Techniques).
- 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.
- Adapts the learning environment to accommodate the differing needs and diversity of students.
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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Possible “Look-fors”/Outcomes (not an exhaustive list)

Highly Effective:

- Routines, procedures, expectations, and resources have been internalized by students; the class runs itself
- Students self-regulate or intervene with peers in response to misunderstandings or off-task behavior
- Knowledge of student interests, background, and needs serves as the foundation for which lessons are crafted
- Respect and rapport are demonstrated through student interactions with each other and the teacher (e.g., in a class discussion, students dialogue with each other, not just respond to teacher questions; students comfortable asking “real” questions)

Effective:

- Clear, evident routines and procedures to maximize instructional time for student learning (relevant to class level and time of year)
- Uses appropriate management techniques when needed to reinforce procedures or redirect students
- Classroom layout is safe and conducive to the work of the lesson/activity for all learners
- Grouping of students (if present) is done intentionally with the students and the task in mind
- High expectations communicated to all students via scaffolding (e.g., supports, probing questions for wrong answers) and/or specific praise (e.g., verbal, written, public or private)
- Demonstrates rapport with and respect for students in interactions with students
- Communicates clearly in multiple forms (e.g., verbally and in writing) using student-friendly language to promote student understanding
- Resources, including technology, are accessible to students and relevant for the lesson
Florida Educator Accomplished Practices

3. Instructional Delivery and Facilitation
Utilizes a deep and comprehensive knowledge of the subject taught

Critical Skills:

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

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Possible “Look-fors”/Outcomes (not an exhaustive list)

Highly Effective:

- Elicits real-world connections from students during instruction
- Feedback is differentiated based on individual student needs during instruction
- Adjusts instruction during the lesson in response to student learning
- Facilitates student-led learning

Effective:

- Educator’s content knowledge is evident in instruction
- Implements differentiated instruction that positively impacts student learning
- Utilizes multiple checks for understanding throughout the lesson
- Employs appropriate technology during instruction when relevant
- Instruction includes real-world connections
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4. Assessment

Critical Skills:

- 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.
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).
- Applies technology to organize and integrate assessment information.

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Possible “Look-fors”/Outcomes (not an exhaustive list)

**Highly Effective:**

- Facilitates student-led conferencing
- Facilitates the process where students synthesize their data to drive the learning process
- Uses ongoing assessments to adapt the lesson during instruction

**Effective:**

- Aligns assessments with the rigor of the standard(s)
- Collaborates with others to accurately assess student performance
- Accommodates assessments based on student need
- Monitors assessments for understanding throughout the lesson
- Communicates the importance of assessments to stakeholders
Florida Educator Accomplished Practices

5. Continuous Professional Improvement

Critical Skills:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs.
- Examines and uses data-informed research to improve instruction and student achievement.
- 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.
- Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
- Engages in targeted professional growth opportunities and reflective practices.
- Implements knowledge and skills learned in professional development/TCP in the teaching and learning process.

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<td>The educator employs the accomplished practice and extends their learning to the benefit of the profession.</td>
<td>The educator employs the accomplished practice.</td>
<td>The educator attempts to employ the accomplished practice, but fails to apply new knowledge to improve teaching and learning.</td>
<td>The educator does not employ the accomplished practice.</td>
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Possible "Look-fors"/Outcomes (not an exhaustive list)

**Highly Effective:**

- Seeks out (initiates) opportunities for professional development to enhance instruction
- Reflects on a lesson's effectiveness to inform future planning
- Shares professional expertise with colleagues
- Contributes to the professional learning community

**Effective:**

- Participates in personal professional learning to increase depth of content knowledge
- Assesses a lesson's effectiveness
- Pursues professional growth opportunities in addition to the Deliberate Practice plan
- Participates in the professional learning community
Florida Educator Accomplished Practices

6. Professional Responsibilities and Ethical Conduct
Understanding that educators are held to a high moral standard in a community, the 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.

Critical Skills:
- 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 Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

<table>
<thead>
<tr>
<th>YES</th>
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<td>None of the indicators under the “NO” designation have occurred</td>
<td>One or more of the following has occurred:</td>
</tr>
<tr>
<td></td>
<td>• Formal level documentation with Employee Relations’ involvement</td>
</tr>
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<td>• Violation of Board Policy 3124.01</td>
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<td>• A finding by the Office of Professional Practices Services (FLDOE)</td>
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Deliberate Practice

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<td>Develops a plan and implements all of the plan. Monitors progress and reflects on results.</td>
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July 2019