

Florida Educator Accomplished Practices

1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories			
Critical Skills:			
<ul style="list-style-type: none"> • 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. 			
Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.	The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.	The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.	The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.

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

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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.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.</p>	<p>The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.</p>	<p>The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.</p>	<p>The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.</p>

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

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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.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.</p>	<p>The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.</p>	<p>The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.</p>	<p>The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.</p>

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.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The educator employs the accomplished practice, monitors for effectiveness, and adapts, as necessary, to meet the needs of learners.</p>	<p>The educator employs the accomplished practice and monitors for effectiveness.</p>	<p>The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.</p>	<p>The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.</p>

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

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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.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The educator employs the accomplished practice and extends their learning to the benefit of the profession.</p>	<p>The educator employs the accomplished practice.</p>	<p>The educator attempts to employ the accomplished practice, but fails to apply new knowledge to improve teaching and learning.</p>	<p>The educator does not employ the accomplished practice.</p>

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

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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.

YES	NO
None of the indicators under the "NO" designation have occurred	One or more of the following has occurred: <ul style="list-style-type: none"> • Formal level documentation with Employee Relations' involvement • Violation of Board Policy 3124.01 • A finding by the Office of Professional Practices Services (FLDOE)

Deliberate Practice

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Develops a plan and implements all of the plan. Monitors progress and reflects on results.	Develops a plan and implements all of the plan. Monitors Progress.	Develops a plan and implements part or all of the plan.	No plan.