



CONTINUUM OF EDUCATOR ACCOMPLISHED PRACTICES

Andrea Messina

*Chairperson of the District School Board
District 3*

Ian Vincent

*Vice Chairperson of the District School Board
District 4*

Alleen Miller

School Board Member, District 2

Barbara Rendell

School Board Member, District 5

Lee Swift

School Board Member, District 1

◆ USING THIS DOCUMENT

A NEW VISION FOR PERFORMANCE ASSESSMENT

The ultimate goal of PACE is to improve student performance by supporting effective teaching.

This continuum is one component of this new professional accountability system. Its purpose is to provide a clear and practical description of the expectations made of teachers and defines the developmental levels of teacher performance.

◆ HOW THE CONTINUUM WAS DEVELOPED

The ever-increasing specificity and validity of educational research now enables professional educators to more clearly define what constitutes “good teaching,” and this document is largely based on such research.

This same research led the State of Florida to establish standards in a variety of documents, including the *Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida*, the *Educator Accomplished Practices*, and the *Florida Curriculum Frameworks*. This document is carefully aligned with each of these works.

These drafts were reviewed, collated, and edited by educational consultants, the Professional Development Academy, the Teachers Association of Charlotte County, and the Superintendent’s Cabinet. After the first year of implementation, the guidelines will be reviewed and revised for subsequent use.

◆ HOW THE GUIDELINES ARE STRUCTURED

These guidelines are based on the *Florida Educator Accomplished Practices for Teachers of the Twenty-First Century*. For each of EAP, several benchmarks were identified as being essential to the effective practice of that competency.

The continuum provides a path for the educator to travel through the benchmarks. The levels of the continuum do not represent a chronological stage in a teacher’s career. Each level indicates what a teacher should be able to do at that stage of his/her professional development as a teacher. These developmental levels consist of four categories: “Needs Improvement,” “Preprofessional,” “Professional,” and “Exemplary.”

◆ HOW TO USE THIS DOCUMENT

The continuum may be used in several different ways for several different purposes. For instance, it

- Provides benchmarks for *Florida Educator Accomplished Practices*
- Provides common language for setting goals and creating an environment of collegial support
- Serves as a resource for peer coaching
- Serves as a guide for self-reflection, appraisal, and professional development
- Can be a tool for teachers to identify areas of growth, move through the continuum to “exemplary” and become lifelong learners
- Support an *ongoing and developmental* professional conversation between each teacher and the principal.*
- Provide a basis for making determinations about teacher performance. The continuum is meant to be applicable in a variety of assessment scenarios, including direct observation, peer collaboration, or portfolio assessment.

* In this document, the term “teacher” will be used to describe all members of the instructional bargaining unit, and the term “principal” will be used to describe the primary **leader** of a school, or the immediate supervisor, or a designee.



EDUCATOR ACCOMPLISHED PRACTICE 1: (a) Quality of Instruction: #1a. Instructional Design and Lesson Planning

(Quality of Instruction is a new category w/4 EAPs). New #1a/. is Old EAP 10 - Planning; Old EAP 12 – Technology).

Applying concepts from human development and learning theories, the effective educator designs, plans, implements, and evaluates effective instruction for students to achieve mastery.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
Develops plans based on student performance outcomes	<ul style="list-style-type: none"> Plans instruction insufficient to enable every student to meet required state-adopted standards; Learning activities are rarely related to intended outcomes; Develops lesson and/or unit plans infrequently or which fail to conform to the Florida Curriculum Frameworks; Rarely selects appropriate formative assessments to monitor learning. Does not use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. 	<ul style="list-style-type: none"> Sometimes plans instruction sufficient to enable most students to meet required state-adopted standards, and seeks assistance in such instruction where exceptions are identified; Sometimes plans learning activities-related to intended outcomes; Sometimes develops lesson and/or unit plans which align with the Florida Curriculum Frameworks; Sometimes selects appropriate formative assessments to monitor learning. Sometimes 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. 	<ul style="list-style-type: none"> Frequently plans instruction appropriate to enable every student to improve performance toward required state-adopted standards; Learning activities are generally related to intended outcomes; Frequently develops comprehensive lesson and/or unit plans consistent with models provided in the Florida Curriculum Frameworks; Frequently elects appropriate formative assessments to monitor learning. Frequently 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. 	<ul style="list-style-type: none"> Consistently plans instruction appropriate to enable every student to meet required state-adopted standards;⁸¹ Learning activities are clearly and closely related to intended outcomes;⁸² Consistently develops and shares with colleagues comprehensive lesson and/or unit plans using models provided in the Florida Curriculum Frameworks.⁸³ Consistently selects appropriate formative assessments to monitor learning. Consistently 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.
Plans activities that promote high standards	<ul style="list-style-type: none"> Does not plan activities that promote high standards. Does not develop learning experiences that require students to demonstrate a variety of skills and competencies, including current technologies. 	<ul style="list-style-type: none"> Sometimes seeks peer assistance with planning for activities that promote high standards. Sometimes develops learning experiences that require students to demonstrate a variety of skills and competencies, including current technologies. 	<ul style="list-style-type: none"> Frequently plans activities that promote high standards in a climate which enhances and expects continuous improvement. Frequently develops learning experiences that require students to demonstrate a variety of skills and competencies, including current technologies. 	<ul style="list-style-type: none"> Consistently plans activities that promote high standards of achievement in a climate which enhances and expects continuous improvement.⁸⁴ Consistently develops learning experiences that require students to demonstrate a variety of skills and competencies, including current technologies.
Plans for development of cross-curricular learning skills	<ul style="list-style-type: none"> Rarely provides adequate instruction in Goal Three competencies; Rarely includes support for skills targeted by school improvement plan and/or current board goals; Rarely plans cooperatively with colleagues in the same grade level or discipline. 	<ul style="list-style-type: none"> Sometimes provides instruction in Goal Three competencies, yet is lacking in breadth. Sometimes includes support for skills targeted by school improvement plan and/or current board goals. Sometimes plans cooperatively with colleagues in the same grade level or discipline. 	<ul style="list-style-type: none"> Frequently provides consistent instruction in Goal Three competencies; Plans frequently to show support for skills targeted by school improvement plan and/or current board goals. Frequently plans cooperatively with colleagues in the same grade level or discipline. 	<ul style="list-style-type: none"> Consistently provides comprehensible and fully integrated instruction in all appropriate Goal Three competencies; Plans consistently include extensive and integrated support for skills targeted by school improvement plan and/or current board goals; Consistently plans cooperatively with colleagues in the same and other grade levels or disciplines.



EDUCATOR ACCOMPLISHED PRACTICE 2: (a) Quality of Instruction : #2a. The Learning Environment

(Quality of Instruction is a new category. New #2a. is Old EAP 9 -Learning Environments; Old EAP 5 – Diversity; Old EAP 7 – Human Development and Learning)

The effective educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
<p>Fosters active engagement in learning and incorporates prevailing theories of learning</p>	<ul style="list-style-type: none"> ◆ Rarely or ineffectively maintains academic focus of students, using prevailing theories of learning or motivational devices; ◆ Fails to provide a safe place for students to take academic risks; ◆ Rarely or ineffectively designs and implements appropriate instructional activities in individual, small group, and large group settings to meet cognitive, linguistic and affective needs; ◆ Rarely or ineffectively includes any cooperative group work; ◆ Rarely provides positive feedback and reinforcement to students; ◆ Rarely or ineffectively guards the use of instructional time, space, and attention or includes time for administrative and organizational activities; ◆ Rarely or ineffectively maintains instructional momentum. 	<ul style="list-style-type: none"> ◆ Sometimes Attempts to maintains academic focus of students, experimenting with a few prevailing theories of learning and/or motivational devices. ◆ Sometimes provides a safe place for students to take academic risks. ◆ Sometimes uses trial and error methods to attempt appropriate instructional activities in individual, small group, and large group settings to meet cognitive, linguistic and affective needs. ◆ Sometimes includes some cooperative group work and seeks constructive criticism from peer teacher, regarding technique. ◆ Sometimes provides positive reinforcement and feedback to students. ◆ Sometimes attempts to guard the use of instructional time, space, and attention and include time for administrative and organizational activities; ◆ Sometimes maintains instructional momentum and self-corrects with regard to occasional inefficient transitions. 	<ul style="list-style-type: none"> ◆ Frequently maintains academic focus of students, using prevailing theories of learning, with a variety of motivational devices; ◆ Frequently provides a safe place for students to take academic risks; ◆ Frequently designs and effectively implements appropriate instructional activities in individual, small group, and large group settings to meet cognitive, linguistic and affective needs; ◆ Frequently organizes instruction to include cooperative groups; ◆ Frequently provides feedback and positive reinforcement to students; ◆ Frequently guards the use of instructional time, space, and attention and includes time for administrative and organizational activities; ◆ Frequently maintains instructional momentum, with smooth and efficient transitions. 	<ul style="list-style-type: none"> ◆ Consistently maintains academic focus of students, using prevailing theories of learning, with a variety of motivational devices;⁶¹ ◆ Consistently creates an environment in which students and the teacher mutually feel safe to take academic risks; ◆ Consistently designs and effectively implements appropriate instructional activities in individual, small group, and large group settings to meet cognitive, linguistic and affective needs;⁷⁰ ◆ Consistently organizes instruction to include cooperative, student-directed groups;⁷¹ ◆ Consistently provides specific, timely feedback and positive reinforcement to students;⁷² ◆ Consistently guards the use of instructional time, space, and attention and includes time for administrative and organizational activities;⁷³ ◆ Consistently maintains instructional momentum with smooth and efficient transitions, and with thoughtful systems and policies.⁷⁴
<p>Plans for a variety of learning environments and delivery strategies</p>	<ul style="list-style-type: none"> ◆ Rarely plans lessons that engage most students; ◆ Plans with no flexibility to allow for unexpected opportunities, difficulties, or to accommodate differing and diverse student needs; ◆ Rarely modifies the visual and physical environment to correspond with the planned lesson and needs of all students; ◆ Rarely uses community resources; ◆ Plans include outdated instructional strategies and practices; or demonstrate minimal variation in learning environment or delivery strategies, including use of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; ◆ Rarely creates lessons that are interdisciplinary and that integrate multiple subject areas; 	<ul style="list-style-type: none"> ◆ Sometimes plans lessons that engage most students, seeks assistance in re-designing and re-teaching the lessons. ◆ Plans with limited flexibility to allow for unexpected opportunities, difficulties, or to accommodate differing and diverse student needs; ◆ Sometimes seeks assistance to modify the visual and physical environment to correspond with the planned lesson and needs of all students; ◆ Sometimes plans for the use of community resources; ◆ Plans sometimes includes current instructional strategies and practices, including use of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; ◆ Sometimes creates lessons that are interdisciplinary and that integrate multiple subject areas; 	<ul style="list-style-type: none"> ◆ Frequently plans activities that increase student engagement in learning and employs strategies to re-engage students who are off task; ◆ Frequently plans with some flexibility to allow for unexpected opportunities, difficulties, or to accommodate differing and diverse student needs; ◆ Frequently modifies the visual and physical environment to correspond with the planned lesson and needs of all students; ◆ Frequently plans for the utilization of community resources in classroom activities, e.g. world of work, civic leaders, fine arts; ◆ Plans frequently include a variety of current instructional strategies and practices, including use of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; ◆ Frequently creates lessons that are interdisciplinary and that integrate multiple subject areas; 	<ul style="list-style-type: none"> ◆ Consistently plans activities that actively engage students in learning and employs strategies to re-engage students who are off task;⁸⁵ ◆ Consistently plans with sufficient flexibility to allow for unexpected opportunities, difficulties, or to accommodate differing and diverse student needs;⁸⁶ ◆ Consistently modifies the visual and physical environment to correspond with the planned lesson and needs of all students;⁸⁷ ◆ Consistently plans for the utilization of community resources in classroom activities, e.g. world of work, civic leaders, fine arts;⁸⁸ ◆ Plans consistently include a wide variety of current instructional strategies and practices, including use of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; ◆ Consistently creates lessons that are interdisciplinary and that integrate multiple subject areas;

EDUCATOR ACCOMPLISHED PRACTICE 2: (a) Quality of Instruction : #2a. The Learning Environment -- Continued

(Quality of Instruction is a new category. New #2a. is Old EAP 9 -Learning Environments; Old EAP 5 – Diversity; Old EAP 7 – Human Development and Learning)

The effective educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
Manages student behavior	<ul style="list-style-type: none"> ◆ Ineffectively manages student behavior in various learning environments through a well-planned management system; ◆ Infrequently or ineffectively upholds school and district behavior policies; ◆ Infrequently or ineffectively corrects misbehavior; ◆ Nearly always seeks assistance for behavior problems that could better be solved in the classroom, and rarely attempts to transfer what is learned to similar future situations. 	<ul style="list-style-type: none"> ◆ Sometimes manages student behavior in various learning environments through a well-planned management system; ◆ Sometimes upholds school and district behavior policies, seeking clarification and modifying actions as necessary. ◆ Usually corrects misbehavior, but frequently needs assistance with methods. ◆ Sometimes seeks assistance for behavior problems, and attempts to transfer what is learned to similar future situations. 	<ul style="list-style-type: none"> ◆ Frequently manages student behavior in various learning environments through a well-planned management system; ◆ Frequently upholds school and district behavior policies; ◆ Frequently corrects misbehavior; ◆ Frequently seeks assistance for behavior problems when appropriate. 	<ul style="list-style-type: none"> ◆ Consistently and effectively manages student behavior in various learning environments through a well-planned management system;⁷⁵ ◆ Consistently and equitably upholds school and district behavior policies;⁷⁶ ◆ Consistently and positively redirects misbehavior;⁷⁷ ◆ Consistently involves students in establishing standards for behavior.⁷⁸ ◆ Consistently seeks assistance for behavior problems only when other appropriate alternatives have been implemented;
Modifies physical and social environment to support learning and foster a respect for diversity	<ul style="list-style-type: none"> ◆ Rarely or ineffectively arranges, changes, and manages the physical and social environment to facilitate student learning . ◆ Rarely attempts to share learning environment management responsibilities with students. 	<ul style="list-style-type: none"> ◆ Sometimes arranges, changes, and manages the physical and social environment to facilitate student learning and promote respect for students’ cultural, linguistic, and family background; ◆ Sometimes attempts to share learning environment management responsibilities with students. 	<ul style="list-style-type: none"> ◆ Frequently arranges, changes, and manages the physical and social environment to facilitate student learning and promote respect for students’ cultural, linguistic, and family background; ◆ Frequently shares learning environment management responsibilities with students. 	<ul style="list-style-type: none"> ◆ Consistently arranges, changes, and manages the physical and social environment to facilitate student learning and promote respect for students’ cultural, linguistic, and family background; ◆ Consistently shares learning environment design and management responsibilities with students.

EDUCATOR ACCOMPLISHED PRACTICE 3: (a) Quality of Instruction: #3a. Instructional Design and Facilitation

(Quality of Instruction is a new category. New #3a/ is Old EAP 8 - Knowledge of Subject Matter; Old EAP 2 – Communication; Old EAP 5 – Diversity; Old EAP 11 – Role of the Teacher)

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject matter.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
Uses knowledge of subject matter to support student achievement	<ul style="list-style-type: none"> Communicates limited standards driven content, or inaccurate knowledge of subject; does not use language and style appropriate to the learner or that links across content areas to include literacy strategies and verbalization Demonstrates a limited breadth of subject matter knowledge that fails to enable students to understand how the subject relates to other disciplines; Rarely identifies gaps in students' understanding and modifies instruction regarding their pre/misconceptions; Fails to use knowledge of subject matter in such way as to support student interest and engagement; Uses the vocabulary, practices, references, materials, and technologies of the subject ineffectively or in a manner inappropriate to the developmental stage of the learner or to teach for understanding, providing immediate and specific feedback to students to promote student achievement. 	<ul style="list-style-type: none"> Sometimes communicates standards driven content, accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner, with links across content areas to include literacy strategies and verbalization; Sometimes demonstrates a breadth of subject matter knowledge, and seeks assistance to help students understand how the subject relates to other disciplines; Sometimes identifies gaps in students' understanding and modifies instruction regarding their pre/misconceptions; Displays knowledge of subject matter, and sometimes seeks assistance in gaining student interest and engagement. Sometimes uses the vocabulary, practices, references, materials, and technologies of the subject-in a manner appropriate to the developmental stage of the learner and to teach for understanding, providing immediate and specific feedback to students to promote student achievement. 	<ul style="list-style-type: none"> Frequently communicates standards driven content, accurate, and extensive knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner, with links across content areas to include literacy strategies and verbalization; Frequently demonstrates a breadth of subject matter knowledge that enables students to understand how the subject relates to other disciplines; Frequently identifies gaps in students' understanding and modifies instruction regarding their pre/misconceptions; Frequently uses knowledge of subject matter to employ higher order thinking questioning techniques to increase student interest, engagement, and performance; Frequently uses the vocabulary, practices, references, materials, and technologies of the subject in a manner appropriate to the developmental stage of the learner and to teach for understanding, providing immediate and specific feedback to students to promote student achievement. 	<ul style="list-style-type: none"> Consistently communicates standards driven content, accurate, and extensive knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner, with links across content areas to include literacy strategies and verbalization; Consistently demonstrates a superior breadth of subject matter knowledge that leads students to approach and to interrelate topics from a variety of disciplines, perspectives, interests, and points of view; Consistently identifies gaps in students' understanding and modifies instruction regarding their pre/misconceptions; Consistently uses extensive knowledge of subject matter to employ higher order thinking questioning techniques to increase student interest, engagement, and performance; Consistently uses the vocabulary, practices, references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner and to teach for understanding, providing immediate and specific feedback to students to promote student achievement.
Maintains currency in knowledge of subject matter	<ul style="list-style-type: none"> Fails to maintain currency in regard to changes in the subject; Fails to effectively participate in activities and events of professional associations which directly support knowledge of subject matter; Rarely attends in-service workshops related to subject matter, unless directed, and infrequently implements new strategies. 	<ul style="list-style-type: none"> Sometimes connects with peer teacher/others to attempt currency in regard to changes in the subject. Sometimes participates in activities and events of professional associations which directly support knowledge of subject matter; Sometimes attends in-service workshops related to subject matter, and seeks assistance to implement new strategies. 	<ul style="list-style-type: none"> Maintains currency in regard to changes in the subject field; Frequently participates in activities and events of professional associations which directly support knowledge of subject matter; Regularly attends in-service workshops related to subject matter, and implements and evaluates new strategies. 	<ul style="list-style-type: none"> Consistently maintains currency in regard to changes in the subject field and promotes such currency among colleagues;⁶² Regularly participates in and provides support for activities and events of professional associations which directly support knowledge of subject matter, and encourages others to do so; Regularly attends in-service workshops related to subject matter and implements and evaluates new strategies; may also present in-service workshops; Demonstrates a superior breadth of subject matter that supports collaboration with colleagues from other subject fields in the integration of instruction.⁶³



EDUCATOR ACCOMPLISHED PRACTICE 4: (a) Quality of Instruction: #4a. Assessment

(Quality of Instruction is a new category) (New #4a. is Old EAP 1 – Assessment; Old EAP 4 – Critical Thinking)

The effective educator consistently 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.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
Provides appropriate assessments for all students	<ul style="list-style-type: none"> Makes no special plans for initial assessment; Does not design and align formative and summative assessments that match learning objectives and lead to mastery; Handles learning problems as they arise, but does not assess special needs in advance; Assessments are infrequently or poorly linked to the Goal Three competencies, the Florida Next Generation Sunshine State Standards, and the district Core Curriculum. Provides limited or infrequent feedback to students; Uses traditional methods of assessment only; Does not apply technology to organize and integrate assessment information. 	<ul style="list-style-type: none"> Sometimes-seeks assistance from peer teacher/others to assess student readiness to learn, at the start of the school year; Sometimes designs and aligns formative and summative assessments that match learning objectives and lead to mastery; Sometimes seeks assistance to plan lessons and modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge that meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures. Sometimes works with peer teacher/others to use rubrics and performance-based assessments, based on some of the Goal Three competencies, the Florida Next Generation Sunshine State Standards, and the District's Core Curriculum. Sometimes provides constructive feedback to students. Uses mainly traditional methods of assessment, but is experimenting with alternative assessments, periodically. Sometimes seeks assistance in the analysis and use of standardized and informal assessments for planning; Sometimes applies technology to organize and integrate assessment information. 	<ul style="list-style-type: none"> Frequently assesses student readiness to learn at the start of the school year; Frequently designs and aligns formative and summative assessments that match learning objectives and lead to mastery; Frequently plans lessons and modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures; Frequently designs and uses rubrics and performance-based assessments based on some of the Goal Three competencies, the Florida Next Generation Sunshine State Standards, and the district Core Curriculum. Frequently provides constructive feedback to students; Frequently combines traditional and alternative assessments for each unit of study; Frequently analyzes standardized and informal assessments for planning, and reviews data with students and their parents/caregivers; Frequently applies technology to organize and integrate assessment information. 	<ul style="list-style-type: none"> Consistently assesses student readiness to learn at the start of the school year, with special attention to (but not limited to) deficiencies, academic and language development, and personal strengths; Consistently designs and aligns formative and summative assessments that match learning objectives and lead to mastery; Consistently plans lessons and modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures; Consistently designs and uses rubrics and performance-based assessments which encompass all appropriate Goal Three competencies, the Florida Next Generation Sunshine State Standards, and the district Core Curriculum. Consistently encourages self-assessment by assisting students in maintaining developmental portfolios and regularly reviewing portfolio contents with each student when appropriate; Consistently and thoughtfully combines traditional and alternative assessments and provides for and encourages student choice when appropriate; Consistently analyzes standardized and informal assessments for planning, and reviews data with students and their parents/caregivers. Consistently applies technology to organize and integrate assessment information.
Engages students in the assessment process	<ul style="list-style-type: none"> Provides minimal or no individual feedback to students; Uses sporadic summative assessments, and rarely uses formative assessments. 	<ul style="list-style-type: none"> Sometimes provides individual feedback to students; Mostly uses summative assessments, but does seek help with design and use of some formative assessments. 	<ul style="list-style-type: none"> Frequently provides individual feedback to students; Frequently balances formative and summative assessments. 	<ul style="list-style-type: none"> Confers with students to establish an individual goal for each student, jointly plans the path to its achievement, and frequently provides detailed individual feedback to students;⁷ Balances formative and summative assessments that measure and support student progress.
Frequently monitors student progress	<ul style="list-style-type: none"> Rarely checks student progress; Rarely makes adjustments in response to student data. 	<ul style="list-style-type: none"> Sometimes works with peer teacher/others to check student progress; Sometimes makes supervised adjustments in response to student data. 	<ul style="list-style-type: none"> Periodically checks student progress; Frequently makes adjustments in response to student data. 	<ul style="list-style-type: none"> Consistently tracks student progress, analyzes student progress data; Consistently makes changes in instructional strategies in response to student data.⁹

◆ **EDUCATOR ACCOMPLISHED PRACTICE 4: (a) Quality of Instruction: #4a. Assessment -- Continued**

(Quality of Instruction is a new category) (New #4a. is Old EAP 1 – Assessment; Old EAP 4 – Critical Thinking)

The effective educator consistently 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.

Assesses and responds to student behavior	<ul style="list-style-type: none"> ◆ Rarely or ineffectively observes and diagnoses student behavior problems. ◆ Rarely seeks assistance in devising solutions 	<ul style="list-style-type: none"> ◆ Sometimes identifies potentially disruptive student behavior. ◆ Sometimes seeks assistance in devising solutions. 	<ul style="list-style-type: none"> ◆ Frequently observes and diagnoses student behavior problems and devises solutions; ◆ Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies. 	<ul style="list-style-type: none"> ◆ Consistently observes, diagnoses, and successfully corrects student behavior problems;¹⁵ ◆ Consistently recognizes and successfully corrects students exhibiting potentially disruptive behavior.¹⁶
Reviews and assesses data from a variety of sources that measure and develop higher order thinking	<ul style="list-style-type: none"> ◆ Rarely reviews and assesses data gathered from a variety of sources, including performance assessment techniques and strategies that measure and develop higher order thinking skills in students 	<ul style="list-style-type: none"> ◆ Sometimes reviews and assesses data gathered from a variety of sources, including performance assessment techniques and strategies that measure and develop higher order thinking skills in students 	<ul style="list-style-type: none"> ◆ Frequently reviews and assesses data gathered from a variety of sources, including performance assessment techniques and strategies that measure and develop higher order thinking skills in students 	<ul style="list-style-type: none"> ◆ Consistently reviews and assesses data gathered from a variety of sources, including performance assessment techniques and strategies that measure and develop higher order thinking skills in students



EDUCATOR ACCOMPLISHED PRACTICE 5: (b) Continuous Improvement, Responsibility, and Ethics: #1b. Continuous Professional Improvement
(Continuous Improvement, Responsibility, and Ethics is a new category w/2 EAPs) (New #1b. is Old EAP 3 – Continuous Improvement; OLD EAP 6 – Ethics))

The effective educator is a lifelong learner who consistently designs purposeful goals to strengthen the effectiveness of instruction, based on students' needs.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
Facilitates school improvement ⁴	<ul style="list-style-type: none"> Participates in improvement efforts only when directed to do so; Neither hinders nor supports school-based personnel as they manage the continuous improvement process. 	<ul style="list-style-type: none"> Sometimes observes others in the role of steward and demonstrates some of the skills involved to support the overall school and district improvement efforts; Attempts to learn from peers and colleagues how to develop professional relationships; Sometimes works with school-based personnel as they manage the continuous improvement process. 	<ul style="list-style-type: none"> Frequently participates in school and district improvement efforts; Frequently supports school-based personnel as they manage the continuous improvement process; Frequently learns from peers and colleagues and develops professional relationships, in working with school-based personnel as they manage the continuous improvement process. 	<ul style="list-style-type: none"> Consistently actively supports school and district improvement planning; Consistently works with other educators and families to examine and use data-informed research to analyze the effectiveness of instruction in the school and to develop improvement strategies;⁵ Consistently works to empower school-based personnel as they manage the continuous improvement process.³¹ Takes initiative in supporting all personnel involved in school and district improvement planning.³²
Uses data effectively ⁶	<ul style="list-style-type: none"> Rarely reviews student achievement data; Rarely makes instructional decisions based on that data. 	<ul style="list-style-type: none"> Sometimes interprets, with assistance, data from various informal and standardized assessment procedures; Sometimes attempts to adjust instruction appropriately. 	<ul style="list-style-type: none"> Frequently reviews standardized and classroom student achievement data; Frequently makes instructional decisions based on student achievement data. 	<ul style="list-style-type: none"> Consistently reviews standardized and classroom student achievement data, makes instructional decisions based on that data; Consistently initiates individual and school wide responses to data; Consistently conducts action research, collects a variety of data, and analyzes and interprets data to determine personal teaching effectiveness.
Participates in professional development and uses research linked to student achievement	<ul style="list-style-type: none"> Engages in self-improvement only in areas requested by supervisor; Is unaware or misinformed about current trends and research developments in education; Shows little or inconclusive evidence of increased teaching capacity; Maintains a list of accomplishments that lacks evidence of individual self-improvement efforts and activities. 	<ul style="list-style-type: none"> Sometimes collects data from her/his own learning environments; Sometimes seeks assistance from peer teacher and others to analyze and use the collected data as a basis for reflecting upon and experimenting with research developments in personal teaching practices; Maintains a list of accomplishments; Sometimes seeks assistance with clarifying and presenting evidence of individual self-improvement efforts and activities 	<ul style="list-style-type: none"> Identifies areas for self-improvement and plans to meet them; Stays aware of current trends in education and uses some research developments to enhance student learning; Shows evidence of some improvement in teaching and learning activities, and increased teaching capacity. Maintains a list of accomplishments that includes some evidence of individual self-improvement efforts and activities. 	<ul style="list-style-type: none"> Develops short and long term professional goals relating to continuous professional development and implements knowledge and skills learned in professional development in the teaching and learning process; Keeps abreast of research developments in instructional methods, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning;³⁶ Shows evidence of continuous professional reflection and improvement in performance in teaching and learning activities, and in an increased capacity to facilitate learning for all students; Maintains a portfolio containing evidence of achievements in areas such as self-evaluation, feedback from others, expanded repertoire of instructional strategies, articles published, mentoring colleagues, leadership in professional organizations, workshops attended, etc.; Works as a member of a larger learning community—engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.
Engages families and the community	<ul style="list-style-type: none"> Infrequently or ineffectively communicates student progress with families; Rarely seeks opportunities to learn about community issues and activities that affect students. 	<ul style="list-style-type: none"> Sometimes demonstrates effort to acquire techniques which she/he will use to communicate students' progress with families; Sometimes seeks opportunities to learn about community issues and activities that affect students. 	<ul style="list-style-type: none"> Communicates student progress with families frequently and effectively; Demonstrates awareness of community issues and activities that affect students. 	<ul style="list-style-type: none"> Consistently communicates with the home, school, and larger communities and engages students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards and continuous improvement; Actively seeks perspectives and contributions from diverse school and community sources, including communities whose heritage language is not English.



EDUCATOR ACCOMPLISHED PRACTICE 6: (b) Continuous Improvement, Responsibility, and Ethics: #2b. Professional Responsibility and Ethical Conduct
(New #2b. is Old EAP 3 – Continuous Improvement; Old EAP 6 – Ethics)

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.

BENCHMARK	NEEDS IMPROVEMENT	PREPROFESSIONAL	PROFESSIONAL	EXEMPLARY
<p>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida</p>	<ul style="list-style-type: none"> ◆ Fails to make reasonable effort to protect students from conditions harmful to learning, to the student's mental or physical health, or safety; ◆ Discourages students to take independent action in pursuit of learning; ◆ Unreasonably prevents student access to diverse points of view; ◆ Fails to distinguish between personal views and those of any educational institutions or organizations with which the teacher is affiliated; ◆ Intentionally distorts or misrepresents facts concerning an educational matter in direct or indirect public expression; ◆ Uses institutional privileges for personal gain or advantage; ◆ Fails to maintain honesty in all professional dealings; ◆ Denies to a colleague professional benefits or advantages or participation in professional organization on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background. ◆ Fails to support or seeks to suppress colleagues' rights to exercise political or civil rights and responsibilities. 	<ul style="list-style-type: none"> ◆ Makes some effort to protect students from conditions harmful to learning, to the student's mental or physical health, or safety, and seeks help in making proper judgments. ◆ Demonstrates some instances of encouraging students to take independent action in pursuit of learning; ◆ Provides for at least some student access to diverse points of view. ◆ Sometimes seeks assistance from peer teacher/others in distinguishing between personal views and those of any educational institutions or organizations with which the teacher is affiliated; ◆ Sometimes inadvertently distorts or misrepresents facts concerning an educational matter in direct or indirect public expression, and seeks opportunities for self-correction. ◆ Sometimes seeks assistance with discernment regarding uses of institutional privileges for personal gain or advantage; ◆ Most often maintains honesty in professional dealings; ◆ Seeks clarification/self-corrects re: legalities on denying to a colleague professional benefits or advantages or participation in professional organization on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background. <p>Seeks assistance with how to support or not suppress colleagues' rights to exercise political or civil rights and responsibilities.</p>	<ul style="list-style-type: none"> ◆ Makes effort to protect students from conditions harmful to learning, to the student's mental or physical health, or safety ◆ Encourages students to take independent action in pursuit of learning; ◆ Provides for student access to diverse points of view; ◆ Takes reasonable precautions to distinguish between personal views and those of any educational institutions or organizations with which the teacher is affiliated; ◆ Does not distort or misrepresent facts concerning an educational matter in direct or indirect public expression; ◆ Does not use institutional privileges for personal gain or advantage; ◆ Maintains honesty in all professional dealings; ◆ Does not, on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization; ◆ Supports colleagues' rights to exercise political or civil rights and responsibilities 	<ul style="list-style-type: none"> ◆ Consistently takes proactive measures to protect students from conditions harmful to learning, to the student's mental or physical health, or safety;⁵⁷ ◆ Consistently encourages students to take independent action in pursuit of learning, and facilitates such pursuits within the school;⁵⁸ ◆ Provides for student access to diverse points of view, and assists students in learning how to determine the validity and implications of such perspectives;⁵⁹ ◆ Consistently supports efforts to enhance the teaching profession, and to improve public trust in and regard for the teaching profession. <div data-bbox="2026 824 2505 1052" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>SPECIAL NOTE: This competency is unique in that all teachers are <i>required by law</i> to meet these expectations. Opportunities to exceed such expectations are thus somewhat limited.</p> </div>

