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Information You

Should Know

**Federal/State Laws, LCS School Board Policies, and information to help you have a successful school year.**

**Read and review all of the**

**documents with your mentor.**

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**Florida Educator Accomplished Practices**

*Effective June 12, 2023*

**6A-5.065 The Educator Accomplished Practices.**

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through **six (6) Florida Educator Accomplished Practices.** Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

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;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C.

**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;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students;

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

**The Educator Accomplished Practices (continued)**

**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;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**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;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

**(b) Continuous Improvement, Responsibility and Ethics.**

**5. Continuous Professional Improvement. The effective educator consistently:**

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. 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;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

**6. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

1. Guidelines for student welfare adopted pursuant to Section 1011.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of an involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
2. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,
3. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

[**3210**](http://www.neola.com/leon-fl/search/AP/AP3210.htm)**.01 - STANDARDS OF ETHICAL CONDUCT**

3210.01 - **CODE OF ETHICS**

All members of the School Board, administrators, teachers and all other employees of the District, regardless of their position, because of their dual roles as public servants and educators are to be bound by the following Code of Ethics. Adherence to the Code of Ethics will create an environment of honesty and integrity and will aid in achieving the common mission of providing a safe and high quality education to all District students.

As stated in the Code of Ethics of the Education Profession in Florida (State Board of Education Rule F.A.C. 6B-1.001):

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator’s primary professional concern will always be for the student and for the development of the student’s potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one’s colleagues, students, parents, and other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Further, nonacademic and elected officials are bound to accept these principles since these groups reflect critical policy direction and support services for the essential academic purpose.

#### Application

This Code of Ethics applies to all members of the Board, administrators, teachers, and all other employees regardless of full or part time status. It also applies to all persons who receive any direct economic benefit such as membership in Board funded insurance programs.

Employees are subject to various other laws, rules, and regulations including but not limited to The Code of Ethics for the Education Profession in Florida and the Principles of Professional Conduct of the Education Profession in Florida, F.S. Chapter 6B-1.001 and​ F.A.C. 6B-1.006, the Code of Ethics for Public Officers and Employees, found in F.S. Chapter 112, Part III, and Policy 3129 which are incorporated by reference and this Code of Ethics should be viewed as additive to these laws, rules and regulations. To the extent not in conflict with any laws, Board rules or governmental regulations, this Code of Ethics shall control with regard to conduct. In the event of any conflict, the law, regulation or Board policy shall control.

#### Fundamental Principles

The fundamental principles upon which this Code of Ethics is predicated are as follows:

1. Citizenship – Helping to create a society based upon democratic values (e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making).
2. Cooperation – Working together toward goals as basic as human survival in an increasingly interdependent world.
3. Fairness – Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.
4. Honesty – Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.
5. Integrity – Standing up for their beliefs about what is right and what is wrong and resisting social pressure to do wrong.
6. Kindness – Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.
7. Pursuit of Excellence – Doing the best with the talents present, striving toward a goal, and not giving up.
8. Respect – Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three (3) major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
9. Responsibility – Thinking before acting and being accountable for their actions, paying attention to others and responding to their needs. Responsibility emphasizes the positive obligations to care for each other.

Each employee agrees and pledges:

1. To abide by this Code of Ethics, making the well-being of the students and the honest performance of professional duties core guiding principles.
2. To obey local, State and national laws, codes and regulations.
3. To support the principles of due process to protect the civil and human rights of all individuals.
4. To treat all persons with respect and to strive to be fair in all matters.
5. To take responsibility and be accountable for his/her actions.
6. To avoid conflicts of interest or any appearance of impropriety.
7. To cooperate with others to protect and advance the District and its students.
8. To be efficient and effective in the performance of job duties.

*Conflicts of Interest*

Employees shall employ independent objective judgment in performing their duties, deciding all matters on the merits, free of partiality or prejudice and unimpeded by conflicts of interest or other improper influences. No employee shall engage in conduct which creates a conflict of interest. A conflict of interest shall be defined as a situation in which regard for a private interest tends to lead to disregard of a public duty or interest. A conflict of interest shall exist upon use by an employee of the authority of his/her office or the use of any confidential information received through his/her employment for the private pecuniary benefit of the employee, or the employee’s immediate family or a business with which the employee or a member of the employee’s immediate family has employment or ownership worth $5,000 or more, either directly or indirectly, without disclosure to the appropriate School District official.

1. Financial Interest. Except as authorized in any collective bargaining agreement, an employee shall not engage, or have any interest, financial or otherwise, direct or indirect, in any business, transaction or professional entity, either as a director, officer, partner, trustee, employee, or manager in that entity, which conflicts with or impairs the proper discharge of official duties or which could bring disfavor or disrespect upon the employee or the District. Any provision of this code which requires disclosure to School District officials will be satisfied by the filing of a financial disclosure statement in the form required of members of the Board.
2. Financial Disclosure. As required by F.S. 112.3145, elected officials and certain non-elected District employees are required to file an annual statement of financial interests with the Florida Commission on Ethics. The District Financial Disclosure Coordinator shall annually review the statements to identify any potential or existing conflicts.
3. Financial Conflict. An employee who has a financial conflict of interest because of a relationship with a business, governmental agency or not for profit institution must recuse him/herself from any decision concerning that entity including any decision to contract or not to contract with the entity and the administration of the contract. The reason for such recusal must be stated in writing and filed with the Superintendent and the Board Attorney prior to or at the time of the action requiring the recusal.
4. Contracting Decisions. An employee shall not recommend, vote or otherwise participate in the decision to make any contract between the School District and any business or entity in which the employee has a personal or financial conflict of interest. This includes contractual relationships with units of government as well as for profit and not for profit organizations such as charter schools.
5. Honoraria. An employee will not solicit or accept an honorarium, which is related to the employee’s job duties. "Honorarium" shall be defined consistent with F.S. 112.3149, as a payment of money or anything of value paid to the employee or on his/her behalf as consideration for an oral presentation or writing other than a book.
6. Personal Advertisements. An employee shall not advertise business or professional activities on school property or use schoolwork hours, property or services to perform or promote personal, not for profit, or commercial enterprises or to campaign or raise money for any candidates for political office.
7. Employee Publications. An employee shall not participate in the review and approval of publications or materials for School District purchase by the office in which the employee is employed if the employee or a member of the employee’s immediate family is the author/editor of or has any financial interest in the sale of such publications or materials.
8. Referrals. In no situation, shall an employee refer a parent or student to a service, service provider or product in return for anything of value. Officers or employees making referrals as part of their official duties shall make referrals to more than one provider of the service or product, if available. For example, school counselors shall refer parents or students to more than one counselor or provider of medical services, if available. Additionally, an employee shall not refer a parent or student to any service, service provider, or product in which that employee has a financial interest, without first disclosing that interest to the parent or student.
9. Outside Income. Employees shall not accept any outside earned income in any situation where a reasonable person in the community could conclude that the receipt of the income would be inconsistent, incompatible or in conflict with the employee’s official duties.
10. General Limitation on Solicitation. An employee shall not solicit, directly or indirectly any payments or other benefits under circumstances that would create in the mind of a reasonable person in the community the belief that such payments or benefits were provided with the intent to improperly influence the employee’s actions. This provision does not apply to lawful campaign contributions.
11. Gifts and Gratuities. The acceptance of gifts, payments or other benefits from those with whom the District does business, regardless of profit or not for profit status, can be improper. A gift is defined as anything of value that an employee receives, or that is paid or given to another on an employee’s behalf without any payment or consideration received in return. Examples of gifts are tickets to sporting or cultural events, items of food, meals which cannot be immediately consumed such as a holiday party, use of facilities, forgiveness of debts, interests in real property, investments, or merchandise, or a rebate or discount (unless the rebate or discount is normally given to any member of the public). Employees who are in the position to make or influence a decision to spend school funds shall not solicit or accept any personal gifts, favors or benefits of more than nominal value during a calendar year from any single person or organization that might benefit from the employee’s decision. This provision does not apply to: (a) meals provided at an event at which the employee participates in a seminar or similar activity; (b) travel expenses and meals paid by a local, State, Federal, or foreign government agency; or (c) lawful campaign contributions.

#### Conduct Regarding Students

#### As set forth in the Principles of Professional Conduct for the Education Profession in Florida, each employee:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.
2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
3. Shall not unreasonably deny a student access to diverse points of view.
4. Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
6. Shall not intentionally violate or deny a student’s legal rights.
7. Shall not harass or discriminate against any student on any basis prohibited by the Board or law and shall make reasonable effort to assure that each student is protected from harassment and discrimination.
8. Shall not exploit a relationship with a student for personal gain or advantage.
9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

*Personnel Matters*

1. Confidentiality. An educator shall comply with State and Federal laws and regulations, and Board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.
2. Enforcement. Enforcement will be pursuant to State law and to Board rules, which may include penalties for violations of the Code of Ethics that will be imposed pursuant to the applicable State law or Board policy.
3. Certification. Each employee will be required to electronically sign a certificate attached as Exhibit "A", which is incorporated by reference, certifying that the employee has read, understands and agrees to abide by this Code of Ethics as well as the State laws and Board policies and regulations cited in the Code. A failure to sign the certificate will not excuse a failure to comply with the Code of Ethics. The certification shall be submitted according to a process determined by the Office of Human Resources, Recruiting, and Performance Management. Infractions shall be reported to the Office of Human Resources.

**School Board Policy 8462 - STUDENT ABUSE AND NEGLECT**

[**8462**](http://www.neola.com/leon-fl/search/AP/AP8462.htm) **- STUDENT ABUSE AND NEGLECT**

The School Board is concerned with the physical and mental well-being of the students of this District and requires that school employees comply with the mandated identification and reporting of known or suspected cases of child abuse, abandonment, or neglect in accordance with law.

**Reporting Known or Suspected Cases**

|  |  |  |
| --- | --- | --- |
|  | A. | Any person, including teachers, administrators, support personnel, and other District and school personnel who knows, or has reasonable cause to suspect that a child or a student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law. A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so is guilty of a misdemeanor of the first degree. |
|  |  | Further any person, including teachers, administrators, support personnel, and other District and school personnel, who knows, or has reasonable cause to suspect, that a child or a student is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender, shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law. |
|  |  | A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so commits a felony of the third degree. |
|  | B. | The proper procedure for reporting known or suspected cases of child abuse, abandonment, and neglect is: |

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| --- | --- | --- | --- |
|  |  | 1. | Make a report immediately to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number: 1-800-96-ABUSE (1-800-962-2873), or via fax, web-based chat, or web-based report. School employees reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report, but shall be held confidential and exempt as provided by law. |
|  |  | 2. | As soon as practicable after making the report, the school staff member shall inform the principal or supervisor of their knowledge or suspicions, and advise that individual that the report has been made. |
|  |  | 3. | A notice regarding this reporting requirement shall be posted in a prominent place in each school in the District. |

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|  | C. | School employees are to be advised that reporting their knowledge or suspicions of suspected abuse to a principal, or supervisor, or other school or District personnel does not comply with the mandatory reporting requirements of the law. The principal, supervisor, and other school or District personnel who are informed of suspected abuse, abandonment, and neglect likewise have an obligation to report to the central abuse hotline as required by law. |
|  | D. | No employee of the District shall be subject to reprisal or discharge because of his/her actions in reporting abuse or neglect pursuant to the requirements of F.S. 39.203. |
|  | E. | No Board employee may agree, as a condition of receiving information about child abuse, neglect, or abandonment from a victim, a perpetrator, witness, or other person, that the Board employee will not report this information as required by law and this Board policy. |

**False Reports**

A person who knowingly and willfully makes a false report of child abuse, abandonment, or neglect, or who advises another to make a false report, is guilty of a felony of the third degree and may be subject to other penalties in accordance with Florida law.

**Training**

All teachers in grades 1-12 are required to participate in continuing education training provided by the Department of Children and Families on identifying and reporting child abuse.

F.S. 39.01(47), 39.201, 39.202, 39.203, 39.204, 39.205, 39.206, 39.303, 1001.41  
F.S. 1006.061, 1012.98

Revised 6/11/13

State Board Rule 6A-10.081

**Principles of Professional Conduct for the Education Profession in Florida**

(1) Florida educators shall be guided by the following ethical principles:

(a) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(b) The educator’s primary professional concern will always be for the student and for the development of the student’s potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(c) Aware of the importance of maintaining the respect and confidence of one’s colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator’s certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity.

7. Shall not intentionally violate or deny a student’s legal rights.

8. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.

9. Shall not exploit a relationship with a student for personal gain or advantage.

10. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

5. Shall offer no gratuity, gift, or favor to obtain special advantages.

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. Shall not interfere with a colleague’s exercise of political or civil rights and responsibilities.

4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual’s performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

5. Shall not make malicious or intentionally false statements about a colleague.

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. Shall not misrepresent one’s own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.

9. Shall not make any fraudulent statement or fail to disclose a material fact in one’s own or another’s application for a professional position.

10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

**ESE Requirements**

**Individual Educational Plan (IEP)**

Every student who is eligible for services through the district’s Exceptional Student Education (ESE) Program has a written Individual Educational Plan (IEP) that was developed by the ESE teacher (or ESE Coordinator) at your school--with input from the student’s parent or guardian. Regular education teachers should participate with the IEP team when the IEP is being developed.

The IEP describes the student’s strengths and academic needs. The IEP also identifies the special services and support the student will receive from your school’s ESE teachers and from you—the regular classroom teacher.

**Accommodations**

The special interventions and support you must provide in the classroom are called “accommodations.” Accommodations change HOW you teach not what you teach. These changes in teaching strategies usually fall into the following areas:

* Physical arrangement of room; preferential seating.
* Lesson presentation.
* Assignments.
* Testing.
* Organization skills.
* Behavior.

You will need to obtain a copy of the IEP for each ESE student you teach, read the list of required accommodations, and plan the ways in which you will implement the accommodations for each student. It might be helpful to keep the accommodation lists in your plan book. *You will find that many of the special strategies are effective for all your students.*

**Modifications**

Some students may have “modifications” listed on their IEPs. Modifications, unlike accommodations, change the content of what is being taught. Modifications should be listed only on IEPs for students who are working on a modified curriculum using the *Sunshine State Standards Access Points*. These students will be working toward a Special Diploma.

**IEP and Parent Conferences**

As the ESE student’s regular classroom teacher, you must be prepared to share information on the student’s progress during parent conferences. Prior to the parent conference, study the student’s cumulative folder and speak with your ESE teacher or (ESE Coordinator) about the student’s needs. When you attend the student’s IEP meeting, be sure to take a list of the accommodations you are implementing for the student. Be ready to describe any interventions you have made—and the results.

## ESE Requirements (continued)

Each IEP must be reviewed at least every 12 months. You should be asked to provide input on changes needed at that time. Discuss your input with the ESE teacher (or ESE Coordinator) prior to the IEP conference.

## On the district’s ESE website, https://www.leonschools.net/Domain/205, you will find descriptions of ESE programs and the services they provide to students and teachers.

# Florida Educator Accomplished Practices and Evaluation Framework Crosswalk

# Updated July 2024

|  |  |
| --- | --- |
| **Alignment to the Florida Educator Accomplished Practices (FEAP)** | |
| **Practice**  **(FEAP)** | **Evaluation Indicators**  **(Leon LEADS)** |
| **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; | 1. Ensure the unit reflects the state standards and includes common formative and summative assessments. |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | 3. Provide scaffolding within lessons so that each piece of new information clearly builds on the previous piece. |
| c. Designs instruction for students to achieve mastery; | 2. Ensure that the unit moves students from lower levels to higher levels of cognitive complexity. |
| d. Selects appropriate formative assessments to monitor learning; | 1. Ensure the unit reflects the state standards and includes common formative and summative assessments. |
| e. Uses diagnostic student data to plan lessons; and, | 30. Use data analysis to make instructional decisions. |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL and low-expectancy/high-risk students who lack support for learning. |
| g. Provides a classroom instruction to student in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlines in Rule 6A-1.09401, F.A.C. | 1. Ensure the unit reflects he state standards and includes common formative and summative assessments. |
| **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; | 11. Maintain an orderly classroom utilizing established classroom routines and procedures. |
| b. Manages individual and class behaviors through a well-planned management system; | 11. Maintain an orderly classroom utilizing established classroom routines and procedures. |
| c. Conveys high expectations to all students; | 6. Follow a learning progression that describes levels of performance and includes the learning goal. |
| d. Respects students’ cultural linguistic and family background; | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning. |
| e. Models clear, acceptable oral and written communication skills; | 12. Use behavior associated with “with-it-ness” to maintain adherence to rules and procedures. |
| f. Maintains a climate of openness, inquiry, fairness and support; | 12. Use behavior associated with “with-it-ness” to maintain adherence to rules and procedures.  Display objectivity and control. |
| g. Integrates current information and communication technologies; | 4. Identify traditional resources and available technologies that enhance student understanding and how to use them appropriately |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with 1000.071, F.S.; and | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning. |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | 4. Identify traditional resources and available technologies that enhance student understanding and how to use them appropriately.  7. Provide feedback to students regarding their progress and assists students in monitoring their progress. |
| j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. | All of Domain 4: Professional Responsibilities |
| **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; | 9. Use techniques to establish and maintain student engagement (investment in learning) |
| b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | All Elements in Focus 4: Deepening and Practicing Knowledge. (See Appendix E) |
| c. Identify gaps in students’ subject matter knowledge; | 2. Ensure that the unit moves students from lower levels to higher levels of cognitive complexity.  20. Engage students in activities that help them reflect on the learning process, their learning and effort. |
| d. Modify instruction to respond to preconceptions or misconceptions; | 23. Help students deepen knowledge by examining their own reasoning or logic.  27. Engage students in examining how the current lesson changed their perception and understanding of previous content. |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | 14. Engage students in linking activities to connect what they already know to new content. |
| f. Employ higher-order questioning techniques; | 2. Ensure that the unit moves students from lower levels to higher levels of cognitive complexity.  10. Use response rate techniques to maintain student engagement in questions.  19. Engage students in activities that require elaborative inferences. |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | 3. Provide scaffolding within lessons so that each piece of new information clearly builds on the previous piece.  4. Identify traditional resources and available technologies that enhance student understanding and how to use them appropriately.  5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning.  All of Focus 3: Interacting with New Knowledge |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning.  8. Provide students with recognition of their growth, effort and accomplishments on the rubric/learning goal. |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; | 7. Provide feedback to students regarding their progress and assists students in monitoring their progress. |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | 7. Provide feedback to students regarding their progress and assists students in monitoring their progress.  25. Engage students in practice activities that help them develop competence and confidence.  30. Use data analysis to make instructional decisions.  31. Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling). |
| **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; | 30. Use data analysis to make instructional decisions.  31. Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling). |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 6. Follow a learning progression that describes levels of performance and includes the learning goal.  7. Provide feedback to students regarding their progress and assists students in monitoring their progress. |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning.  31. Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling). |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning.  31. Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling). |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and, | 8. Provide students with recognition of their growth, effort and accomplishments on the rubric/learning goal. |
| f. Applies technology to organize and integrate assessment information. | 34. Implement the school and district rules/procedures and adhere to them (Parent Portal, Unify). |
| **Continuous Professional Improvement** | |
| **1. Continuous Professional Improvement** | |
| *The effective educator consistently:* | |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs; | 32. Identify specific strategies and behaviors from Domain 2 on which to improve and develop a written Deliberate Practice Plan. |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 30. Use data analysis to make instructional decisions. |
| c. 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; | 30. Use data analysis to make instructional decisions. |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | 37. Interact with students and parents in a positive manner to foster learning and promote positive home/school relationships. |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | 32. Identify specific strategies and behaviors from Domain 2 on which to improve and develop a written Deliberate Practice Plan.  33. Demonstrate a professional growth mindset. |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | 33. Demonstrate a professional growth mindset.  32. Identify specific strategies and behaviors from Domain 2 on which to improve and develop a written Deliberate Practice Plan. |
| **2. Professional Responsibility and Ethical Conduct** | |
| Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to: | |
| a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 3901, F.S. | All of Domain 4: Professional Responsibilities |
| b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and, | All of Domain 4: Professional Responsibilities |
| c. The \**Principles of Professional Conduct of the Education Profession of Florida*, pursuant to Rule 6A-10.081, F.A.C | All of Domain 4: Professional Responsibilities |

\*In Appendix A, please find the Principles of Professional Conduct of the Education Profession.

**Top 10 Tips for Classroom Discipline and Management**

By Melissa Kelly, About.com Guide

1. **It's Easier to Get Easier**

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on. While you don't have to follow the adage, "Never smile until Christmas," it does have its merits.

**2.** [**Fairness is Key**](http://712educators.about.com/od/teachertips/qt/tip_0917x.htm)

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair. Students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

**3. Deal with Disruptions with as Little Interruption as Possible**

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

**4.** [**Avoid Confrontations in Front of Students**](http://712educators.about.com/od/discipline/tp/confrontational_students.htm)

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

**5.** [**Stop Disruptions with a Little Humor**](http://712educators.about.com/od/teachertips/qt/tip_0906x.htm)

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

**Top 10 Tips for Classroom Discipline and Management (continued)**

**6.** [**Keep High Expectations in Your Class**](http://712educators.about.com/cs/discipline/a/environment.htm)

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

**7.** [**Over plan**](http://712educators.about.com/od/lessonplans/ht/lessonplans.htm)

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. Avoid this by over planning. Write additional activities into your lesson plans just in case your main lesson runs short. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons

**8.** [**Be Consistent**](http://712educators.about.com/od/teachertips/qt/tip_0914x.htm)

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

**9. Make Rules Understandable**

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

**10. Start Fresh Everyday**

This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class every day for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

**Preparing for a Substitute**

During the first weeks of school, create a handbook for substitutes. Talk to your beginning teacher mentor about your schools procedures for requesting a substitute, and what your Substitute handbook should include. Here are some suggestions:

* Class roll
* Seating chart
* Copy of your classroom rules and consequences
* Daily schedule
* List of medical alerts and medication times for students
* Emergency lesson plans (in case you are unable to leave current ones)
* Names of teachers and students who can provide assistance
* Emergency procedures
* Map of the school

**Understanding Your Statement of Eligibility (SOE)**

Your Statement of Status of Eligibility (SOE) was issued to you by the Florida Department of Education (FDOE) when you applied for your teaching certificate. Your SOE provides you with a list of requirements that you must satisfy in order to be eligible for your professional educator’s certificate. Obtaining and maintaining certification is the professional responsibility of the educator.

The following items **may** be listed on your SOE:

|  |  |
| --- | --- |
| **Tests** | * General Knowledge Test (four sections- reading, mathematics English language skills, and an essay) * Subject Area Exam * Professional Education Test   Register for and take required tests as early as possible. |
| **PEC Program** | Professional Education Competence (PEC) program:  A beginning teacher program required by the State and administered by the District |
| **College Courses** | If you did not major in Education, you will be required to earn college credit in education courses. The education areas will be listed on your SOE. Typically, one year of teaching experience can be used to satisfy one of the education areas.  *Other pathways to certification include Educator Preparation Institutes (EPI) and* [*www.ABCTE.org*](http://www.ABCTE.org) *programs.* |
| **Teaching Experience** | Your SOE will specify how many years of teaching experience you will need in order to be eligible for a professional certificate. |

If you have questions about the requirements listed on your Statement of Eligibility, contact Christopher Harvey ([harveyc@leonschools.net](mailto:harveyc@leonschools.net)) or go to <https://www.leonschools.net/Page/56598>.