# Florida Educator Accomplished Practices and Evaluation Framework Crosswalk

# Updated July 2024

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| **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.

**Appendix A**

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.