

FEAPs Crosswalk to Research-based Educator Practices

Florida Educator Accomplished Practices	PRIDE	PRIDE	PRIDE	PRIDE
(a) Quality of Instruction	Domain I	Domain II	Domain III	Domain IV
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;		II.2		
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;		II.5		
c. Designs instruction for students to achieve mastery;		II.5	III.5	
d. Selects appropriate formative assessments to monitor learning;		II.4	III.4, III.7	
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve effectiveness of the lessons; and		II.3	III.2	
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.			III.5	
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;	I.3, I.6			
b. Manages individual and class behaviors through a well-planned management system;	I.4, I.5			
c. Conveys high expectations to all students;	I.1			
d. Respects students' cultural, linguistic and family background;	I.2			
e. Models clear, acceptable oral and written communication skills;	I.6			
f. Maintains a climate of openness, inquiry, fairness and support;	I.2			
g. Integrates current information and communication technologies;			III.8	
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	I.2		III.2	
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.			III.1, III.8	

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(a) Quality of Instruction (continued)	Domain I	Domain II	Domain III	Domain IV
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;			III.1	
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;			III.2	
c. Identify gaps in students' subject matter knowledge;		II.3	III.4, III.5	
d. Modify instruction to respond to preconceptions or misconceptions;		II.1		
e. Relate and integrate the subject matter with other disciplines and life experiences;		II.1		
f. Employ higher-order questioning techniques;			III.3	
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;			III.2	
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;		II.4	III.2, III.5	
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and			III.4, III.5	
j. Utilize student feedback to monitor instructional needs and to adjust instruction.			III.4, III.5	
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;		II.3	III.4, III.5	
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			III.5, III.7	
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;		II.3, II.4	III.4, III.5	
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			III.7	
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);			III.4	IV.4

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f. Applies technology to organize and integrate assessment information.			III.8	
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(b) Continuous Improvement, Responsibility and Ethics	Domain I	Domain II	Domain III	Domain IV
1. Continuous Professional improvement. The effective educator consistently:				
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;				IV.2
b. Examines and uses data-informed research to improve instruction and student achievement;				IV.2
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				IV.4
d. Engages in targeted professional growth opportunities and reflective practices, and				IV.2
e. Implements knowledge and skills learned in professional development in the teaching and learning process.				IV.2
2. Continuous Professional Responsibility and Ethical Conduct. 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 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.				IV.1