

# **Florida Educator Accomplished Practices (FEAPs)**

The **Florida Educator Accomplished Practices (FEAPs)** set forth in the State Board of Education Rule 6A-5.065 are the core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six (6) 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.

## **A. 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.
  
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; and
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
  
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 students' parent/caregiver(s); and
  - f. Applies technology to organize and integrate assessment information.

## **B. Continuous Improvement, Responsibility, and Ethics**

1. **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, both independently and in collaboration with colleagues; and
  - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. **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 6B1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.