

## **Alternative Professional Preparation (AP3) Portfolio Guidelines**

The AP3 Portfolio is intended to provide documentation as to how you have demonstrated and/or satisfied each of the Florida Educator Accomplished Practices. Many of the Accomplished Practices will be demonstrated and documented based on activities you have engaged in during your teaching. Several Accomplished Practices will be satisfied by successfully completing professional development programs and training sessions identified for AP3 participants.

In order to successfully complete the AP3 Portfolio requirement, the following documents must be completed and submitted:

1. The “Documentation of Accomplished Practices” form must be completed and signed by the AP3 participant, the participant’s Colleague Teacher, and the Principal;
2. An “AP3 Portfolio Entry Cover Page” must be completed for each of the Accomplished Practices (i.e., a total of 12 Portfolio Entry Cover Pages). Please indicate the Accomplished Practice being addressed by each portfolio entry.

### **Portfolio Entry Narratives**

All entries must indicate the type of evidence being provided as documentation of having demonstrated the Accomplished Practice. Additionally, all entries must include a narrative (a minimum of 2-3 pages) that explains how the Accomplished Practice was met and describes your performance on the Accomplished Practice.

All entries must include a written narrative (i.e., simply attaching copies of documents as evidence is not sufficient). Written narratives must adhere to the following guidelines:

- a. Narratives must be typed, double-spaced with one-inch margins on all sides;
- b. The font size must be 12 point type;
- c. Text may be printed on one side of the page only;
- d. All pages must be sequentially numbered; and
- e. All pages must include the name and Employee Number of the AP3 participant on the upper right-hand corner.

A portfolio entry narrative is intended to provide the portfolio assessor(s) with a full description of your performance on a given Accomplished Practice. This is your opportunity to describe how your teaching skills have developed over the course of the school year, and to explain what you have done that clearly shows that you have successfully demonstrated the Accomplished Practice.

In general, portfolio entries will be assessed based on the number of examples provided demonstrating the Accomplished Practice, and the strength of the examples. For your reference, a copy of the portfolio scoring rubric is attached. Additionally, in order to assist you with identifying activities that support each accomplished practice, sample indicators for each Accomplished Practice are also provided. It is recommended that AP3 participants demonstrate a minimum of 3 suggested indicators for each Accomplished Practice.

### References to Students

If student work samples are being submitted as evidence, or students are being referenced in the written narrative(s), the anonymity of the students must be protected and maintained. Consequently, the names of students are not to be provided (e.g., student names on work samples should be deleted or otherwise rendered illegible).

### Submission Instructions

When all 12 Accomplished Practices have been documented in your AP3 portfolio, and the "Documentation of Accomplished Practices" form has been completed and signed, the portfolio contents must be arranged in the following order:

1. "Documentation of Accomplished Practices" form;
2. Copy of FTCE test scores that document all portions of the test have been successfully passed,
3. Copy of Annual Evaluation form (at least one Annual Evaluation form must be submitted); and
4. Twelve portfolio entries, each with a completed "Portfolio Entry Cover Page."
5. Print out of your Professional Development History

AP3 portfolios are to be submitted either rubber-banded & held together with a binder clip OR in a three ring binder (i.e., no folders or report covers). Finished documents are to be submitted to:

By School Mail:            Location #9017  
   AP3 Portfolio  
   Attn: Cindy Caldwell

By U.S. Mail:                Miami-Dade County Public Schools  
   Attn: Cindy Caldwell  
   1500 Biscayne Boulevard, Room 221  
   Miami, FL 33132

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

**NOTE:** All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

## BENCHMARKS AND INDICATORS FOR DEMONSTRATION OF ACCOMPLISHED PRACTICES

Accomplished Practice #1: Assessment F.S. 231.17(5) (a) 3, 7, 8,9,13

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

### AP3 Benchmark:

The pre-professional teacher gathers and utilizes data from a variety of instruments and sources, which address both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match a student's instructional plan with his/her cognitive, social, linguistic, cultural, emotional and physical needs.

### Sample Key Indicators:

1. Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Uses multiple perspectives to diagnose student behavioral problems and devise solutions.
3. Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.
4. Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.
5. Employs performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assists students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modifies instruction based upon assessed student performance.
8. Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.
9. Maintains observational and anecdotal records to monitor students' development.

10. Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.
11. Reviews assessment data about individual students to determine their entry level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.
12. Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.
13. Develops short and long term personal and professional goals relating to assessment.

Methods of Demonstration:

Successful classroom observation of teaching performance as assessed with PACES instrument (focus on Domains I and VI)

Or

Successful completion of *AP3 Seminar I* and *PACES Overview* and successful demonstration of the Accomplished Practice after completion of the professional development component.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Uses effective communication techniques with students and all other stakeholders.

AP3 Benchmark:

The pre-professional teacher understands the need for and role of effective communication in the classroom. The teacher is in a continuous process of acquiring and developing effective communication techniques to use with students, colleagues, administrators, families, and other stakeholders.

Sample Key Indicators:

1. Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establishes positive interactions between the teacher and student in all areas.
3. Communicates procedures and behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicates with and challenges all students in a positive and supportive manner.
5. Communicates to all students high expectations for learning.
6. Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provides all students with opportunities to learn from each other.
8. Motivates, encourages, and supports individual and group inquiry.
9. Encourages students' desires to receive and accept constructive feedback on individual work and behavior.
10. Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.
11. Develops short and long term personal and professional goals relating to communication.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Engages in continuous professional improvement for self and school.

AP3 Benchmark:

The pre-professional teacher perceives himself/herself as a life-long learner, and understands the role of self-reflection and reflective practice within this context. An ongoing commitment to continuous personal and professional improvement is evident in the teacher's work and relationships, and serves as the foundation for continuous improvement in teaching and learning opportunities for all students taught. Understanding that continuous improvement extends beyond oneself, the teacher works to achieve personal, collegial, and school-wide improvement goals.

Sample Key Indicators:

1. Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
2. Works in general group setting and on focus groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.
3. Uses data from his/her own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.
4. Creates and monitors a personal professional development plan to guide his/her own improvement.
5. Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
6. Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources, including communities whose heritage language is not English.
7. Works to empower the school-based personnel as they manage the continuous improvement process.
8. Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.

9. Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.
10. Shows evidence of continuous reflection and improvement in his/her performance in teaching and learning activities and in an increased capacity to facilitate learning for all students.
11. Continues to expand his/her own repertoire of professional experiences, e.g., publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, and utilizing research appropriately.
12. Sees himself/herself as a steward of the school, of public education, and of our national heritage with its multicultural dimension and works to articulate these positions in a manner appropriate to the situation.
13. Works as a member of a learning community – investigates problematic conditions, works as teacher-as-researcher, and behaves as a reflective practitioner.
14. Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique characteristics and adjusts professional relationships accordingly.
15. Works to improve his/her own professional judgment and the ability to articulate it to colleagues, families, and the business community.
16. Develops short and long term personal and professional goals relating to continuous professional development.

*Methods of Demonstration:*

Development and implementation of Individual Professional Development Plan and successful completion of *AP3 Seminar I*.

and

Successful sustained demonstration of the Accomplished Practice throughout the AP3.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Uses appropriate techniques and strategies which promote and enhance critical, creative and evaluative thinking capabilities of students.

AP3 Benchmark:

The pre-professional teacher is cognizant of the need for a variety of assessment techniques and strategies that measure higher order thinking skills in students and is continuously building a repertoire of projects, lessons, and activities designed to assist all students in developing and demonstrating their creative, critical thinking, and problem solving abilities.

Sample Key Indicators:

1. Analyzes student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
2. Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.
3. Assists students in selecting projects and assignments that involve the need to gather information and solve problems.
4. Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.
5. Assists students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
6. Guides students in evaluating the plausibility of claims or interpretations in the field of study.
7. Varies his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
8. Monitors students' work and adjusts strategies in response to the learner's needs and successes in creative thinking activities.
9. Proposes open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
10. Uses technology and other appropriate tools to extend the learning environment for students.

11. Develops short and long term personal and professional goals relating to critical thinking.

Methods of Demonstration:

Successful classroom observation of teaching performance as assessed with PACES instrument (focus on Domain V).

or

Successful completion of both *AP3 Seminar I* and *Developing Higher Cognitive Skills* (PACES Domain V) and successful demonstration of the Accomplished Practice after completion of the professional development components.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socio-economic background.

AP3 Benchmark:

The pre-professional teacher establishes a positive learning environment in which diversity is welcomed and fostered. By establishing an open climate predicated on acceptance of diverse cultures and racial/ethnic origins, linguistic preferences, learning styles, and special needs, the teacher ensures that the learning environment provides for equitable treatment of all students.

Sample Key Indicators:

1. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
2. Creates a learning environment in which all students are treated equitably.
3. Utilizes the cultural and linguistic diversity and experiences of individuals and students to enrich instruction for the whole group.
4. Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.
5. Uses appropriate teaching techniques and strategies to effectively instruct all students.
6. Uses appropriate materials, technology, and resources to assist all students to learn.
7. Uses appropriate school, family, and community resources to help meet all students' learning needs.
8. Helps students develop shared values and expectations that create a climate of openness, mutual respect, support and inquiry.
9. Selects and uses appropriate materials and resources that reflect contributors which are multicultural.
10. Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.
11. Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through role modeling and learning activities.

12. Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.

13. Develops short and long term personal and professional goals relating to diversity.

Methods of Demonstration:

Successful completion of *AP3 Seminar II, English to Speakers of Other Languages (ESOL) Issues and Strategies*, and *Code of Ethics* professional development components.

and

Successful demonstration of the Accomplished Practice after completion of the professional development components.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |

---

---

---

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida

AP3 Benchmark:

The pre-professional teacher is aware of and adheres to established rules, laws, and policies governing ethical conduct within the education profession, and is cognizant of the role of an educator in ensuring that the rights of individuals are not infringed.

Sample Key Indicators:

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 encourage a student's independent action in pursuit of learning.
3. Shall provide for a student's access to diverse points of view.
4. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Shall not use institutional privileges for personal gain or advantage.
7. Shall maintain honesty in all professional dealings.
8. Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, pregnancy, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Shall support a colleague's right to exercise political or civil rights and responsibilities.

Methods of Demonstration:

Successful completion of *Code of Ethics* professional development component.

and

Successful demonstration of the Accomplished Practice after completion of the professional development component.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Accomplished Practice #7: Human Development and Learning F.S.231.17(5)(a) 7,8,9,11

Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

AP3 Benchmark:

The pre-professional teacher, through a combination of knowledge of human development and learning theories and concepts, subject area knowledge, and an understanding of student needs and information, is able to deliberately plan instructional activities to facilitate the achievement, growth, and learning of all students.

Sample Key Indicators:

1. Recognizes the developmental level of each student as indicated by behaviors, writings, drawing, etc., and other responses.
2. Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Makes appropriate provisions for individual students based upon their learning styles, needs and developmental levels.
5. Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum and student development as well as first and second language acquisition processes.
6. Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
7. Develops short and long term personal and professional goals relating to human development and learning.

Methods of Demonstration:

Successful completion of *AP3 Seminar I* and *II* professional development components.

and

Successful demonstration of the Accomplished Practice after completion of the professional development components.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Accomplished Practice #8: Knowledge of Subject Matter F.S.231.17(5)(a) 15

Demonstrates knowledge and understanding of the subject matter.

AP3 Benchmark:

The pre-professional teacher has a basic understanding of the subject field and can conceptualize and articulate the linkages between the subject and other disciplines. The teacher can establish connections between the subject and real-world applications relevant to students. The teacher is in a continuous process of developing a variety of means to assist students as they acquire new skills and knowledge of the subject.

Sample Key Indicators:

1. Communicates knowledge of subject matter in a manner that enables students to learn.
2. Increases subject matter knowledge in order to integrate the learning activities.
3. Uses the materials and technologies of the subject field in developing learning activities for students.
4. Acquires currency in his/her subject field.
5. Has planned and conducted collaborative lessons with colleagues from other fields.
6. Develops short and long term personal and professional goals relating to knowledge of subject matter.

Methods of Demonstration:

Participants in the AP3 will have satisfied this requirement by having met all specialization requirements for their certification subject area.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

AP3 Benchmark:

The pre-professional teacher understands the importance of establishing effective, positive learning environments. The teacher's repertoire of skills includes strategies and techniques for establishing an environment conducive to and supportive of continuous improvement in teaching and learning, and is cognizant of the role of student input in the establishment of such an environment.

Sample Key Indicators:

1. Manages student behavior in various learning environments by:
  - establishing smooth, efficient routines;
  - involving students in the establishment of standards for behavior;
  - applying rules and standards consistently and equitably; and
  - sharing learning environment management responsibilities with students.
  
2. Creates positive learning experience by:
  - designing appropriate instructional activities in individual, small group, and large group settings to meet students' cognitive, linguistic, and affective needs;
  - organizing instruction to include cooperative, student-directed groups;
  - monitoring learning activities, providing feedback and reinforcement to students;
  - arranging and managing the physical environment to facilitate student learning outcomes; and
  - providing a safe place for students to take risks.
  
3. Guards the use of time by:
  - using learning time effectively;

- maintaining instructional momentum, with smooth and efficient transitions;
- making effective and efficient use of time required in the learning environment for administrative and organizational activities;
- maintaining the academic focus of students by use of varied motivational devices; and
- providing clear directions for instructional activities and routines.

4. Develops short and long term personal and professional goals relating to learning environments.

*Methods of Demonstration:*

Successful classroom observation of teaching performance as assessed with PACES instrument (focus on Domain II).

or

Successful completion of *AP3 Seminar II, Classroom Management and Instructional Strategies* and *Managing the Learning Environment* (PACES Domain II) and successful demonstration of the Accomplished Practice after completion of the professional development components.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |

---

---

---

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Plans, implements, and evaluates effective instruction in a variety of learning environments.

*AP3 Benchmark:*

The pre-professional teacher recognizes the importance of designing, planning, implementing, and evaluating learning experiences that meet the learning needs and potential of all students. Planned instruction that incorporates a variety of motivational and instructional strategies, appropriate learning objectives and goals, high expectations, traditional and alternative forms of assessment, and proper structure and sequence contribute to the creation and maintenance of a positive, effective learning environment for all students.

*Sample Key Indicators:*

1. Develops and identifies student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
2. Integrates student performance and outcomes into lesson designs and delivery strategies.
3. Plans activities that promote high standards through a climate which enhances and expects continuous improvement.
4. Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools.
5. Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
6. Plans activities that utilize a variety of support and enrichment activities and materials.
7. Assists students in developing skills in accessing and interpreting information from multiple sources, e.g., library media center use and/or multiple electronic sources.
8. Assists students to fully use the resources available to them and the strengths they already possess.
9. Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.
10. Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

11. Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
12. Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Adjusts instruction based upon reflection of his/her own practice.
15. Cooperatively works with colleagues in planning instruction.
16. Plans for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, fine arts.
17. Develops short and long term personal and professional goals relating to planning.

*Methods of Demonstration:*

Successful classroom observation of teaching performance as assessed with PACES instrument (focus on Domain I).

or

Successful completion of *AP3 Seminar II* and *Planning for Teaching and Learning* (PACES Domain I) and successful demonstration of the Accomplished Practice after completion of the professional development components.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

**NOTE:** All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Accomplished Practice #11: Role of the Teacher F.S. 231.17(5)(a) 4,5,6,14

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

AP3 Benchmark:

The pre-professional teacher employs effective communication and collaboration with colleagues, families, and community stakeholders in order to improve teaching and learning opportunities for all students.

Sample Key Indicators:

1. Serves as a student advocate in the school and with the social, legal, and health agencies in the community.
2. Confers with students and their families to provide explicit feedback on student progress and assists families in guiding students in academic and personal growth.
3. Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
4. Uses the community to provide students with a variety of experiences to examine and explore career opportunities.
5. Works effectively with school volunteers to promote student interest, motivation, and learning.
6. Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral and reporting actions.
7. Recognizes in students overt signs of alcohol and drug abuse, and takes appropriate intervention, referral, and reporting actions.
8. Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' educational, social, linguistic, cultural, and emotional needs.
9. Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
10. Communicates with families, including those of cultural and linguistic diversity students, to become familiar with the students' home situation and background.
11. Develops short and long term personal and professional goals relating to the roles of the teacher.

Methods of Demonstration:

Successful completion of *The Role of the K-12 Teacher* professional development component

and

Successful demonstration of the Accomplished Practice after completion of the professional development component.

**ACP Portfolio Entry**  
**Cover Sheet**

Florida Educator Accomplished Practice  
(Please check the appropriate space for this portfolio entry)

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. _____ Assessment             | 7. _____ Human Development    |
| 2. _____ Communication          | 8. _____ Subject Matter       |
| 3. _____ Continuous Improvement | 9. _____ Learning Environment |
| 4. _____ Critical Thinking      | 10. _____ Planning            |
| 5. _____ Diversity              | 11. _____ Role of the Teacher |
| 6. _____ Ethics                 | 12. _____ Technology          |

**Method of Demonstration:**

Attach a narrative describing how you have demonstrated this Accomplished Practice throughout your participation in the Alternative Professional Preparation Program. If additional documents are being submitted with this entry, please identify them below (check all that apply):

- |                               |                            |
|-------------------------------|----------------------------|
| _____ Lesson/Unit Plan        | _____ Communication Log    |
| _____ Copy of Transcript      | _____ Copy of Score Report |
| _____ Student Work Sample     | _____ PACES Documentation  |
| _____ Other (describe): _____ |                            |
| _____                         |                            |
| _____                         |                            |

NOTE: All Portfolio Entries must be accompanied by a written commentary that clearly demonstrates how the activity(ies) met the Accomplished Practice.

Uses appropriate technology in teaching and learning processes.

AP3 Benchmark:

The pre-professional teacher integrates and utilizes available technology appropriately to enhance learning opportunities for all students. By facilitating meaningful student access to and use of technological resources the teacher enhances the learning environment, supports instructional goals and objectives, and maintains student motivation and interest.

Sample Key Indicators:

1. Utilizes appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
2. Utilizes instructional and other electronic networks to provide students with opportunities to gather and share information with others.
3. Uses a wide range of instructional technologies, such as CD-ROM, interactive video, videotaping, and electronic libraries to enhance the subject matter and assure it is comprehensible to all students.
4. Continually reviews and evaluates educational software to determine its appropriateness for instruction and management and shares findings with others.
5. Teaches students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
6. Uses appropriate technology to construct teaching materials, e.g., construct assessment exercises, prepare programmed instruction, use word processing, produce graphic materials, etc.
7. Uses appropriate technologies to create and maintain a database for monitoring student attendance, behavior, and progress toward specified performance standards.
8. Provides instruction at the appropriate level in identifying and using standard references, other learning resources, gathering data and anecdotal information, and accessing computer data banks.
9. Works with technical and instructional specialists available to the school, teacher, and students to collaborate on instructional design and delivery.
10. Develops short and long term personal and professional goals relating to technology integration.

Methods of Demonstration:

Successful completion of *Instructional Technology and Standards-Based Internet Content for the K-12 Teacher* or other approved professional development component

and

Successful demonstration of the Accomplished Practice after completion of the professional development components.