

EDUCATOR ACCOMPLISHED PRACTICES

Accomplished Competencies for Teachers of the Twenty-First Century

Florida Education Standards Commission



**Florida Department of Education
Tallahassee, Florida**

Accomplished Practices

- 1. ASSESSMENT**
- 2. COMMUNICATION**
- 3. CONTINUOUS IMPROVEMENT**
- 4. CRITICAL THINKING**
- 5. DIVERSITY**
- 6. ETHICS**
- 7. HUMAN DEVELOPMENT & LEARNING**
- 8. KNOWLEDGE OF SUBJECT MATTER**
- 9. LEARNING ENVIRONMENTS**
- 10. PLANNING**
- 11. ROLE OF THE TEACHER**
- 12. TECHNOLOGY (Revised 9-4-03)**

ACCOMPLISHED PRACTICE #1 - ASSESSMENT

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

Sample Key Indicators:

Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.

Uses multiple perspectives to diagnose student behavior problems and devise solutions.

Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.

Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.

Employs performance-based assessment approaches to determine students' performance of specified outcomes.

Assists students in maintaining portfolios of individual work and progress toward performance outcomes.

Modifies instruction based upon assessed student performance.

Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.

Maintains observational and anecdotal records to monitor students' development.

Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.

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.

Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.

Develops short and long term personal and professional goals relating to assessment.

ACCOMPLISHED PRACTICE #2 - COMMUNICATION

ACCOMPLISHED: Uses effective communication techniques with students and all other stakeholders.

Sample Key Indicators:

Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.

Establishes positive interactions between teacher and student in all areas.

Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.

Communicates with and challenges all students in a positive and supportive manner.

Communicates to all students high expectations for learning.

Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.

Provides all students with opportunities to learn from each other.

Motivates, encourages, and supports individual and group inquiry.

Encourages students' desire to receive and accept constructive feedback on individual work and behavior.

Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.

Develops short and long term personal and professional goals relating to communication.

ACCOMPLISHED PRACTICE #3 - CONTINUOUS IMPROVEMENT

ACCOMPLISHED: Engages in continuous professional quality improvement for self and school.

Sample Key Indicators:

Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.

Works in general group settings 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.

Uses data from her/his 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.

Creates and monitors a personal professional development plan to guide her/his own improvement.

Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.

Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English.

Works to empower the school-based personnel as they manage the continuous improvement process.

Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.

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.

Shows evidence of continuous reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.

Continues to expand her/his own repertoire of professional experiences, e.g., publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately.

Sees herself/himself 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.

Works as a member of a learning community -- investigating problematic conditions, working as teacher-as-researcher, behaving as a reflective practitioner, etc.

Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.

Works to improve her/his own professional judgement and the ability to articulate it to colleagues, families, and the business community.

Develops short and long term personal and professional goals relating to continuous professional development.

ACCOMPLISHED PRACTICE #4 - CRITICAL THINKING

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

Sample Key Indicators:

Analyzes student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.

Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.

Assists students in selecting projects and assignments that involve the need to gather information and solve problems.

Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.

Assists students in applying the rules of evidence that govern the acceptability of judgements and conclusions.

Guides students in evaluating the plausibility of claims or interpretations in the field of study.

Varies her/his 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.

Monitors students' work and adjusts strategies in response to learners' needs and successes in creative thinking activities.

Uses technology and other appropriate tools to extend the learning environment for students.

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

ACCOMPLISHED PRACTICE #5 - DIVERSITY

ACCOMPLISHED: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

Sample Key Indicators:

Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Creates a learning environment in which all students are treated equitably.

Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.

Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.

Uses appropriate teaching techniques and strategies to effectively instruct all students.

Uses appropriate materials, technology, and resources to assist all students to learn.

Uses appropriate school, family, and community resources to help meet all students' learning needs.

Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.

Selects and uses appropriate materials and resources that reflect contributors which are multicultural.

Recognizes the importance of family and family structure to the individual learner and uses knowledge of the students' family situation to support individual learning.

Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

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

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

ACCOMPLISHED PRACTICE #6 - ETHICS

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

Sample Key Indicators:

Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

Does not unreasonably restrain a student from pursuit of learning.

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

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

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

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

Shall not on the basis of race, color, religion, gender, 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.

Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

ACCOMPLISHED PRACTICE #7 - HUMAN DEVELOPMENT AND LEARNING

ACCOMPLISHED: 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.

Sample Key Indicators:

Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.

Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.

Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.

Makes appropriate provisions for individual students based upon their learning styles based on needs and developmental levels.

Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development, and first and second language acquisition processes.

Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

Develops short and long term personal and professional goals relating to human development and learning.

ACCOMPLISHED PRACTICE #8 - KNOWLEDGE OF SUBJECT MATTER

ACCOMPLISHED: Demonstrates knowledge and understanding of the subject matter.

Sample Key Indicators:

Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.

Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

Maintains currency in regard to changes in the subject field.

Demonstrates a breadth of subject matter that enables her/him to collaborate with colleagues from other subject fields in the integration of instruction.

Develops short and long term personal and professional goals relating to knowledge of subject matter.

ACCOMPLISHED PRACTICE #9 - LEARNING ENVIRONMENTS

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

Sample Key Indicators:

Manages student behavior in the various learning environments:

- √ establishes smooth and efficient routines,
- √ involves students in establishing standards for behavior,
- √ applies rules and standards consistently and equitably, and
- √ shares learning environment management responsibilities with students.

Creates positive learning experiences:

- √ designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs,
- √ organizes instruction to include cooperative, student-directed groups,
- √ monitors learning activities, providing feedback and reinforcement to students,
- √ arranges and manages the physical environment to facilitate student learning outcomes, and
- √ provides a safe place for students to take risks.

Guards the use of time:

- √ uses learning time effectively,
- √ maintains instructional momentum, with smooth and efficient transitions,
- √ makes effective and efficient use of time required in the learning environment for administrative and organizational activities,
- √ maintains academic focus of students by use of varied motivational devices, and
- √ provides clear directions for instructional activities and routines.

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

ACCOMPLISHED PRACTICE #10 - PLANNING

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

Sample Key Indicators:

Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.

Integrates student performance and outcomes into lesson designs and delivery strategies.

Plans activities that promote high standards through a climate which enhances and expects continuous improvement.

Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools.

Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

Plans activities that utilize a variety of support and enrichment activities and materials.

Assists students in developing skills in accessing and interpreting information from multiple sources, e.g., library media center use, and/or multiple electronic sources.

Assists students to fully use the resources available to them and the strengths they already possess.

Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.

Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.

Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.

Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

Adjusts instruction based upon reflection of her/his own practice.

Cooperatively works with colleagues in planning for instruction.

Plans for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, fine arts.

Develops short and long term personal and professional goals relating to planning.

ACCOMPLISHED PRACTICE #11 - ROLE OF THE TEACHER

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

Sample Key Indicators:

Serves as a student advocate in the school and with the social, legal, and health agencies in the community.

Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.

Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

Works effectively with school volunteers to promote student interest, motivation, and learning.

Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral and reporting actions.

Recognizes in students overt signs of alcohol and drug abuse, and take appropriate intervention, referral and reporting actions.

Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.

Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.

Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.

Develops short and long term personal and professional goals relating to the roles of a teacher.

ACCOMPLISHED PRACTICE #12 - TECHNOLOGY (revised 9-4-03)

ACCOMPLISHED: Uses appropriate technology in teaching and learning processes.

Sample Key Indicators:

Teaches technology literacy at the appropriate skill levels.

Evaluates and implements technology tools that enhance learning opportunities which are aligned with Sunshine State Standards and meet the needs of all learners.

Teaches legal and ethical uses of technology.

Evaluates and uses a wide range of instructional technologies (e.g., CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher order thinking skills.

Uses technology to construct a variety of teaching materials and assessment exercises, and applies current research on integrating technology when planning for instruction.

Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment.

Facilitates student learning of technology as it relates to curricular activities.

Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment.

Analyzes and evaluates the effectiveness of educational software tools on student learning.

Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet.

Collaborates via technology beyond the boundaries of the school to support learning.

Incorporates technology integration goals in a professional development plan as addressed in the school improvement plan.

The accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum at each school site.

FOR FURTHER INFORMATION
CALL, WRITE OR EMAIL:

Florida Education Standards Commission
Ralph Turlington Building, Suite 323
325 West Gaines Street
Tallahassee, Florida 32399-0400
850/245-0441, SUNCOM 205-0441, FAX 850/245-0657
E-mail: judy.etemadi@fldoe.org