

## Florida Department of Education Support for Local Education Agencies

### Link between the Florida Accomplished Educator Standards and the Framework for Teaching

Florida Accomplished Educator Standards	Framework for Teaching Domains/Components/Themes
<b>FOUNDATIONAL PRINCIPLES</b>	
Creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	One of the common themes of the framework for teaching, permeating all components, is “High Expectations.”  Furthermore, it is an element of Component 2b: Culture for Learning.
Demonstrates deep and comprehensive knowledge of the subject taught.	Component 1a: Demonstrating knowledge of content and pedagogy - <i>Knowledge of Content and the Structure of the Discipline</i> - <i>Knowledge of Prerequisite Relationships</i> - <i>Knowledge of Content-Related Pedagogy</i>
Exemplifies the standards of the profession.	Component 4f: Showing professionalism - <i>Integrity And Ethical Conduct</i> - <i>Service To Students</i> - <i>Advocacy for students</i> - <i>Decision Making</i>
<b>EDUCATOR ACCOMPLISHED PRACTICES</b>	
<b>(a) Quality of Instruction.</b>	
<b><i>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</i></b>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c: Setting instructional outcomes - <i>Value, Sequence, and Alignment</i> - <i>Clarity</i> - <i>Balance</i> - <i>Suitability for Diverse Learners</i>
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	1e: Designing coherent instruction - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i>

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	<ul style="list-style-type: none"> <li>- <i>Instructional Groups</i></li> <li>- <i>Lesson and Unit Structure</i></li> </ul>
c. Designs instruction for students to achieve mastery;	<p>1e: Designing coherent instruction</p> <ul style="list-style-type: none"> <li>- <i>Learning Activities</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Instructional Groups</i></li> <li>- <i>Lesson and Unit Structure</i></li> </ul>
d. Selects appropriate formative assessments to monitor learning;	<p>1f: Designing student assessments</p> <ul style="list-style-type: none"> <li>- <i>Congruence with Instructional Outcomes</i></li> <li>- <i>Criteria and Standards</i></li> <li>- <i>Design of Formative Assessments</i></li> </ul>
e. 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;	<p>1b: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>- Knowledge of Child and Adolescent Development</li> <li>- Knowledge of the Learning Process</li> <li>- Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>- Knowledge of Students' Interests and Cultural Heritage</li> <li>- Knowledge of Students' Special Needs</li> </ul> <p>4d: Participating in a professional community</p> <ul style="list-style-type: none"> <li>- <i>Relationships with Colleagues</i></li> <li>- <i>Involvement in a Culture of Professional Inquiry</i></li> <li>- <i>Service to the School</i></li> <li>- <i>Participation in School and District Projects</i></li> </ul>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<p>1e: Designing coherent instruction</p> <ul style="list-style-type: none"> <li>- <i>Learning Activities</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Instructional Groups</i></li> <li>- <i>Lesson and Unit Structure</i></li> </ul>

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<b>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</b>	
a. Organizes, allocates, and manages the resources of time, space, and attention	2c: Managing classroom procedures - <i>Management of Instructional Groups</i> - <i>Management of Transitions</i> - <i>Management of Materials And Supplies</i> - <i>Performance of Non-Instructional Duties</i> - <i>Supervision of Volunteers and Paraprofessionals</i> 2e: Organizing physical space - <i>Safety and Accessibility</i> - <i>Arrangement of Furniture and Use of Physical Resources.</i>
b. Manages individual and class behaviors through a well-planned management system;	2d: Managing student behavior - <i>Expectations</i> - <i>Monitoring of Student Behavior</i> - <i>Response to Student Misbehavior</i>
c. Conveys high expectations to all students;	One of the common themes of the framework for teaching, permeating all components, is “High Expectations.”  2b: Establishing a culture for learning - <i>Importance of the Content</i> - <i>Expectations for Learning and Achievement</i> - <i>Student Pride in Work</i>
d. Respects students’ cultural, linguistic and family background;	One of the common themes of the framework for teaching, permeating all components, is “cultural sensitivity;” this is reflected in many of the components.  2a: Creating an environment of respect and rapport - <i>Teacher Interaction with Students</i> - <i>Student Interactions with One Another</i>
e. Models clear, acceptable oral and written communication skills	3a: Communicating with students - <i>Expectations for Learning</i> - <i>Directions and Procedures</i>

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	<ul style="list-style-type: none"> <li>- <i>Explanations of Content</i></li> <li>- <i>Use of Oral and Written Language</i></li> </ul>
f. Maintains a climate of openness, inquiry, fairness and support	2a: Creating an environment of respect and rapport <ul style="list-style-type: none"> <li>- <i>Teacher Interaction with Students</i></li> <li>- <i>Student Interactions with One Another</i></li> </ul> 2b: Establishing a culture for learning <ul style="list-style-type: none"> <li>- <i>Importance of the Content</i></li> <li>- <i>Expectations for Learning and Achievement</i></li> <li>- <i>Student Pride in Work</i></li> </ul>
g. Integrates current information and communication technologies	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”
h. Adapts the learning environment to accommodate the differing needs and diversity of students	One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.”
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”
<b>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</b>	
a. Deliver engaging and challenging lessons;	3c: Engaging students in learning <ul style="list-style-type: none"> <li>- <i>Activities and Assignments</i></li> <li>- <i>Grouping of Students</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Structure and Pacing</i></li> </ul>
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning <ul style="list-style-type: none"> <li>- <i>Activities and Assignments</i></li> <li>- <i>Grouping of Students</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Structure and Pacing</i></li> </ul>

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c. Identify gaps in students' subject matter knowledge;	3d: Using assessment in instruction <ul style="list-style-type: none"> <li>- <i>Assessment Criteria</i></li> <li>- <i>Monitoring of Student Learning</i></li> <li>- <i>Feedback to Students</i></li> <li>- <i>Student Self-Assessment and</i></li> <li>- <i>Monitoring of Progress</i></li> </ul>
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>- <i>Lesson Adjustment</i></li> <li>- <i>Response to Students</i></li> <li>- <i>Persistence</i></li> </ul>
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction <ul style="list-style-type: none"> <li>- <i>Learning Activities</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Instructional Groups</i></li> <li>- <i>Lesson and Unit Structure</i></li> </ul> 3c: Engaging students in learning <ul style="list-style-type: none"> <li>- <i>Activities and Assignments</i></li> <li>- <i>Grouping of Students</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Structure and Pacing</i></li> </ul>
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion techniques <ul style="list-style-type: none"> <li>- <i>Quality of Questions</i></li> <li>- <i>Discussion Techniques</i></li> <li>- <i>Student Participation</i></li> </ul>
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c: Engaging students in learning <ul style="list-style-type: none"> <li>- <i>Activities and Assignments</i></li> <li>- <i>Grouping of Students</i></li> <li>- <i>Instructional Materials and Resources</i></li> <li>- <i>Structure and Pacing</i></li> </ul> One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"

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<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<p>1b: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>- Knowledge of Child and Adolescent Development</li> <li>- Knowledge of the Learning Process</li> <li>- Knowledge of Students’ Skills, Knowledge, and Language Proficiency</li> <li>- Knowledge of Students’ Interests and Cultural Heritage</li> <li>- Knowledge of Students’ Special Needs</li> </ul> <p><i>One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.”</i></p>
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p>	<p>3d: Using assessment in instruction</p> <ul style="list-style-type: none"> <li>- Assessment Criteria</li> <li>- Monitoring of Student Learning</li> <li>- Feedback to Students</li> <li>- Student Self-Assessment and</li> <li>- Monitoring of Progress</li> </ul>
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction</p>	<p>3d: Using assessment in instruction</p> <ul style="list-style-type: none"> <li>- Assessment Criteria</li> <li>- Monitoring of Student Learning</li> <li>- Feedback to Students</li> <li>- Student Self-Assessment and</li> <li>- Monitoring of Progress</li> </ul> <p>3e: Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>- Lesson Adjustment</li> <li>- Response to Students</li> <li>- Persistence</li> </ul>
<p><b>4. Assessment. The effective educator consistently:</b></p>	
<p>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</p>	<p>1b: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>- Knowledge of Child and Adolescent Development</li> <li>- Knowledge of the Learning Process</li> <li>- Knowledge of Students’ Skills, Knowledge, and Language Proficiency</li> <li>- Knowledge of Students’ Interests and Cultural Heritage</li> <li>- Knowledge of Students’ Special Needs</li> </ul>

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b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f: Designing student assessments - <i>Congruence with Instructional Outcomes</i> - <i>Criteria and Standards</i> - <i>Design of Formative Assessments</i>
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i>
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments - <i>Congruence with Instructional Outcomes</i> - <i>Criteria and Standards</i> - <i>Design of Formative Assessments</i> 3d: Using assessment in instruction - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i>
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	3d: Using assessment in instruction - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> 4c: Communicating with families - <i>Information About the Instructional Program</i> - <i>Information About Individual Students</i> - <i>Engagement of Families in the Instructional Program</i>
f. Applies technology to organize and integrate	One of the common themes of the framework for teaching, permeating all components, is

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assessment information.	"Appropriate Use of Technology"
<b>(b) Continuous Improvement, Responsibility and Ethics.</b>	
<b>1. Continuous Professional Improvement. The effective educator consistently:</b>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e: Growing and developing professionally <i>- Enhancement of Content Knowledge and Pedagogical Skill</i> <i>- Receptivity to Feedback from Colleagues</i> <i>- Service to the Profession</i>
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally <i>- Enhancement of Content Knowledge and Pedagogical Skill</i> <i>- Receptivity to Feedback from Colleagues</i> <i>- Service to the Profession</i>
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	4c: Communicating with families <i>- Information About the Instructional Program</i> <i>- Information About Individual Students</i> <i>- Engagement of Families in the Instructional Program</i> 4d: Participating in a professional community <i>- Relationships with Colleagues</i> <i>- Involvement in a Culture of Professional Inquiry</i> <i>- Service to the School</i> <i>- Participation in School and District Projects</i>
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;	4a: Reflecting on teaching <i>- Accuracy</i> <i>- Use in Future Teaching</i> 4e: Growing and developing professionally <i>- Enhancement of Content Knowledge and Pedagogical Skill</i> <i>- Receptivity to Feedback from Colleagues</i> <i>- Service to the Profession</i>
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching <i>- Accuracy</i> <i>- Use in Future Teaching</i> 4e: Growing and developing professionally



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	<ul style="list-style-type: none"> <li>- <i>Enhancement of Content Knowledge and Pedagogical Skill</i></li> <li>- <i>Receptivity to Feedback from Colleagues</i></li> <li>- <i>Service to the Profession</i></li> </ul>
<p><b>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 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.</b></p>	
Code of Ethics and the Principles of Professional Conduct	<p>4f: Showing professionalism</p> <ul style="list-style-type: none"> <li>- <i>Integrity And Ethical Conduct</i></li> <li>- <i>Service To Students</i></li> <li>- <i>Advocacy</i></li> <li>- <i>Decision Making</i></li> </ul>