

## FEAPs Crosswalk to Research-based Educator Standards

Florida Educator Accomplished Practices (December 2010)	InTASC <sup>1</sup>	Danielson <sup>2</sup>	NBPTS <sup>3</sup>
<b>(a) Quality of Instruction</b>			
<b>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b>			
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Standard 7a	Domain 1a	Standard 2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Standard 7b	Domain 1c	Standard 3
c. Designs instruction for students to achieve mastery;	Standard 7	Domain 1e	Standard 3
d. Selects appropriate formative assessments to monitor learning;	Standard 6a	Domain 1f	Standard 3
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; and	Standard 9f	Domain 4	Standards 14 & 15
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Standards 2&5	Domain 1e	Standard 3
<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;	Standard 3c	Domain 1b & 2e	Standard 5
b. Manages individual and class behaviors through a well-planned management system;	Standard 3d	Domain 2d	Standard 5
c. Conveys high expectations to all students;	Standard 3b	Domain 2b	Standard 5

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d. Respects students' cultural, linguistic and family background;	Standard 2d	Domains 2a & 2b	Standard 5
e. Models clear, acceptable oral and written communication skills;	Standard 8h	Domain 3a	Standard 2
f. Maintains a climate of openness, inquiry, fairness and support;	Standard 3b	Domain 2b & 2a	Standard 4
g. Integrates current information and communication technologies;	standard 8h		Standard 6
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Standard 3e	Domain 1b & 2	Standard 5
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Standard 8		Standard 6
<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;	Standard 8	Domain 3	NBPTS/subject specific
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Standard 5	Domain 3	NBPTS/subject specific
c. Identify gaps in students' subject matter knowledge;	Standard 6	Domain 3	NBPTS/subject specific
d. Modify instruction to respond to preconceptions or misconceptions;	Standard 8	Domain 3	NBPTS/subject specific
e. Relate and integrate the subject matter with other disciplines and life experiences;	Standard 5	Domain 1, 2, 3	NBPTS/subject specific
f. Employ higher-order questioning techniques;	Standard 8	Domain 3b	NBPTS/subject specific

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g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Standard 8	Domain 1e	NBPTS/subject specific
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Standard 8	Domain 3d	NBPTS/subject specific
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	Standard 8g	Domain 3a	NBPTS/subject specific
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Standard 8b	Domain 3e	NBPTS/subject specific
<b>4. Assessment. The effective educator consistently:</b>			
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;	Standard 6e	Domain 3	Standard 13
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Standard 6a & 6b	Domain 1f	Standard 13
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Standard 6b	Domain 1f & 3d	Standard 13
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Standard 6f	Domain 3e	Standard 13
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Standard 6f	Domain 3d	Standard 13
f. Applies technology to organize and integrate assessment information.	Standard 6g		Standard 13

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<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;	Standard 9a	Domain 4	Standards 14 & 15
b. Examines and uses data-informed research to improve instruction and student achievement;	Standard 9f	Domain 4	Standards 14 & 15
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Standard 10b & 10c	Domain 4	Standard 16
d. Engages in targeted professional growth opportunities and reflective practices, and	Standard 10c	Domain 4	Standard 14 & 15
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	Standard 9f, 10c & 10d	Domain 4 (weak)	Standard 14 & 15
<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>		Domain 4f	

<sup>1</sup> Council of Chief State School Officers. (2010, July). Interstate Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards: A Resource for State Dialogue (Draft for Public Comment)*. Washington, DC: Author. ([http://www.ccsso.org/Resources/Publications/Model\\_Core\\_Teaching\\_Standards.html](http://www.ccsso.org/Resources/Publications/Model_Core_Teaching_Standards.html))

<sup>2</sup> Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching* (Virginia: ASCD, 2007).

<sup>3</sup> National Board for Professional Teaching Standards. [http://www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards)