

**Florida Educator Accomplished Practices (FEAPs)/
Florida Principal Leadership Standards (FPLS)
Alignment to High Effect Size Indicators**

The tables below illustrate how the Florida Educator Accomplished Practices (FEAPs), State Board Rule 6A-5.065, F.A.C., and the Florida Principal Leadership Standards (FPLS), State Rule 6A-5.080, F.A.C., are foundations for the inclusion of high effect size indicators in instructional and school leader evaluation systems. (Text highlighted in yellow or preceded by an asterisk symbol (*) denotes specific language in the FEAPs or FPLS that is in alignment with the High Effect Size Indicators.)

Florida Educator Accomplished Practices (FEAPs)	High Effect Size Indicators
<p>(1)(b)(2) The effective educator demonstrates deep and comprehensive knowledge of the subject taught.</p> <p>(2)(a) Quality of Instruction.</p> <p>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</p> <ul style="list-style-type: none"> a. *Aligns instruction with state-adopted standards at the appropriate level of rigor; b. *Sequences lessons and concepts to ensure coherence and required prior knowledge; c. *Designs instruction for students to achieve mastery; d. Selects appropriate formative assessments to monitor learning; e. Uses 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 f. *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. <p>(2)(b) Continuous Improvement, Responsibility and Ethics.</p> <p>1. *Continuous Professional Improvement. The effective educator consistently:</p> <ul style="list-style-type: none"> a. *Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. 	<p>Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.</p>
(2)(a) Quality of Instruction.	Tracking Student Progress: The teacher facilitates

<p>2. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</p> <ul style="list-style-type: none"> a. Aligns instruction with state-adopted standards at the appropriate level of rigor; b. Sequences lessons and concepts to ensure coherence and required prior knowledge; c. *Designs instruction for students to achieve mastery; d. *Selects appropriate formative assessments to monitor learning; e. *Uses 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 f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. 	<p>the tracking of student progress on learning goals using a formative approach to assessment.</p>
<p>(2)(a) Quality of Instruction.</p> <p>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</p> <ul style="list-style-type: none"> a. *Aligns instruction with state-adopted standards at the appropriate level of rigor; b. *Sequences lessons and concepts to ensure coherence and required prior knowledge; c. Designs instruction for students to achieve mastery; d. Selects appropriate formative assessments to monitor learning; e. Uses 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 f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. 	<p>Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.</p>
<p>(2)(a) Quality of Instruction.</p> <p>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator</p>	<p>Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.</p>

consistently:

- a. *Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. *Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. *Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. *Identify gaps in students' subject matter knowledge;
- d. *Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. *Differentiate instruction based on an assessment of student learning needs and

<p>recognition of individual differences in students;</p> <ul style="list-style-type: none"> i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and j. *Utilize student feedback to monitor instructional needs and to adjust instruction. 	
<p>(2)(a) Quality of Instruction.</p> <p>4. Assessment. The effective educator consistently:</p> <ul style="list-style-type: none"> (a) *Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; (b) *Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; (c) *Uses a variety of assessment tools to monitor student progress, achievement and learning gains; (d) *Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; (e) *Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); (f) *Applies technology to organize and integrate assessment information. 	<p>Tracking Rate of Progress: The teacher's implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.</p>
<p>(2)(a) Quality of Instruction.</p> <p>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</p> <ul style="list-style-type: none"> a. *Aligns instruction with state-adopted standards at the appropriate level of rigor; b. *Sequences lessons and concepts to ensure coherence and required prior knowledge; c. *Designs instruction for students to achieve mastery; d. Selects appropriate formative assessments 	<p>Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</p>

<p>to monitor learning;</p> <p>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</p> <p>f. *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p>	
<p>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</p> <p>a. *Deliver engaging and challenging lessons;</p> <p>b. *Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p> <p>c. Identify gaps in students' subject matter knowledge;</p> <p>d. Modify instruction to respond to preconceptions or misconceptions;</p> <p>e. *Relate and integrate the subject matter with other disciplines and life experiences;</p> <p>f. *Employ higher-order questioning techniques;</p> <p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p> <p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p> <p>i. *Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and</p> <p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<p>Text Complexity: The teacher cognitively challenges students through the use of “complex text” to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:</p> <ul style="list-style-type: none"> • writing in response to text • text-based discussions with students
<p>Consent Decree and (2)(a) Quality of Instruction.</p>	<p>ESOL Students: The teacher provides instruction to ESOL students on the development of the English</p>

<p>2. The Learning Environment:</p> <p>h. *Adapts the learning environment to accommodate the differing needs and diversity of students;</p> <p>3. Instructional Delivery and Facilitation:</p> <p>h. *Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<p>language learners' ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.</p>
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Florida Principal Leadership Standards (FPLS)	High Effect Size Indicators
<p>Standard 4: <u>Faculty Development.</u> Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:</p> <p>b. *Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction</p> <p>Standard 3: <u>Instructional Plan Implementation.</u> Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:</p> <p>c. *Communicates the relationships among academic standards, effective instruction, and student performance</p>	<p>Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p>
<p>Standard 4: <u>Faculty Development.</u> Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:</p> <p>a. *Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</p> <p>Standard 8: <u>School Management.</u> Effective school leaders *manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:</p> <p>a. *Organizes time, tasks and projects effectively with clear objectives and coherent plans;</p> <p>b. Establishes appropriate deadlines for him/herself and the entire organization;</p> <p>c. *Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development;</p>	<p>Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</p>
<p>Standard 9: <u>Communication.</u> *Effective school leaders practice two-way communications and use appropriate oral,</p>	<p>Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida’s common language of</p>

<p>written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community</p> <p>c. *Communicates student expectations and performance information to students, parents, and community;</p> <p>g. *Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.</p> <p>Standard 3: <u>Instructional Plan Implementation.</u> Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:</p> <p>a. *Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;</p>	<p>instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p>
<p>Standard 8: <u>School Management.</u> *Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:</p> <p>a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;</p> <p>b. Establishes appropriate deadlines for him/herself and the entire organization;</p> <p>c. *Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and</p> <p>d. *Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</p>	<p>Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.</p>
<p>Purpose and Structure of the Standards Purpose: The Standards are set forth in rule as Florida’s *core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional</p>	<p>High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.</p>

<p>school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.</p> <p>*Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:</p> <p>a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</p> <p>b. *Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</p> <p>c. Employs a faculty with the instructional proficiencies needed for the school population served;</p> <p>d. *Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;</p> <p>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and</p> <p>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>	
<p>Standard 5: Learning Environment.</p> <p>*Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:</p> <p>a. *Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</p> <p>b. *Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</p>	<p>Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:</p> <ul style="list-style-type: none"> • Monitoring Text Complexity: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating

<p>c. Promotes school and classroom practices that validate and value similarities and differences among students;</p> <p>d. *Provides recurring monitoring and feedback on the quality of the learning environment;</p> <p>e. *Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.</p> <p>f. *Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p> <p>*Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:</p> <p>a. *Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;</p>	<p>these two processes:</p> <ul style="list-style-type: none"> o writing in response to text o text-based discussions with students <ul style="list-style-type: none"> • Interventions: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS) • Instructional Adaptations: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS) • ESOL Strategies: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)
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