

EDUCATOR ACCOMPLISHED PRACTICES

Competencies for Teachers of the Twenty-First Century

Bureau of Educator Recruitment, Development and Retention



Florida Department of Education
Tallahassee, Florida

Professional

ASSESSMENT

The *professional teacher* continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject-area inventories, cumulative records, and student services information. The *professional teacher* develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

SAMPLE KEY INDICATORS:

- Recognizes students' readiness to learn and their individual learning needs and plans intervention strategies.
- Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.
- Recognizes students exhibiting potentially disruptive behavior.
- Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.
- Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.
- Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.
- Modifies instruction based upon assessed student performance.
- Maintains observational and anecdotal records to monitor students' development.
- Uses data from various informal and standardized instruments to plan instruction.
- Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.
- Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.
- Develops short- and long-term personal and professional goals relating to assessment.

COMMUNICATION

The *professional* teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and that produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

SAMPLE KEY INDICATORS :

- Establishes positive interaction in the learning environment that uses incentives and consequences for students.
- Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.
- Tailors communication styles to the nature and needs of individuals and groups.
- Challenges students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Establishes interaction routines for individual work, cooperative learning, and whole group activities.
- Develops lessons which reflect opportunities for students to learn from each other.
- Designs and conducts lessons that support individual and group inquiry.
- Provides opportunities for students to receive constructive feedback on individual work and behavior.
- Communicates with colleagues, school and community specialists, administrators, and families.
- Develops short- and long-term personal and professional goals relating to communication.

CONTINUOUS IMPROVEMENT

The *professional* teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to lifelong learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.



SAMPLE KEY INDICATORS :

- Actively supports accepted principles and strategies for effecting change.
- Participates in the development of improvement plans that support the overall School Improvement Plan.
- In collaboration with the support team, 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.
- Participates in the design of a personal professional development plan to guide her/his own improvement.
- Communicates planned learning activities and student progress with students, families, and colleagues.
- Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
- Supports other school personnel as they manage the continuous improvement process.
- Is informed about 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 reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.
- Seeks to increase her/his own repertoire of professional experiences (e.g., participating in inservice activities and professional associations and utilizing research appropriately).
- Acquires the ability to behave as a steward of the school, of public education, and our national heritage with its multicultural dimension.
- Works as a member of a learning community and as a reflective practitioner.
- Utilizes the experience, status, education, and other unique strengths of colleagues and develops professional relationships accordingly.
- Exercises professional judgement, plans future professional endeavors, and articulates it to colleagues and others.
- Develops short- and long-term personal and professional goals relating to continuous professional development.

CRITICAL THINKING

The professional teacher uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

SAMPLE KEY INDICATORS :

- Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills.
- Uses teaching strategies, materials, and technologies that can expand students' thinking abilities.
- Plans lesson activities that require students to gather information and solve problems.
- Poses problems, dilemmas, and questions in lessons.
- Develops rules of evidence for students to use to analyze judgements, conclusions, the plausibility of claims, and 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 plans subsequent lessons to build learners' creative thinking abilities.
- Conducts lessons that include open-ended projects and other activities that are creative and innovative.
- 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.

DIVERSITY

The professional teacher establishes a "risk-taking" environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

SAMPLE KEY INDICATORS :

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- Fosters a learning environment in which all students are treated equitably.
- Recognizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.
- Conducts lessons that honor the various learning styles and cultural and linguistic backgrounds of students.
- Varies teaching techniques and strategies to effectively instruct all students.
- Selects appropriate materials, technology, and resources to assist all students in the learning process.

- Analyzes and uses school, family, and community resources to help meet students' learning needs.
- Initiates classroom discussions that create a climate of openness, mutual respect, support, and inquiry.
- Selects and introduces materials and resources that affirm diversity and honor multiple perspectives.
- Recognizes the importance of family and family structure to the individual learner and is aware of student's family situation when planning individual learning.
- Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through role modeling and learning activities.
- Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.
- Develops short- and long-term personal and professional goals relating to diversity.

ETHICS

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.

HUMAN DEVELOPMENT AND LEARNING

*Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the **professional** teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.*

SAMPLE KEY INDICATORS :

- Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- Builds a portfolio of activities used successfully to engage and motivate students at appropriate developmental levels.
- Makes provisions for students' learning styles based on needs and developmental levels.
- Can define, describe, and identify learning theories, subject matter structure, curriculum development, and student development processes; can recognize their use in lesson development; and can reflect upon that use.
- Presents concepts and principles in a variety of ways and can describe how the methods relate to developmental levels.
- Develops short- and long-term personal and professional goals relating to human development and learning.

KNOWLEDGE OF SUBJECT MATTER

*The **professional** teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings." The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.*

SAMPLE KEY INDICATORS :

- Communicates knowledge of subject matter in a manner that enables students to learn.
- Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.



- Uses the references, materials, and technologies of the subject field in developing learning activities for students.
- Maintains currency in her/his subject field.
- Uses her/his breadth of subject matter knowledge to collaborate with colleagues from other subject fields.
- Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

LEARNING ENVIRONMENTS

The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences that would create such an environment, and by honoring dissent.

SAMPLE KEY INDICATORS :

- Has a repertoire of techniques for establishing smooth and efficient routines and has had opportunities to practice them.
- Involves students in establishing rules and standards for behavior and applies these consistently and equitably.
- Has shared the learning environment management responsibilities with students, has learned its potential benefit, and has learned techniques to do so.
- Can define, describe, and discuss individual student cognitive and affective needs, can relate those needs to learning environments, and has practiced techniques to align student needs, instructional settings, and activities.
- Provides opportunities for students to be accountable for their own behavior.
- Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.
- Implements appropriate instructional activities in individual, small, and large group settings to meet cognitive, linguistic, and affective needs.
- Arranges and manages the physical environment to facilitate student learning outcomes.
- Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and 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.
- Works to maintain instructional momentum during transitions between activities.
- Develops short- and long-term personal and professional goals relating to learning environments.

PLANNING

The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

SAMPLE KEY INDICATORS :

- Confers with other teacher-leaders in order to use student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities.
- Plans and implements lessons connecting goals, learning activities, outcomes, and evaluation.
- Plans activities that promote high standards through a climate which enhances and expects continuous improvement.
- Provides comprehensible instruction based on performance standards 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.
- Assists students in using the resources available to them as she/he recognizes and builds upon student differences.
- Modifies the visual and physical environments to correspond with the planned learning activity.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.

- Plans and conducts lessons that are interdisciplinary and that use content from other subject areas.
- Helps students develop concepts through a variety of methods.
- Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.
- Cooperatively works with colleagues in planning instruction.
- Uses community resources available at the school for classroom activities.
- Develops short- and long-term personal and professional goals relating to planning.

ROLE OF THE TEACHER

*The **professional** teacher establishes open lines of communication and works cooperatively with families, educational professionals, and other members of the student's support system to promote continuous improvement of the educational experience.*

SAMPLE KEY INDICATORS:

- Serves as an advocate for her/his students.
- Confers with students and their families to provide explicit feedback on student progress and obtains assistance for families.
- 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 with school volunteers to support classroom activities.
- Can describe overt signs of child abuse and severe emotional distress, and, when recognized, can take appropriate intervention measures, referral, and reporting actions.
- Can describe overt signs of alcohol and drug abuse, and, when recognized, can take appropriate intervention measures, referral, and reporting actions. Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.
- Observes colleagues using continuous quality improvement techniques and assists 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 situations and backgrounds.
- Develops short- and long-term personal and professional goals relating to the roles of a teacher.

TECHNOLOGY

The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

SAMPLE KEY INDICATORS:

- Routinely demonstrates a basic level of technology competency, and ensures that students have opportunities to attain basic technology literacy skills.
- Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards.
- Models legal and ethical uses of technology.
- Identifies and uses standard electronic media to provide instruction at appropriate student skill level.
- Uses technology to construct teaching materials and learning activities.
- Uses technology productivity tools to monitor and manage student learning.
- Teaches students to use available computers and other forms of technology as they relate to curricular activities.
- Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools.
- Reviews and recommends educational software tools for instruction.
- Uses and disseminates digital information to stakeholders through intranets and/or the Internet.
- Participates in collaboration via technology to support learning.
- Includes technology integration goals in a professional development plan.
- The professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.