

# **Professional Education**

## **Section 00**

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## 1 Knowledge of instructional design and planning

1. Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.
2. Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.
3. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.
4. Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.
5. Apply learning theories to instructional design and planning.
6. Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.
7. Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.
8. Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.
9. Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.
10. Determine and apply appropriate intervention strategies based on individual student needs and data.

## 2 Knowledge of appropriate student-centered learning environments

1. Select and use appropriate techniques for organizing, allocating, and managing the resources of time, space, and attention in a variety of learning environments (e.g., face-to-face, virtual).
2. Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.
3. Use effective techniques for communicating high expectations to all students.

4. Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.
5. Apply relevant techniques for modeling appropriate oral and written communication skills.
6. Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students.
7. Apply information and communication technologies to maintain a student-centered learning environment.
8. Identify assistive technologies that enable all students to effectively communicate and achieve their educational goals.

**3 Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter**

1. Use motivational strategies to engage and challenge all students.
2. Apply appropriate instructional practices for developing content area literacy.
3. Analyze gaps in students' subject matter knowledge in order to improve instructional delivery.
4. Assess and adapt instruction to address preconceptions and misconceptions of subject matter.
5. Relate subject matter to life experiences and across disciplines.
6. Apply techniques for developing higher-order critical thinking skills.
7. Select varied strategies, resources, and appropriate technology for relevant and comprehensible instruction.
8. Identify differentiated instructional practices based on assessment of learning needs, individual differences, and continuous student feedback.
9. Determine and apply techniques to provide feedback in order to promote student achievement.
10. Apply appropriate subject area activities to accommodate learning needs, developmental levels, and experiential backgrounds of all students.

**4 Knowledge of various types of assessment strategies for determining impact on student learning**

1. Analyze assessment data from multiple sources to guide instructional decisions.

2. Select formative and summative assessments that match learning objectives leading to student mastery.
3. Use a variety of assessment tools to monitor student progress, achievement, and learning gains.
4. Determine appropriate assessments and testing conditions to accommodate learning styles and varying knowledge levels of students.
5. Identify ways to share the importance and outcomes of student assessment data with students and stakeholders.
6. Use technology to organize and integrate assessment data.

## **5 Knowledge of relevant continuous professional improvement**

1. Determine relevant and measurable professional development goals to strengthen the effectiveness of instruction based on educator and students' needs.
2. Analyze and apply data-informed research to improve instruction and student achievement.
3. Use a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve and reflect upon the effectiveness of lessons and practices.
4. Identify ways to collaborate with home, school, and other stakeholders to foster communication and obtain resources in order to support diverse student learning and continuous improvement.
5. Select and determine appropriate professional growth opportunities and reflective practices to improve teacher performance and impact student learning.
6. Analyze the implementation of professional development experiences and application to the teaching and learning process.
7. Choose appropriate professional growth opportunities in technology for the design and delivery of instruction to impact student learning.

## **6 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida**

1. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
2. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

3. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
4. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
5. Determine and apply the appropriate use and maintenance of students' information and records.

**7 Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)**

1. Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.
2. Analyze student developmental characteristics in relation to first and second language literacy acquisition stages to design instruction for students.
3. Interpret the Consent Decree to integrate teaching approaches, methods, strategies, and communication with stakeholders in order to improve learning for ELLs.
4. Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.
5. Analyze assessment issues as they affect ELLs and determine appropriate accommodations according to ELLs' varying English proficiency levels and academic levels.

**8 Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning**

1. Apply effective instructional practices to develop text reading skills in the appropriate content area.
2. Select instructional practices for developing and using content area vocabulary.
3. Determine instructional practices to facilitate students' reading comprehension through content areas.
4. Apply appropriate literacy strategies for developing higher-order critical thinking skills.
5. Select appropriate resources for the subject matter and students' literacy levels.
6. Differentiate instructional practices based on literacy data for all students.