

# Competencies for Teachers of the 21<sup>st</sup> Century

Educator Recruitment, Development and Retention

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Educator Accomplished Practices

# Competencies for Teachers of the 21<sup>st</sup> Century

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## ASSESSMENT

*The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.*

### SAMPLE KEY INDICATORS:

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.
- Draws from a repertoire of techniques to accommodate differences in students' behavior.
- Identifies potentially disruptive student behavior.
- Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.
- Guides students in developing and maintaining individual portfolios.
- Modifies instruction based upon assessed student performance.
- Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.
- Maintains observational and anecdotal records to monitor students' development.
- Interprets, with assistance, data from various informal and standardized assessment procedures.
- Reviews assessment data and identifies students' strengths and weaknesses.
- Communicates individual student progress in student, parent, and staff conferences.
- Develops short- and long-term personal and professional goals relating to assessment.

## COMMUNICATION

*The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.*

### SAMPLE KEY INDICATORS:

- Establishes positive interaction in the learning environment that uses incentives and consequences for students.
- Establishes positive interactions between the teacher and students that are focused upon learning.
- Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
- Encourages students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
- Provides opportunities for students to learn from each other.
- Practices strategies that support individual and group inquiry.
- Provides opportunities for students to receive constructive feedback on individual work and behavior.
- Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
- Develops short- and long-term personal and professional goals relating to communication.

## CONTINUOUS IMPROVEMENT

*The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.*

### SAMPLE KEY INDICATORS:

- Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
- Participates in and supports the overall school improvement process.

- Uses data from her/his own learning environments 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 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.
- Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
- Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
- Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
- Has observed others in the role of steward and can demonstrate some of the skills involved.
- Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
- Learns from peers and colleagues and develops professional relationships.
- Reflects upon her/his own professional judgement and has the ability to articulate it to colleagues, parents, and the business community.
- Develops short- and long-term personal and professional goals relating to continuous professional development.

## CRITICAL THINKING

*The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.*

### SAMPLE KEY INDICATORS :

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities.



- Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
- Poses problems, dilemmas, and questions in lessons.
- Assists students in development and use of rules of evidence.
- 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.
- Demonstrates and models the use of higher-order thinking abilities.
- Modifies and adapts lessons with increased attention to the learners' creative thinking abilities.
- Encourages students to develop open-ended projects and other activities that are creative and innovative.
- Uses technology and other appropriate tools in the learning environment.
- Develops short-term personal and professional goals relating to critical thinking.

## DIVERSITY

*The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.*

### 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, linguistic, and experiential diversity of students.
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
- Has a repertoire of teaching techniques and strategies to effectively instruct all students.
- Selects appropriate culturally and linguistically sensitive materials for use in the learning process.
- Analyzes and uses school, family, and community resources in instructional activities.
- Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.

- Selects and introduces materials and resources that are multicultural.
- Acknowledges the importance of family and family structure to the individual learner.
- Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
- Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
- Develops short-term personal and professional goals relating to diversity.

## ETHICS

*The **preprofessional** 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 **preprofessional** teacher plans instructional activities.*

## SAMPLE KEY INDICATORS:

- Recognizes developmental levels of students and identifies differences within a group of students.
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- Uses multiple activities to engage and motivate students at appropriate developmental levels.
- Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
- Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.
- Develops short-term personal and professional goals relating to human development and learning.

## KNOWLEDGE OF SUBJECT MATTER

*The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.*

## SAMPLE KEY INDICATORS:

- Communicates knowledge of subject matter in a manner that enables students to learn.
- Increases subject matter knowledge in order to integrate the learning activities.
- Uses the materials and technologies of the subject field in developing learning activities for students.
- Acquires currency in her/his subject field.
- Has planned and conducted collaborative lessons with colleagues from other fields.
- Develops short- and long-term personal and professional goals relating to knowledge of subject matter.



## LEARNING ENVIRONMENTS

*The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.*

### SAMPLE KEY INDICATORS:

- Practices a variety of techniques for establishing smooth and efficient routines.
- Applies the established rules and standards for behaviors consistently and equitably.
- Involves students in the management of learning environments including establishing rules and standards for behavior.
- Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.
- Uses techniques to align student needs, instructional settings, and activities.
- Provides opportunities for students to be accountable for their own behavior.
- Provides a safe place to take risks.
- Respects any student's right to use a home language other than English for academic and social purposes.
- Monitors learning activities by providing feedback and reinforcement to students.
- Implements instructional activities to meet cognitive, linguistic, and affective needs.
- Arranges and manages the physical environment to facilitate student learning outcomes.
- Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
- Provides clear directions for instructional activities and routines.
- Maintains academic focus of students by use of varied motivational devices.
- Develops short-term personal and professional goals relating to learning environments.

## PLANNING

*Recognizing the importance of setting high expectations for all students, the **preprofessional** teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.*

### SAMPLE KEY INDICATORS:

- Identifies student performance outcomes for planned lessons.
- Plans and conducts lessons with identified student performance and learning outcomes.
- Plans activities to promote high standards for students 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.
- Accesses and interprets information from multiple sources.
- Assists students in using the resources available to them.
- Incorporates the visual and physical environment when planning learning activities.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Demonstrates instructional flexibility and an awareness of the teachable moment.
- Plans and conducts lessons that are interdisciplinary.
- 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.
- Develops a community resource file for use in planning instructional activities.
- Develops short- and long-term personal and professional goals relating to planning.

## ROLE OF THE TEACHER

*The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.*

### SAMPLE KEY INDICATORS:

- Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
- Provides meaningful feedback on student progress to students and families and seeks assistance for self and 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.
- Works with school volunteers appropriately.
- Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.
- Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.
- Works with colleagues to identify students' educational, social, linguistic, cultural, and emotional needs.
- Uses continuous quality improvement techniques in school improvement efforts.
- Communicates with families of culturally and linguistically diverse backgrounds.
- Develops short- and long-term personal and professional goals relating to the roles of a teacher.

## TECHNOLOGY

*The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.*

### SAMPLE KEY INDICATORS:

- Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
- Uses technology tools on a personal basis.
- Demonstrates awareness of and models acceptable use policies and copyright issues.

- Identifies and uses standard references in electronic media.
- Uses technology in lesson and material preparation.
- Identifies technology productivity tools to assist with management of student learning.
- Teaches students to use available computers and other forms of technology.
- Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.
- Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
- Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
- Uses technology to collaborate with others.
- Develops professional goals relating to technology integration.
- The preprofessional 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.

## 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.

# ASSESSMENT

*The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.*

## SAMPLE KEY INDICATORS:

- Diagnoses students’ readiness to learn and their individual learning needs and plans appropriate intervention strategies.
- Uses multiple perspectives to diagnose student behavior problems and devise solutions.
- Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.
- Assesses individual and group performance to design instruction that meets students’ current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.
- Employs performance-based assessment approaches to determine students’ performance of specified outcomes.
- Assists students in maintaining portfolios of individual work and progress toward performance outcomes.
- Modifies instruction based upon assessed student performance.
- Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.
- Maintains observational and anecdotal records to monitor students’ development.
- Selects, administers, and interprets various informal and standardized instruments for assessing students’ academic performance and social behavior.
- Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths to modify instruction-based assessment.
- Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.
- Develops short- and long-term personal and professional goals relating to assessment.

# COMMUNICATION

*The accomplished teacher uses effective communication techniques with students and all other stakeholders.*





## SAMPLE KEY INDICATORS:

- Establishes positive interaction in the learning environment to promote excellence that uses incentives and consequences for students.
- Establishes positive interactions between teacher and student in all areas.
- Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
- Communicates with and challenges all students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
- Provides all students with opportunities to learn from each other.
- Motivates, encourages, and supports individual and group inquiry.
- Encourages students' desire to receive and accept constructive feedback on individual work and behavior.
- Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.
- Develops short- and long-term personal and professional goals relating to communication.

## CONTINUOUS IMPROVEMENT

*The accomplished teacher engages in continuous professional quality improvement for self and school.*

## SAMPLE KEY INDICATORS:

- Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
- Works in general group settings and on focus groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.
- 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.
- Creates and monitors a personal professional development plan to guide her/his own improvement.
- Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.

- Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English.
- Works to empower the school-based personnel as they manage the continuous improvement process.
- Participates in the development of improvement plans that support the overall School Improvement Plan, including implementation and evaluation of individual effectiveness.
- Keeps abreast of 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 continuous reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.
- Continues to expand her/his own repertoire of professional experiences, e.g., publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, and utilizing research appropriately.
- Sees herself/himself as a steward of the school, of public education, and of our national heritage with its multicultural dimension and works to articulate these positions in a manner appropriate to the situation.
- Works as a member of a learning community—investigating problematic conditions, working as teacher-as-researcher, behaving as a reflective practitioner, etc.
- Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.
- Works to improve her/his own professional judgement and the ability to articulate it to colleagues, families, and the business community.
- Develops short- and long-term personal and professional goals relating to continuous professional development.

## CRITICAL THINKING

*The accomplished teacher uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.*

### SAMPLE KEY INDICATORS:

- Analyzes student performance standards to identify associated higher-order thinking skills and designs learning and performance strategies to evoke these higher-order skills.
- Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.
- Assists students in selecting projects and assignments that involve the need to gather information and solve problems.

- Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.
- Assists students in applying the rules of evidence that govern the acceptability of judgements and conclusions.
- Guides students in evaluating the plausibility of claims or 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 adjusts strategies in response to learners' needs and successes in creative thinking activities.
- 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 accomplished teacher uses learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.*

### SAMPLE KEY INDICATORS:

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- Creates a learning environment in which all students are treated equitably.
- Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.
- Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.
- Uses appropriate teaching techniques and strategies to effectively instruct all students.
- Uses appropriate materials, technology, and resources to assist all students to learn.
- Uses appropriate school, family, and community resources to help meet all students' learning needs.
- Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
- Selects and uses appropriate materials and resources that reflect multicultural contributors.
- Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.
- Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling

and through learning activities.

- Provides learning situations which will enable students to practice skills and knowledge needed for success as an adult.
- Develops short- and long-term personal and professional goals relating to diversity.

## ETHICS

*The accomplished teacher 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 students' mental and/or physical health and/or safety.
- Encourages students' independent action in pursuit of learning.
- Provides for 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 he/she 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.
- Does not, on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background, deny to a colleague professional benefits or advantages or participation in any professional organization.
- Supports a colleague's right to exercise political or civil rights and responsibilities.

## HUMAN DEVELOPMENT AND LEARNING

*The accomplished teacher uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.*

### SAMPLE KEY INDICATORS:

- Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
- Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.

- Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
- Makes appropriate provisions for individual students based upon their learning styles, needs, and developmental levels.
- Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
- Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
- Develops short- and long-term personal and professional goals relating to human development and learning.

## KNOWLEDGE OF SUBJECT MATTER

*The accomplished teacher demonstrates knowledge and understanding of the subject matter.*

### SAMPLE KEY INDICATORS :

- Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.
- Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
- Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Maintains currency in regard to changes in the subject field.
- Demonstrates a breadth of subject matter that enables her/him to collaborate with colleagues from other subject fields in the integration of instruction.
- Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

## LEARNING ENVIRONMENTS

*The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.*

### SAMPLE KEY INDICATORS :

- Manages student behavior in the various learning environments:
  - Establishes smooth and efficient routines;
  - Involves students in establishing standards for behavior;
  - Applies rules and standards consistently and equitably;
  - Shares learning environment management responsibilities with students.

- Creates positive learning experiences:
  - Designs appropriate instructional activities in individual, small, and large group settings to meet cognitive, linguistic, and affective needs;
  - Organizes instruction to include cooperative, student-directed groups;
  - Monitors learning activities, providing feedback and reinforcement to students;
  - Arranges and manages the physical environment to facilitate student learning outcomes;
  - Provides a safe place for students to take risks.
- Guards the use of time:
  - Uses learning time effectively;
  - Maintains instructional momentum, with smooth and efficient transitions;
  - 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;
  - Provides clear directions for instructional activities and routines.
- Develops short- and long-term personal and professional goals relating to learning environments.

## PLANNING

*The **accomplished** teacher plans, implements, and evaluates effective instruction in a variety of learning environments.*

### SAMPLE KEY INDICATORS:

- Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
- Integrates student performance and outcomes into lesson designs and delivery strategies.
- Plans activities that promote high standards through a climate that enhances and expects continuous improvement.
- Provides comprehensible instruction to enable every student to meet the performance 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 from multiple sources (e.g., library media center use and/or multiple electronic sources).
- Assists students to fully use the resources available to them and the strengths they already possess.



- Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
- Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.
- Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
- Adjusts instruction based upon reflection of her/his own practice.
- Cooperatively works with colleagues in planning for instruction.
- Plans for the utilization of community resources in classroom activities (e.g., world of work, civic leaders, and fine arts).
- Develops short- and long-term personal and professional goals relating to planning.

## ROLE OF THE TEACHER

*The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.*

### SAMPLE KEY INDICATORS:

- Serves as a student advocate in the school and with the social, legal, and health agencies in the community.
- Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.
- 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 effectively with school volunteers to promote student interest, motivation, and learning.
- Recognizes overt signs of child abuse and severe emotional distress in students and takes appropriate intervention, referral, and reporting actions.
- Recognizes overt signs of alcohol and drug abuse in students and takes appropriate intervention, referral, and reporting actions.
- Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.

- Uses knowledge of continuous quality improvement to assist 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 accomplished teacher uses appropriate technology in teaching and learning processes.*

### SAMPLE KEY INDICATORS :

- Teaches technology literacy at the appropriate skill levels.
- Evaluates and implements technology tools that enhance learning opportunities which are aligned with Sunshine State Standards and meet the needs of all learners.
- Teaches legal and ethical uses of technology.
- Evaluates and uses a wide range of instructional technologies (e.g., CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher-order thinking skills.
- Uses technology to construct a variety of teaching materials and assessment exercises, and applies current research on integrating technology when planning for instruction.
- Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment.
- Facilitates student learning of technology as it relates to curricular activities.
- Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment.
- Analyzes and evaluates the effectiveness of educational software tools on student learning.
- Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet.
- Collaborates via technology beyond the boundaries of the school to support learning.
- Incorporates technology integration goals in a professional development plan as addressed in the School Improvement Plan.
- The accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum at each school site.



**Florida Department of Education**  
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