

INSTRUCTIONAL EVALUATION STANDARDS
TRADITIONAL CLASSROOM TEACHER (E3)

FEAPs: Florida Educator Accomplished Practices
6 Standards of Assessment with 42 Descriptors to be rated

Ratings for each Standard’s Descriptor shall be based on the following rubric:

(1)Unsatisfactory	(2)Needs Improvement	(3)Effective	(4)Highly Effective
Standard was not evident.	Standard was demonstrated inconsistently.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

FEAP STANDARD 1: Instructional Design & Lesson Planning

STANDARD 1 Instructional Design & Lesson Planning		Comparable Danielson Domains & Notes
1A	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a, 1c
1B	Sequences lessons and concepts to ensure coherence and required prior knowledge	1a, 1e
1C	Designs instruction for students to achieve mastery	1e
1D	Selects appropriate formative assessments to monitor learning	1f
1E	Uses diagnostic student data to plan lessons.	1f
1F	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e
1G	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.090401, F.A.C. and is consistent with s. 1001.42(8)(c)3., F.S.	Highly Effective if Standard is evident No evidence required for HE.

FEAP STANDARD 2: The Learning Environment

STANDARD 2 The Learning Environment		Comparable Danielson Domains & Notes
2A	Organizes, allocates, and manages the resources of time, space, and attention.	2c, 2e
2B	Manages individual and class behaviors through a well-planned management system	2d
2C	Conveys high expectations to all students	2b
2D	Respects students' cultural, linguistic and family background	2a, 1b
2E	Models clear, acceptable oral and written communication skills	3a
2F	Maintains a climate of openness, inquiry, fairness and support	2a, 2b
2G	Integrates current information and communication technologies	1d, 2e
2H	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.	Highly Effective if Standard is evident No evidence required for HE.
2i	Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals	1d, 2e
2J	Creates a classroom environment where students are able to demonstrate resilience as outlined in Rule 6A-1.094124, F.A.C.	Highly Effective if Standard is evident No evidence required for HE.

FEAP STANDARD 3: Instructional Delivery & Facilitation

Point Values **Doubled** as similar to Danielson Domain 3

STANDARD 3 Instructional Delivery & Facilitation DOUBLE-WEIGHTED STANDARD		Comparable Danielson Domains & Notes
3A	Deliver engaging and challenging lessons	3c
3B	Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter.	3a, 3b, 3c
3C	Identify gaps in students' subject matter knowledge	1b, 3d
3D	Modify instruction to respond to preconceptions or misconceptions	3e
3E	Relate & integrate the subject matter with other disciplines and life experiences	3a
3F	Employ higher-order questioning techniques	3b
3G	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding	3c
3H	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	3c
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement	3d
3J	Utilize student feedback to monitor instructional needs & to adjust instruction	3e

Reminder: A well-written lesson plan can demonstrate the written idea of a descriptor, but the physical observation proves it has been put into place.

Tip: The same piece of evidence may be used to cite multiple ratings.

FEAP STANDARD 4: Assessment

STANDARD 4. Assessment		Comparable Danielson Domains & Notes
4A	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	1e
4B	Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	1f
4C	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	3d
4D	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	1f
4E	Shares the importance and outcomes of student assessment data with the student and the student's parent /caregiver(s)	3d, 4c
4F	Applies technology to organize and integrate assessment information	Highly Effective if Standard is evident No evidence required for HE.

FEAP STANDARD 5: Continuous Improvement

STANDARD 5. Continuous Improvement		Comparable Danielson Domains & Notes
5A	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	4a
5B	Examines and uses data-informed research to improve instruction and student achievement	4a
5C	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.	4a
5D	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	4c, 4d
5E	Engages in targeted professional growth opportunities & reflective practices.	4e
5F	Implements knowledge and skills learned in professional development in the teaching and learning process.	4a

Tip: Participating in a PLC *could* count as evidence for 5A-5F. Use a collective statement of evidence detailing the goals and outcomes of the PLC and how it is applied in the classroom.

FEAP STANDARD 6: Professional Responsibility & Ethical Conduct

STANDARD 6. Professional Responsibility & Ethical Conduct		Comparable Danielson Domains & Notes
6A	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	Highly Effective if Standard is evident No evidence required for HE.
6B	The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.	Highly Effective if Standard is evident No evidence required for HE.
6C	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4f