Florida Educator Accomplished Practices (FEAP) Curriculum Map

Sections 1004.04, 1004.85, 1012.56(8), Florida Statutes, and State Board of Education Rule 6A-5.066, F.A.C., require providers to address Florida Educator Accomplished Practices (FEAP per 6A-5.065, F.A.C.) when submitting programs for state approval. Programs should ensure candidates are instructed and assessed in the FEAP across content areas and be able to demonstrate mastery of the descriptors in a prekindergarten through grade 12 (p-12) classroom setting.

Instructions for completing the curriculum map:

- List the courses (prefix, number and title) in your program or training titles in the column headings at the top of the chart (if needed, add or delete columns).
- Next to each of the FEAP descriptors, mark (x) the appropriate boxes to indicate the course(s) that address and assess each of them.

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		Course number and title where FEAPs are addressed and assessed.								
Florida Educator Accomplished Practices (FEAP)		**Designing Standards-based Plans**	**Foundations of Assessments**	**Implementing Instructional Practices**	**Integrating Educational Technology**	**Learning: Theory to Practice**	**Proactive Classroom Management**	**Professional Practices for Educators**	**Student Advocacy & Legal Issues**	**ESOL: Methods of Teaching**
1. Instructional Design and Lesson Planning										
1a.	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity	X			X					X
1b.	Sequences lessons and concepts to ensure coherence and required prior knowledge	X	X		X					X
1c.	Designs instruction for students to achieve mastery	X	X		X					X
1d.	Selects appropriate formative assessments to monitor learning	X	X			X				
1e.	Uses diagnostic student data to plan lessons	X	X							
1f.	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	X	X	X	X	X				
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-1.09401, F.A.C.	X			X					X
2. The Learning Environment										
2a.	Organizes, allocates, and manages the resources of time, space, and attention				X		X			X
2b.	Manages individual and class behaviors through a well-planned management system				X		X	X		
2c.	Conveys high expectations to all students			X			X	X		X
2d.	Respects students' cultural linguistic and family background					X	X	X		X
2e.	Models clear, acceptable oral and written communication skills						X	X		
2f.	Maintains a climate of openness, inquiry, fairness, and support					X	X	X		
2g.	Integrates current information & communication technologies		X		X					X
2h.	Adapts the learning environment to accommodate the differing needs and diversity of students	X		X	X	X	X	X		X
2i.	Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals				X	X				X
2j.	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.					X	X			
3. Instructional Delivery and Facilitation										
3a.	Deliver engaging and challenging lessons	X		X	X	X	X			X
3b.	Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter	X		X	X	X				X

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3c.	Identify gaps in students' subject matter knowledge	X	X	X						
3d.	Modify instruction to respond to preconceptions or misconceptions	X	X			X				X
3e.	Relate & integrate the subject matter with other disciplines and life experiences.	X		X	X	X				X
3f.	Employ questioning that promotes critical thinking.	X			X	X				
3g.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding				X	X				X
3h.	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	X	X		X					X
3i.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement	X	X	X		X		X		
3j.	Utilize student feedback to monitor instructional needs & to adjust instruction	X	X	X		X				
4. Assessment										
4a.	Analyzes and applies data from multiple assessments & measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	X	X	X						
4b.	Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	X	X	X						
4c.	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	X	X	X						X
4d.	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge		X	X						
4e.	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	X	X	X						
4f.	Applies technology to organize and integrate assessment information	X	X		X					
5. Continuous Professional Improvement										
5a.	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				X					
5b.	Examines and uses data-informed research to improve instruction and student achievement	X	X	X		X				
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	X	X	X		X				

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5d.	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	X	X				X	X		X
5e.	Engages in targeted professional growth opportunities & reflective practices	X		X						
5f.	Implements knowledge and skills learned in professional development in the teaching and learning process	X		X	X					
6. Professional Responsibility and Ethical Conduct										
6a.	Fulfills the expected obligations to students, the public and the education profession and adheres to 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., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.		X					X	X	