
THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES PROGRESSION PLAN

The Florida Educator Accomplished Practices Progression Plan (Progression Plan) is a document designed to be paired with the Florida Educator Accomplished Practices (FEAP) to support educator growth by clearly connecting professional knowledge and skilled instruction. The development of this Progression Plan along with the FEAP is informed by Florida’s vision for high-quality education and reflects the refinement of effective educational practices for increased student achievement.

The “**Know that**” column outlines the essential research-based understandings educators should internalize and the “**Learn how to**” column describes the observable practices and skills educators develop and apply. The **FEAP** column anchors the Progression Plan to specific state standard expectations. Together, these columns illustrate a coherent pathway from understanding to practice and standards-aligned performance across all domains of effective teaching.

Florida Educator Accomplished Practices Progression Plan		
FEAP: Standard 1: Professional Responsibilities and Ethics. The educator understands that he or she is held to a high moral standard in a community, and fulfills the expected obligations to students, parents, the public and the education profession.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> Strong partnerships with parents and families positively influence student behavior and academic outcomes. Effective teaching contributes to long-term life outcomes for all students. Educators play a direct role in shaping student engagement and behavior. Educators serve as influential public servants whose actions affect students' character, attitudes and behaviors. An educator's foremost professional responsibility is supporting student growth and safety through sound judgment, ethical practice, and focus on virtuous behavior. Embed principles of the Phoenix Declaration into daily professional actions and decision-making. 	<ol style="list-style-type: none"> Communicate openly, clearly, and honestly with families about matters affecting students' learning. Prioritize student safety and well-being in instructional, disciplinary, and support-related decisions. Maintain compliance with applicable laws, policies and professional expectations governing educational practice. Demonstrate professional conduct that strengthens public confidence in the education profession. 	<p>The educator adheres to:</p> <ol style="list-style-type: none"> 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, 1014.04, 1003.42(3)(a), F.S.; The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.

Florida Educator Accomplished Practices Progression Plan		
FEAP: Standard 2: Professional Learning, Content Knowledge, and Pedagogy. The educator demonstrates standards-based content knowledge and applies evidence-based practices.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> 1. Ongoing professional learning is essential to educator effectiveness and student achievement. 2. Deep content knowledge enables educators to deliver clear and explicit instruction. 3. Ensuring mastery of foundational content knowledge supports student confidence and future learning success. 4. Students build understanding by linking new ideas to what they already know across all subject areas. 5. Working memory has limited capacity and can be overwhelmed without instructional support. 6. Long-term memory expands as students connect new learning to existing knowledge. 	<ol style="list-style-type: none"> 1. Apply evidence-based instructional practices such as direct instruction, modeling, guided practice, and formative feedback. 2. Participate in continuous professional improvement cycles that include inquiry, planning, implementation, analysis, and reflection. 3. Design instruction grounded in the principles of the cognitive science of learning. 4. Support student knowledge building through retrieval practice, mental models and knowledge organizers, and low-stakes assessments. 5. Collaborate with colleagues and content experts to strengthen instructional practice and professional learning. 6. Connect students' prior knowledge to new learning. 	<p>The educator:</p> <ol style="list-style-type: none"> 1. Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning; 2. Embeds content knowledge and grade-level benchmarks into instructional practices; and 3. Reflects on instructional effectiveness for professional growth.

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FEAP: Standard 3: Preparation and Planning		
The educator plans for instruction that is aligned to Florida’s state academic standards.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> 1. Anticipating common misconceptions is a crucial component of content knowledge. 2. Building students’ domain-specific background knowledge supports deeper thinking and learning. 3. Repeated practice is essential for developing student mastery. 4. Instructional supports, such as scaffolds and examples, are most effective when gradually removed as competence increases. 5. Identifying students’ academic needs and barriers to learning is fundamental to effective planning. 	<ol style="list-style-type: none"> 1. Incorporate knowledge and skills to help students apply conceptual understandings to contexts beyond the classroom. 2. Plan lessons using evidence-based strategies, including direct instruction and vocabulary. 3. Analyze student work to determine when reteaching through tiered interventions is necessary. 4. Design purposeful independent practice followed by civil discourse for students to increase learning. 5. Identify when content must be further segmented to support student understanding. 6. Use student work and assessment data to inform lesson planning. 	<p>The educator:</p> <ol style="list-style-type: none"> 1. Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning; 2. Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida’s state academic standards; and 3. Analyzes student work to plan and adjust instruction.

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FEAP: Standard 4: Learning Environment. The educator establishes and maintains a respectful and safe learning environment through evidence-based practices.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> 1. Educator expectations significantly influence student achievement and growth. 2. Early establishment and reinforcement of clear expectations and routines promote effective classroom functioning. 3. Students benefit from learning environments that are predictable, safe, and secure. 4. Flexible grouping can provide support but requires monitoring to avoid negative impacts on learning. 5. Students with disabilities or additional needs often require targeted support developed in collaboration with colleagues and families. 6. Students' capacity to learn is closely connected to their resilience. 	<ol style="list-style-type: none"> 1. Maintain a classroom environment that supports effort and learning from errors. 2. Communicate high expectations through clear, structured, and sequential directions. 3. Implement consistent behavioral expectations using predictable systems of accountability. 4. Establish classroom routines aligned to school-wide expectations to maximize instructional time. 5. Use consistent verbal and non-verbal cues to support efficient classroom management. 6. Reinforce student effort by recognizing progress and growth. 	The educator: <ol style="list-style-type: none"> 1. Communicates high expectations for all students; 2. Implements clear rules and routines; 3. Organizes and manages students, classroom resources, time, and space; and 4. Adapts the learning environment with appropriate support to meet the needs of all students.

Florida Educator Accomplished Practices Progression Plan		
FEAP: Standard 5: Instructional Delivery. The educator delivers instruction to support the students' acquisition and application of knowledge.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> 1. Instructional pacing directly affects the amount of meaningful learning time available to students. 2. Evidence-based instructional strategies increase student engagement, efficiency, and learning. 3. Feedback plays a key role in helping students monitor their own learning and set new goals. 4. High-quality feedback is most impactful when it is timely, specific, and focused on actionable next steps for improvement. 5. Feedback can be delivered orally or in writing to guide student learning. 6. Instructional adjustments provide targeted support for struggling students. 7. Purposeful classroom discourse supports understanding, vocabulary development, and idea articulation. 8. Adaptive teaching is most effective when it maintains high expectations. 	<ol style="list-style-type: none"> 1. Adjust content, processes, and products to meet varied readiness levels while maintaining appropriate challenge. 2. Regularly monitor student work to evaluate learning progress and needs. 3. Adapt instruction based on formative data, student responses, and classroom conditions. 4. Use varied high-yield instructional approaches (e.g. everybody writes, turn and talk, cold call, show call, and habits of discourse) to sustain engagement and increase mastery with all learners. 5. Ask strategic questions and provide feedback and support that advances learning. 6. Manage instructional pace to balance momentum, reflection, and responsiveness. 7. Implement high-impact strategies from professional learning and adjust based on formative evidence. 8. Select instructional resources aligned to benchmark demands. 	<p>The educator:</p> <ol style="list-style-type: none"> 1. Maintains an appropriate instructional pace that maximizes student learning time; 2. Uses high-impact instructional practices grounded in the principles of the cognitive science of learning; 3. Checks for understanding to adapt instruction as needed; and 4. Delivers timely, specific, and actionable feedback.

Florida Educator Accomplished Practices Progression Plan		
FEAP: Standard 6: Data and Assessment.		
The educator uses various forms of data and assessments in instructional decision-making.		
Know that...	Learn how to...	FEAP
<ol style="list-style-type: none"> 1. High-quality assessments provide accurate information about student learning relative to defined goals and standards. 2. Assessment is most effective when its purpose and use are clearly defined. 3. Multiple data sources provide a more complete picture of student learning than a single measure. 4. Apparent engagement or effort does not always indicate mastery. 5. Analysis of assessment data strengthens interpretation and instructional decision-making. 	<ol style="list-style-type: none"> 1. Select assessments aligned to standards and lesson objectives. 2. Use formative assessment techniques to monitor understanding during instruction. 3. Analyze assessment results to determine strengths, needs, and instructional next steps. 4. Use multiple data sources to identify trends and patterns to differentiate between errors and misconceptions. 5. Plan an instructional response to resolve misconceptions and reevaluate learning. 6. Communicate assessment results clearly to students and families. 	<p>The educator:</p> <ol style="list-style-type: none"> 1. Knows and understands how to assess student mastery of academic standards; 2. Analyzes data from multiple sources to inform instruction; and 3. Monitors student progress, provides feedback, and communicates outcomes to parents and students.