

Program Matrix - FEAPS
Biology 6-12 (DOE Code 288)
University of Florida

| Florida Educator Accomplished Practices (FEAPS) | | Program Requirements | | | | | | |
|--|---|---|--|--|---|--|--|------------------------------------|
| | | ESE 6344 Classroom Practices in Secondary Education | ESE 6345 Effective teaching and Classroom Management in Secondary School | ESE 6945 Student Teaching in Secondary Schools | SCE 6338 Secondary Science Methods and Assessment | SCE 6647 Global Studies Methods in Science | RED 5337 Reading in the Secondary School | TSL 5325 Secondary ESOL Strategies |
| 1. Instructional Design and Planning | | | | | | | | |
| 1a. | Aligns instruction with state-adopted standards at the appropriate level of rigor | | X | X | X | | | |
| 1b. | Sequences lessons and concepts to ensure coherence and required prior knowledge. | | X | X | | | | |
| 1c. | Designs instruction for students to achieve mastery | | X | X | | | | |
| 1d. | Selects appropriate formative assessments to monitor learning | | X | X | | | | |
| 1e. | Uses diagnostic student data to plan lessons | X | X | X | | | | |
| 1f. | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | | X | X | X | | | |
| 2. The Learning Environment | | | | | | | | |
| 2a. | Organizes, allocates, and manages the resources of time, space, and attention | X | | X | | | | |
| 2b. | Manages individual and class behaviors through a well-planned management system | | X | X | | | | |
| 2c. | Conveys high expectations to all students | X | X | X | | | | |
| 2d. | Respects students' cultural, linguistic and family background | | 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 | | | | |
| 2g. | Integrates current information & communication technologies | | | X | | X | | |
| 2h. | Adapts the learning environment to accommodate the differing needs and diversity of students | X | X | X | | | | |
| 2i. | Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals | | | X | | X | | |

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| 3. Instructional Delivery and Facilitation | | | | | | | | |
| 3a. | Deliver engaging and challenging lessons | | X | X | | | | |
| 3b. | Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter | | | X | | | X | |
| 3c. | Identify gaps in students' subject matter knowledge | | | X | X | | | |
| 3d. | Modify instruction to respond to preconceptions or misconceptions | X | | X | | | | |
| 3e. | Relate & integrate the subject matter with other disciplines and life experiences | | | X | X | | | |
| 3f. | Employ higher-order questioning techniques | | 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 | | | | |
| 3i. | Support, encourage, and provide immediate and specific feedback to students to promote student achievement | | X | X | | | | |
| 3j. | Utilize student feedback to monitor instructional needs & to adjust instruction | | 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 | | | | |
| 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 | | | | |
| 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 | | | | |
| 4f. | Applies technology to organize and integrate assessment information | X | | X | | | | |

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| 5. Continuous Professional Development | | | | | | | | |
| 5a. | Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs | X | | X | | | | |
| 5b. | Examines and uses data-informed research to improve instruction and student achievement | X | | X | | | | |
| 5c. | Uses a variety of data independently & in collaboration w/ colleagues, to evaluate learning outcomes adjust planning & continuously improve effectiveness of the lessons | X | | X | | | | |
| 5d. | Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement | X | | X | | | | |
| 5e. | Engages in targeted professional growth opportunities & reflective practices, both independently & in collaboration w/ colleagues | X | | X | | | | |
| 5f. | Implements knowledge and skills learned in professional development in the teaching and learning process | X | | X | | | | |
| 6. Professional Responsibility & Conduct | | | | | | | | |
| 6a. | Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida | | X | X | | | | |