

APPENDIX A
Benchmarks for Accomplished Practices

PRACTICE AREA	I. PREPROFESSIONAL	II. PROFESSIONAL	III. ACCOMPLISHED
#1 <i>Assessment</i>	The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.	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, and develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.	Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
#2 <i>Communication</i>	The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques, which he/she will use in the classroom.	The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and 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.	Uses effective communication techniques with students and all other stakeholders.
#3 <i>Continuous Improvement</i>	The preprofessional teacher realizes that he/she is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While his/her 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.	The professional teacher recognizes the need to strengthen his/her teaching through self reflection and commitment to life-long 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.	Engages in continuous professional quality improvement for self and school.

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#4 <i>Critical Thinking</i>	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.	The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.	Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.
#5 <i>Diversity</i>	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 as acceptance, tolerance, resolution, and mediation.	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, creating a climate of openness, inquiry and support.	Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
#6 <i>Ethics</i>	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
#7 <i>Human Development and Learning</i>	Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.	Drawing upon well-established human development/learning theories and concepts and 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.	Uses and understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

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#8 <i>Knowledge of Subject Matter</i>	The preprofessional teacher has a basic understanding of the subject matter 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.	The professional teacher has a basic understanding of the subject he/she teaches and is beginning to understand that his/her subject is linked to other disciplines and can be applied in real world an integrated setting. The teacher seeks out ways/sources to expand his/her knowledge. The commitment to learning about new knowledge included 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.	Demonstrates knowledge and understanding of the subject matter.
#9 <i>Learning Environments</i>	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 is working to increase his/her knowledge and skills.	The professional teacher understands the importance of setting up effective learning environments and begin 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 which would create such an environment, and by honoring dissent.	Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
#10 <i>Planning</i>	Recognizes the importance of setting high expectations for all students, and 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, interpreting the information, and modifying her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflections, the teacher continuously refines outcome assessment and learning experiences.	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.	Plans, implements, and evaluates effective instruction in a variety of learning environments.

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#11 <i>Role of the Teacher</i>	The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.	The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the students' support system to promote continuous improvement of the educational experience.	Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students.
#12 <i>Technology</i>	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.	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.	Uses appropriate technology in teaching and learning processes.