

**Cross Reference of the Florida Accomplished and Professional Practices with
Required Assessment Indicators of the *PACES***

Self-Assessment Strategies for Professional Growth

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Cross Referencing of PACES Observation/Evaluation Required Indicators with the Florida Accomplished and Professional Practices

Florida Accomplished/Professional Practice #1: Assessment

Accomplished: *Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.*

Professional: *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 students' instructional plans that meet cognitive, social, linguistic, cultural, emotional, and physical needs.*

PACES References

Required Indicators for Evaluation (I.E.3, I.F.1, I.F.2, VI.A.2, VI.B.1, VI.B.3, VI.C.2, VI.C.4)

I.E.3 **Activities for monitoring home learning and for providing feedback about learning are planned. (Page 25)**

Q1. **What are the implications of differentiating home learning from home work?**

Q2. **What activities have I planned or implemented for monitoring home learning and for providing feedback to learners and their parents?**

Q3. **Are these activities designed to be a logical extension of learning objectives that we try to accomplish in the classroom?**

Q4. **Do these activities provide me with information needed to evaluate the effectiveness of home learning assignments on learners' achievements?**

I.F.1 **Formal assessment and evaluation procedures that measure learning objective(s) are planned. (Page 27)**

Q1. **Do I know the difference between formal *assessment* and**

formal *evaluation* procedures?

Q2. How do I make certain that my formal assessment and evaluation procedures measure learning objectives?

Q3. Do I regularly plan formal assessment and evaluation procedures before I implement teaching and learning activities to accomplish learning goals and/or objectives?

I.F.2 Formal assessments and evaluations reflect a variety of procedures and items. (Page 28)

Q1. Am I familiar with a variety of different assessment and evaluation procedures AND (types) of items?

Q2. What kinds of assessment and evaluation procedures and items are best for my content and for my learners?

Q3. Are my assessment and evaluation procedures and items measuring a variety of cognitive levels and addressing individual differences in learning?

VI.A.2 Learner engagement and/or involvement during learning tasks is monitored. (Page 132)

Q1. Do I know the difference between *informal and formal* assessments of learning?

Q2. Can I distinguish between learner engagement vs involvement in learning?

Q3. How do I typically monitor learner engagement and/or involvement in learning? Are these methods effective?

Q4. How can I more effectively monitor learner engagement and/or involvement in learning?

VI.B.1 A range of learner responses is solicited as appropriate to assess various cognitive and performance tasks and the breadth and depth of learner knowledge and understandings. (Page 135)

- Q1. What is meant by a *range* of learner responses?
- Q2. Do I know *the difference between cognitive and performance tasks*?
- Q3. What is meant by the *breadth vs the depth* of understanding?
- Q4. Is there a difference between learner *knowledge* and learner *understanding*?

VI.B.3 Adjustments in teaching and learning activities are made as needed ****OR**** no adjustments are necessary. (Page 138)

- Q1. Are there instances in my classroom(s) in which adjustments in teaching and learning have been necessary?
- Q2. What is the difference between an adjustment in *teaching* and an adjustment in *learning*?
- Q3. When do I know that adjustments in teaching and learning activities are needed?
- Q4. Can there be adjustments in teaching without adjustments in learning?

VI.C.2 Learners are provided with suggestions for improving learning ****OR**** none are needed. (Page 141)

- Q1. When do learners in my class need suggestions for improving learning? How do I know?
- Q2. Do I monitor learning to assess when suggestions for improving teaching and learning are needed?
- Q3. In what ways can I allow learners to make suggestions for improving their own learning?

VI.C.4 Learners receive specific feedback when learning tasks and/or learning outcomes are completed. (Page 143)

- Q1. What is meant by feedback? What are some examples of

feedback?

- Q2.** What is *specific* feedback? Why is it important?
- Q3.** What is the difference between a *learning task* and a *learning outcome*?
- Q4.** How do I know when learning tasks and/or learning outcomes are completed?

Florida Accomplished/Professional Practice #2: *Communication*

Accomplished: *Uses effective communication techniques with students and all other stakeholders.*

Professional: *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.*

PACES References

Required Indicators for Evaluation (I.E.3, II.B.2, III.B.1, IV.A.3, IV.A.5, IV.A.6)

I.E.3 Activities for monitoring home learning and for providing feedback about learning are planned. (Page 25)

(See sample questions for I.E.3 Above for Practice #1: Assessment)

II.B.2 Directions for learning routines are clear to learners. (Page 42)

Q1. What is a *learning routine*? How is a learning routine different from the organizational routines I must manage in my classroom(s)?

Q2. How do I typically give directions for *learning routines* in my classroom?

Q3. How do I know when learning routines are clear to

learners?

III.B.1 Comments, questions, examples, demonstrations, and/or other contributions are sought from or by learners throughout the lesson. (Page 66)

Q1. Do I ask only one or a few learners for examples and ideas during my teaching and learning activities?

Q2. Do learners in my class actively engage in asking me for examples, definitions, demonstrations and other contributions during the teaching and learning activities? Do they solicit these from one another?

Q3. How can I increase learner participation in learning activities in my classes?

IV.A.3 Specific learning outcomes are clearly understood by learners. (Page 74)

Q1. Have I made *specific* learning outcomes clear to learners?

Q2. How do I know that learners *clearly understand* learning outcomes?

Q3. Is explaining learning outcomes sufficient? Or, should I try to ask a few questions to be certain that learners understand *what they are to learn...not what they simply are to do*?

IV.A.5 The purpose and/or importance of learning tasks are clear to learners. (Page 77)

Q1. What is the difference between the *purpose* and *importance* of learning tasks?

Q2. Do I routinely explain the purpose and/or importance of learning tasks to learners? Am I too focused on what the purpose of an activity is vs the importance of *what learners are to learn* by an activity?

Q3. How do I know that learners *clearly understand* the purpose and/or importance of learning tasks?

IV.A.6 Directions necessary to implement learning tasks are clear and

complete. (Page 78)

- Q1. Do I know the difference between directions for completing an activity vs *directions for learning*?
- Q2. Why are *directions for learning tasks* important?
- Q3. How do I decide which directions for learning tasks are most important?
- Q4. How do I know when directions for learning tasks are clear and complete?

Accomplished/Professional Practice #3: *Continuous Improvement*

Accomplished: *Engages in continuous professional quality improvement for self and school.*

Professional: *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.*

PACES References

Required Indicator for Evaluation (I.A.1, VII.C)

- I.A.1 **Learning goals and/or objectives are consistent with state (Sunshine State Standards), district (Competency Based Curriculum), and school curriculum initiatives. (Page 6)**
 - Q1. **Am I familiar with the Sunshine State Standards and the M-DCPS Competency-Based Curriculum in my subject matter area(s)?**
 - Q2. **Are the learning goals and objectives I routinely plan consistent with these state standards and district curricula?**
 - Q3. **Have I planned a variety of different teaching and learning activities that fit the unique context of my class that are consistent with accomplishing state and district curriculum standards and goals?**

VII.C Participates in professional growth activities designed to promote student learning and advance school improvement. (Page 147)

Q1. In what kinds of professional growth activities do I need to become involved to enhance learning in my classes?

Q2. How are these activities related to the overall school improvement goals in my school?

Florida Accomplished/Professional Practice #4: *Critical Thinking*

Accomplished: *Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.*

Professional: *The professional teacher uses a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.*

PACES References

Required Indicators for Evaluation (I.B.3, IV.D.1, V.A.1, V.A.4, V.B.1, V.B.2, V.C.1)

I.B.3 Activities are planned that enable the development of thinking skills among learners. (Page 11)

Q1. What are thinking skills? Why are these important?

Q2. When I plan for teaching and learning, do I always include activities that are designed to enable the development of thinking skills among my learners?

Q3. What can I do to *enable the development of thinking skills* among learners?

Q4. In developing thinking skills among learners, are teaching activities or learning activities more important? Why?

IV.D.1 Learners have opportunities to learn at more than one cognitive and/or performance level or to integrate knowledge and understandings. (Page 95)

Q1. Do I understand what cognitive and performance levels are? How are they related?

Q2. What cognitive and/or performance levels are appropriate for the learners in my classroom(s)?

Q3. Do I spend time thinking about how learners in my class(es) can best integrate their knowledge and understandings?

V.A.1 Learners are actively engaged and/or involved in developing associations. (Page 109)

Q1. What is an association? What are associative networks?

Q2. Why are associative networks important?

Q3. How can I best engage and involve learners in my class(es) in developing associative networks for various topics?

Q4. How can I use associative networks to enhance the development of concepts?

V.A.4 Learners are actively engaged and/or involved and encouraged to generate and think about examples from their own experiences. (Page 115)

Q1. Why are examples for learners' experiences important?

Q2. In what ways can I increase learners' willingness to generate examples from their own experiences and to share these with other members of the class?

V.B.1 A variety of questions that enable thinking are asked and/or solicited. (Page 120)

Q1. Do I think about and deliberately structure the questions I plan to ask so these questions actively involve learners in the development of thinking skills?

Q2. How are questions that enhance the development of thinking skills different from other kinds of questions related to content and topics?

Q3. Are thinking skills best developed through the use of complex questions?...or will simple questions enhance the development of thinking skills as well? Can I generate some examples?

Q5. How can I increase the active involvement of learners in my class in asking questions that enhance the development of thinking skills.?

V.B.2 Wait time is used as appropriate to enhance the development of thinking skills. (Page 121)

Q1. What is wait time? Why is it important?

Q2. Are there optimal wait times for different kinds of questions?

Q3. How can I establish a norm in my class(es) that optimizes the use of wait time by learners?

V.C.1 Learners are actively engaged and/or involved in critical analysis and/or problem solving. (Page 123)

Q1. What is meant by *active engagement and/or involvement* of learners? What is the difference between engagement and involvement? How are they related?

Q2. What is *critical analysis*? How is it related to *problem solving*?

Q3. When I plan teaching and learning activities, do I think of ways in which learners can master objectives through the use of critical analysis and problem solving activities?

Q4. How do learners in my classes react when I pose a particular problem and challenge them to solve it?

Accomplished/Professional Practice #5: Diversity

Accomplished: *Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.*

Professional: *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, and creating a climate of openness, inquiry and support.*

PACES References

Required Indicators for Evaluation (I.B.3, III.B.1, III.B.3, IV.C.2, IV.D.1, IV.E.2, V.A.1, V.A.4, V.B.1, V.C.1)

I.B.3Activities are planned that enable the development of thinking skills among learners. (Page 11)

Q1.In the *PACES*, what is meant by *activities*?

Q2.What comes to mind when I think about *enabling the development of thinking skills* among learners?

Q3.What cognitive (mental) processes reflect learners' active engagement in thinking?

Q4.How can enabling the development of thinking skills be used to address concerns for diversity in my class(es)?

III.B.1Comments, questions, examples, demonstrations, and/or other contributions are sought from or by learners throughout the lesson. (Page 66)

Q1.Am I adequately sensitive to cultural and other individual differences among learners in my class(es) when I plan teaching and learning activities?

Q2.Do I solicit enough comments, examples and demonstrations from learners in my class(es) to accommodate the range of individual differences in learners' needs and abilities?

Q3.How can I motivate learners in my class(es) to contribute more examples, ideas, and comments from their own culture and unique experiences?

III.B.3Fairness and impartiality are evident in interactions with and among learners. (Page 67)

Q1.What events or situations take place in my class(es) that require me to be sure that I am fair and impartial in my interactions with learners?

Q2.Have there been times in the past in which my actions and decisions have been viewed as unfair by learners? If so, how did I address these learner perceptions? Were my actions effective?

Q3.Am I fair and impartial in managing the behavior of learners in my class(es)?

IV.C.2Teaching aids and/or materials are used properly and accommodate the range of individual differences among learners. (Page 91)

Q1.Do I know the definition of *teaching aids and materials* as described in the

PACES?

Q2. Do I use standard teaching aids and materials in the same way with all learners? If so, how can I use these in ways that better accommodate the range of individual differences among learners?

IV.D.1 Learners have opportunities to learn at more than one cognitive and/or performance level or to integrate knowledge and understandings. (Page 95)

Q1. What is meant by *more than one cognitive and/or performance level*?

Q2. Am I familiar with Bloom's Taxonomy of Educational Objectives? How can this taxonomy be used to accommodate individual differences among learners in my class(es)?

Q3. How can I plan teaching and learning activities that better accommodate individual differences among learners in their cultural experiences, their levels of knowledge and understanding, and their motivation to learn?

IV.E.2 Different words or examples are used in clarification **OR**** no clarification is needed. (Page 104)**

Q1. When I clarify misunderstanding, do I use enough different examples to accommodate individual differences among learners?

Q2. Why is it important to use varied examples when clarifying misunderstanding and confusion among learners?

Q3. When learners misunderstand or are confused about topics and content, do I allow them to generate examples from their own life experiences?

V.A.1 Learners are actively engaged and/or involved in developing associations. (Page 109)

Q1. Why is it important to allow learners to develop associations unique to their culture and personal experiences?

Q2. How can I develop and implement teaching and learning activities that allow learners to use their own personal experiences as a basis for making associations meaningful to them?

Q3. What are teaching and learning like when learners are allowed to use their personal experiences to develop associations?

Q4. How do learners respond to one another when they share ideas unique to their

own culture?

V.A.4Learners are actively engaged and/or involved and encouraged to generate and think about examples from their own experiences. (Page 115)

Q1.In what ways do I encourage learners to think about examples unique to their own culture and experiences?

Q2.What is the social value of encouraging learners to contribute examples from their personal experiences and cultures to class activities?

V.B.1A variety of questions that enable thinking are asked and/or solicited. (Page 120)

Q1.In developing questions that enable thinking, am I sensitive to the range of individual differences among learners in my class(es)?

Q2.How can I use the range of individual differences in learner needs, abilities, and cultural backgrounds to develop questions that enable thinking?

V.C.1Learners are actively engaged and/or involved in critical analysis and/or problem solving. (Page 123)

Q1.In developing and implementing problem solving activities, am I sensitive to the range of individual differences among learners in my classes?

Q2.How can I use the range of individual differences in learner needs, abilities, and cultural backgrounds to develop critical analysis and problem solving tasks that enable thinking?

Accomplished/Professional Practice #6: Ethics

Accomplished and Professional: *Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida.*

PACES References

Required Indicators for Evaluation (III.A.1, III.B.3, III.B.4, VII.A)

III.A.1A classroom climate of courtesy and respect is evident. (Page 60)

Q1.What are the norms in my class(es) for courtesy and respect among learners?

Q2.How do I address instances of discourtesy and disrespect among learners when these occur in my class(es)?

Q3.What do I need to do to ensure that I model courtesy and respect for learners?

Q4.How do the ethics of practice and maintaining a positive learning environment relate to one another?

III.B.3Fairness and impartiality are evident in interactions with and among learners. (Page 67)

Q1.Am I fair and impartial in my interactions with learners?

Q2.Does fairness and impartiality only apply to the management of behavior?

Q3.What happens to learners' motivation to participate in class activities when they feel that I may have been unfair or biased in some way?

Q4.How do the ethics of practice and maintaining fairness and impartiality in interactions with (and among) learners relate to one another?

III.B.4Learners are given reasons for actions, decisions, and/or directives as needed. (Page 68)

Q1.When I have to provide a directive for learner behavior, do I typically follow this directive with a rationale?

Q2.Why is it important that learners understand the reasons for directives and actions for behavior that I have to take?

Q3.How do the ethics of practice and the need to provide learners with reasons for directives relate to one another?

VII.AComplies with Board Rules, M-DCPS negotiated contract provisions, and published school rules which are consistent with Board Rules and/or contract provisions. (Page 146)

Q1.Do I sufficiently understand Board rules and regulations, state laws, and contract provisions that frame my work as an employee of M-DCPS?

Q2.Do I know where to look for information if I have a question about a school

Board rule or policy, state law, or contract provision?

Accomplished/Professional Practice #7: Human Development and Learning

Accomplished: *Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.*

Professional: Drawing upon well established human development/learning theories and concepts and a 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.

PACES References

Required Indicators for Evaluation (I.A.1, I.B.1, I.B.3, I.E.3, I.F.1, II.D.1, III.A.1, III.A.3, III.B.1, III.B.3, III.B.4, IV.A.3, IV.A.5, IV.A.6, IV.B.1, IV.B.2, IV.B.3, IV.E.2, IV.E.4, V.A.1, V.A.4, V.B.1, V.B.2, V.C.1, VI.A.2, VI.B.1, VI.B.3)

I.A.1 Learning goals and/or objectives are consistent with state (Sunshine State Standards), district (Competency Based Curriculum), and school curriculum initiatives. (Page 6)

Q1. How do current curriculum standards address individual developmental and learning needs among learners in my class(es)?

Q2. Are there ways in which I need to make adaptations of current curriculum standards to better accommodate developmental needs, abilities and opportunities to learn among learners in my class(es)?

I.B.1 Teaching and learning activities are referenced to objectives, sequenced logically, and separated into components as needed. (Page 10)

Q1. When I plan teaching and learning activities, do I reference these to curriculum objectives in a manner that accommodates individual differences among learners in my class(es)?

Q2. Do I separate teaching and learning activities into component parts in a manner that accommodates the range of individual differences among learners in my class(es)?

I.B.3 Activities are planned that enable the development of thinking skills among

learners. (Page 11)

Q1.What is the range in learners' intellectual abilities in my class(es)?

Q2.In planning teaching and learning activities, do I sufficiently accommodate the range of intellectual abilities among learners in my class(es)?

Q3.In planning and implementing activities that enable the development of learners' abilities to think, am I sensitive to the range of individual differences among learners in my class(es)?

I.E.3Activities for monitoring home learning and for providing feedback about learning are planned. (Page 25)

Q1.Do I vary home learning assignments among learners to accommodate individual differences among learner needs, abilities, and cultures?

Q2.Do some learners in my class(es) need different kinds of feedback about their learning and progress than other learners?

I.F.1Formal assessment and evaluation procedures that measure learning objective(s) are planned. (Page 27)

Q1.Do I know the *difference between assessment and evaluation procedures* as described in the PACES?

Q2.When I plan procedures for evaluating learner progress toward objectives, do I consider individual differences among learners? Or, do I plan the same procedure for all learners?

Q3.Why is it important to consider individual differences among learners when planning formal assessment and evaluation procedures?

II.D.1Changes in teaching and learning activities are sufficient to engage learners. (Page 50)

Q1.Why is it important to plan for, and implement sufficient changes in teaching and learning activities?

Q2.What happens when there is an insufficient variety of teaching and learning activities to accommodate the range of individual differences among learners in my class(es)?

III.A.1A classroom climate of courtesy and respect is evident. (Page 60)

Q1.How does developing and maintaining a positive learning climate support

concern for the developmental needs and abilities of learners?

Q2. Is the current classroom climate in my class(es) sufficient to meet the range of linguistic and cultural heritage, experiential background, and individual needs and abilities among learners?

III.A.3 Comments to or about or from learners are free of sarcasm, ridicule, and derogatory or humiliating references. (Page 61)

Q1. What is the expectation for sarcasm among learners in my classroom(s)?

Q2. What are the effects among learners of instances of sarcasm, derogation, and/or ridicule (either by the teacher or learners)?

Q3. In what ways can I work to establish a classroom climate free of sarcasm, derogation, and ridicule?

III.B.1 Comments, questions, examples, demonstrations, and/or other contributions are sought from or by learners throughout the lesson. (Page 66)

Q1. Why is it important to solicit a wide variety of contributions from different learners during teaching and learning activities?

Q2. Do I plan a sufficient variety of teaching and learning activities that allow learners to contribute from their own experiences relative to their own needs and abilities?

III.B.3 Fairness and impartiality are evident in interactions with and among learners. (Page 67)

Q1. Are learner perceptions of fairness and impartiality in my classroom filtered through their linguistic and cultural experiences?

Q2. How can I best accommodate differences in my attempts to be fair and impartial in interactions with learners in my classes?

III.B.4 Learners are given reasons for actions, decisions, and/or directives as needed. (Page 68)

Q1. Do some learners have a stronger need for explanations of actions, decisions, and directives than other learners?

Q2. Is there a need to accommodate cultural differences among learners in my class(es) when I provide explanations for actions, decisions, and directives?

IV.A.3 Specific learning outcomes are clearly understood by learners. (Page 74)

Q1. Can linguistic, cultural, and experiential differences among learners in my classroom(s) influence how learners see what is to be learned?

Q2. How can I accommodate individual differences among learners in my attempts to insure that all learners sufficiently understand learning outcomes?

IV.A.5 The purpose and/or importance of learning tasks are clear to learners. (Page 77)

Q1. Can linguistic, cultural, and experiential differences among learners in my classroom(s) influence how learners see the purpose and importance of learning tasks?

Q2. How can I accommodate individual differences among learners in my attempts to insure that all learners sufficiently understand the purpose and/or importance of learning tasks?

IV.A.6 Directions necessary to implement learning tasks are clear and complete. (Page 78)

Q1. Can linguistic, cultural, and experiential differences among learners in my classroom(s) influence how clearly directions for learning tasks are understood?

Q2. How can I accommodate individual differences among learners in my attempts to insure that all learners sufficiently understand directions for learning tasks?

IV.B.1 Learning activities are appropriate for the complexity of the learning context. (Page 82)

Q1. What factors, events, and conditions define the *complexity of the learning context(s)* in my class(es)?

Q2. What is the role of individual differences among learners in my class(es) in defining the learning context?

Q3. What are the most important learning context considerations in my class(es) when I plan teaching and learning activities?

IV.B.2 Teaching methods and learning tasks are implemented in a logical sequence. (Page 83)

Q1. What is meant by a *logical sequence* of teaching methods and learning tasks?

Q2. In what ways can individual differences among learners influence how they view the logic of teaching and learning activities?

IV.B.3 Teaching methods and learning tasks are implemented at an appropriate pace. (Page 84)

Q1. What is meant by the *pace* of teaching and learning activities?

Q2. Is one pace for teaching and learning adequate for learners in my class(es)? Or, do I need to implement teaching and learning activities in a manner that accommodate individual differences among learners?

IV.E.2 Different words or examples are used in clarification **OR**** no clarification is needed. (Page 104)**

Q1. Why is it important to use different words or examples in clarifying learner misunderstanding and/or confusion?

Q2. What individual differences among learners can lead to various levels of understanding, misunderstanding, and confusion?

IV.E.4 Misunderstanding or difficulties are successfully clarified as appropriate **OR**** no misunderstandings or difficulties occur. (Page 105)**

Q1. How do I know when misunderstanding and difficulties among learners have been successfully clarified?

Q2. Do I allow sufficient time for learners to attempt to clarify their own misunderstandings?

Q3. How should I handle the situation if only one or two learners continue to misunderstand?

V.A.1 Learners are actively engaged and/or involved in developing associations. (Page 109)

Q1. How do individual differences among learners in their developmental levels, needs and abilities, learning styles, cultural heritage and other factors influence the development of their associative networks?

Q2. When I engage learners in developing new associations, am I sensitive to the range of individual differences among learners and the many factors that contribute to these differences?

V.A.4 Learners are actively engaged and/or involved and encouraged to generate and think about examples from their own experiences. (Page 115)

Q1. In what ways can I more actively encourage learners to generate examples from their own experiences and share these with other members of the class?

Q2. When learners contribute examples from their own experiences and reflective of their own cultural heritage, what does this contribute to the quality of the learning environment?

V.B.1 A variety of questions that enable thinking are asked and/or solicited. (Page 120)

Q1. What kinds of questions enable the development of thinking?

Q2. What variety of questions should be asked in my class(es) to accommodate the range of individual differences among learners?

V.B.2 Wait time is used as appropriate to enhance the development of thinking skills. (Page 121)

Q1. Are some learners in my class(es) more insistent on immediate answers to questions than other learners? Why?

Q2. What kinds of questions should be followed by relatively short (i.e. 3.5 seconds) versus relatively long (i.e, 30 seconds) wait time?

Q3. Can wait time strategies be used so as to accommodate individual differences among learners? How can these be developed?

V.C.1 Learners are actively engaged and/or involved in critical analysis and/or problem solving. (Page 123)

Q1. What considerations do I need to make in accommodating the range of individual differences among learners in my class(es) when I design and implement critical analysis and problem solving activities?

VI.A.2 Learner engagement and/or involvement during learning tasks, is monitored. (Page 132)

Q1. What kinds of monitoring activities do I typically use in my classes? Are these effective?

Q2. What is the difference between monitoring engagement during learning as opposed to monitoring involvement during learning?

Q3. What kinds of individual differences among learners are most important in determining the degree of their engagement and/or involvement in learning tasks?

VI.B.1 A range of learner responses is solicited as appropriate to assess various cognitive and performance tasks and the breadth and depth of learner knowledge

and understandings. (Page 135)

Q1.What kinds of teaching and learning activities do I plan and implement to assess a variety of cognitive and performance levels among learners?

Q2.What kinds of assessment activities can I plan and use that will allow me to distinguish between the depth and breadth of learners' knowledge and understanding?

Q3.Do I need to always solicit a range of learner responses for assessment? Or, can learners be actively engaged in soliciting a range of responses for assessment?

VI.B.3Adjustments in teaching and learning activities are made as needed **OR no adjustments are necessary. (Page 138)**

Q1.How do I know when adjustments in teaching and learning activities are needed?

Q2.What considerations about individual differences among learners need to be made when making adjustments in teaching and learning activities?

Accomplished/Professional Practice #8: Knowledge of Subject Matter

Accomplished: *Demonstrates knowledge and understanding of the subject matter.*

Professional: *The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings." The teacher seeks out ways/sources to expand his/her knowledge. The commitment to learning about new knowledge includes 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 knowledge.*

PACES References

Required Indicators for Evaluation (I.A.1, I.B.1, I.B.3, III.B.1, IV.B.2, IV. C.2, IV.D.1, IV.D.3, IV.D.6, V.A.1, V.A.4, V.B.1, V.B.2, V.C.1, VI.B.1, VI.B.3, VII.C.1, VII.C.2)

I.A.1Learning goals and/or objectives are consistent with state (Sunshine State Standards), district (Competency Based Curriculum), and school curriculum initiatives. (Page 6)

Q1.Do I have sufficient knowledge of state and district curricula to plan teaching and learning activities reflecting these curricula?

Q2. In what areas do I need to develop greater knowledge of my subject matter relative to particular curriculum objectives in the state and district curriculum guides?

I.B.1 Teaching and learning activities are referenced to objectives, sequenced logically, and separated into components as needed. (Page 9)

Q1. Do I have adequate command of my subject matter to understand how it fits with the scope and sequence of the state and district curriculum guides?

Q2. Which areas of my subject matter knowledge are strongest? Weakest?

Q3. In what ways is the subject matter I teach related to other disciplines and bodies of knowledge?

I.B.3 Activities are planned that enable the development of thinking skills among learners. (Page 11)

Q1. Which concepts in my subject matter are the most important?

Q2. What are the critical attributes of the most important concepts?

Q2. What kinds of teaching and learning activities are the most important to actively engage learners in the development of these important concepts?

III.B.1 Comments, questions, examples, demonstrations, and/or other contributions are sought from or by learners throughout the lesson. (Page 66)

Q1. To what extent do I need command of knowledge of my subject(s) to be able to continuously solicit comments, questions, examples, demonstrations and other contributions from learners?

Q2. What teaching and learning activities can I plan and implement that help learners understand how elements of subject matter knowledge are sequenced and fit together?

IV.B.2 Teaching methods and learning tasks are implemented in a logical sequence. (Page 83)

Q1. What is the most logical sequence for the teaching and learning activities I plan to implement?

Q2. What happens to learning when teaching methods and learning tasks are not planned and implemented in a sequence that is logical to learners?

IV.C.2 Teaching aids and/or materials are used properly and accommodate the range of individual differences among learners. (Page 91)

Q1. How does my knowledge of subject matter frame my selection of aids and materials to be used?

Q2. When I select and use teaching aids and learning materials, is this done with consideration for individual differences among learners in their knowledge of the subject matter?

IV.D.1 Learners have opportunities to learn at more than one cognitive and/or performance level or to integrate knowledge and understandings. (Page 95)

Q1. What is the relationship between the breadth and depth of my knowledge of subject matter and the ability to accommodate individual differences among learners in my class(es)?

IV.D.3 Content knowledge is accurate and is clear to learners. (Page 97)

Q1. What procedures can I use to assess the accuracy of my subject matter knowledge before I implement related teaching and learning activities?

Q2. What typically happens when subject matter and/or teaching and learning activities are confusing to learners? How can these situations best be avoided?

IV.D.6 Potential areas or points of difficulty in content and in learning tasks are emphasized. (Page 100)

Q1. Have I examined my subject matter in enough detail to inform learners about potential points of difficulty?

Q2. Which particular parts of the subject matter need to be given the greatest emphasis to enhance learning?

Q3. Have I identified the most important concepts in the subject matter and designed teaching and learning activities that best facilitate learning these concepts?

V.A.1 Learners are actively engaged and/or involved in developing associations. (Page 109)

Q1. What associative networks need to be developed to support the subject matter to be learned?

Q2. What teaching and learning activities can I use to best enhance the development of learners' associations within the subject matter to be learned?

Q3. How can learner experiences and associations be used to learn key concepts in the subject matter?

V.A.4 Learners are actively engaged and/or involved and encouraged to generate

and think about examples from their own experiences. (Page 115)

Q1.How does my knowledge (or lack of knowledge) of subject matter facilitate or hinder learners' abilities to generate examples from their own experiences to enhance their learning?

V.B.1A variety of questions that enable thinking are asked and/or solicited. (Page 120)

Q1.How can I use my knowledge of subject matter to develop the kinds of questions that actively involve learners in the development of thinking skills?

Q2.How can I use my knowledge of subject matter to engage learners in asking each other questions that develop their abilities to think creatively and critically?

V.B.2Wait time is used as appropriate to enhance the development of thinking skills. (Page 121)

Q1.Which topics and ideas to be covered require the most attention to the use of appropriate wait time?

Q2.What knowledge to be learned requires no particular attention to wait time?

Q3.How does the use of wait time enhance the development of thinking skills?

V.C.1Learners are actively engaged and/or involved in critical analysis and/or problem solving. (Page 123)

Q1.Which elements of my subject matter can contribute most to critical analysis and problem solving?

Q2.How can I use my subject matter knowledge to design critical analysis and problem solving tasks for learners?

VI.B.1A range of learner responses is solicited as appropriate to assess various cognitive and performance tasks and the breadth and depth of learner knowledge and understandings. (Page 135)

Q1.How does the depth and breadth of my subject matter knowledge facilitate or hinder my abilities to assess the breadth and depth of learners' knowledge and understanding?

Q2.Are there elements of the subject matter to be learned that are that are best assessed through the use of performance tasks rather than more traditional cognitive tasks?

Q3.What elements of the subject(s) to be learned lend themselves best to learners' self assessments?

VI.B.3Adjustments in teaching and learning activities are made as needed **OR**** no adjustments are necessary. (Page 138)**

Q1.How does my knowledge (or lack of knowledge) of subject matter hinder or facilitate my ability to make adjustments in teaching and learning activities?

VII.C.1Uses student performance assessment data in planning for teaching and learning. (Page 148)

Q1.Which performance assessment data from learners is the most important to help me in planning learning objectives, topics, and teaching and learning activities?

Q2.How is the breadth and depth of my subject matter knowledge linked to assessments of learners' knowledge?

VII.C.2Uses student performance assessment outcomes to advance teaching and learning. (Page 148)

Q1.How does the breadth and depth of my knowledge of subject matter facilitate or hinder my understanding of performance assessment outcomes for learners?

Q2.How does the breadth and depth of my knowledge of subject matter facilitate or hinder my ability to advance teaching and learning using performance assessment outcomes for learners?

Accomplished/Professional Practice #9: Learning Environments

Accomplished: *Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self motivation.*

Professional: *The professional teacher understands the importance of setting up*

effective learning environments and begins 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.

PACES References

Required Indicators for Evaluation (I.B.1, I.B.3, II.A.1, II.A.3, II.B.2, II.B.4, II.D.1, II.D.3, II.D.4, II.E.1, II.E.2, II.E.5, III.A.1, III.A.3, III.B.1, III.B.3, III.B.4, IV.A.3, IV.A.5, IV.A.6, IV.B.1)

I.B.1 Teaching and learning activities are referenced to objectives, sequenced logically, and separated into components as needed. (Page 9)

Q1. How are my classroom learning environments affected by the teaching and learning activities I plan?

I.B.3 Activities are planned that enable the development of thinking skills among learners. (Page 11)

Q1. What kinds of learning environment characteristics are ideal for enhancing the development of thinking skills among learners?

II.A.1 Learning begins promptly. (Page 34)

II.A.3. There are no inefficient delays in organizational or teaching and learning activities. (Page 36)

Q1. What does efficient time management contribute to the quality of the teaching and learning environment?

Q2. How can I get learners more involved in the efficient management of their own learning time?

II.B.2 Directions for learning routines are clear to learners. (Page 42)

II.B.4 Routines for learning tasks are managed effectively. (Page 43)

Q1. What is a *learning routine*?

Q2. What is the difference between *directions for learning routines* and *directions for organizational activities* tasks that have nothing to do with learning?

Q3. Which routines for learning in my class(es) are best managed by learners? by me?

II.D.1 Changes in teaching and learning activities are sufficient to engage learners.

(Page 50)

Q1.What happens to the learning environment when there are insufficient changes in teaching and learning activities to engage learners?

Q2.How can frequent changes in teaching and learning activities help maintain a positive classroom climate? How can they help optimize time for learning?

II.D.3Momentary off-task behavior and disengagement from learning is monitored throughout the lesson. (Page 51)

Q1.Why is monitoring momentary off-task behavior important to the overall quality of the learning environment?

II.D.4Learners who are persistently off-task or lack sufficient engagement in learning are redirected **OR**** there is no persistent off-task behavior or lack of sufficient engagement in learning. (Page 51)**

Q1.What teaching and learning activities can I develop and use that move learners from being simply on task to more engaged/involved in learning?

II.E.1Expectations about acceptable behavior are clear to learners and are consistently maintained throughout the lesson. (Page 54)

Q1.How do I best communicate expectations about behavior to learners in my class(es)?

Q2.What is the effect on the teaching and learning environment when expectations about acceptable behavior are not consistently maintained from one learner to the next?

II.E.2Behavior of the entire class is effectively monitored throughout the lesson. (Page 54)

Q1.How does *monitoring behavior* differ from *maintaining engagement in learning tasks*? How are these elements of teaching and learning related? What do these elements contribute to the overall quality of the learning environment?

II.E.5Unacceptable behavior is managed quickly and in a reasonable manner **OR**** there is no unacceptable behavior.**

Q1.What happens in the learning environment when unacceptable behavior is allowed to persist or when it is handled in an unreasonable manner?

Q2.What is the relationship between efficient management of unacceptable behavior and time for learning?

III.A.1A classroom climate of courtesy and respect is evident. (Page 60)

Q1.What are the norms for courtesy and respect in my learning environment(s)? How are these communicated to and among learners?

III.A.3Comments to or about or from learners are free of sarcasm, ridicule, and derogatory or humiliating references. (Page 61)

Q1.What are the effects on the learning environment and on time for learning when learners are allowed to interact with each other using sarcasm, derogation, and ridicule?

III.B.1Comments, questions, examples, demonstrations, and/or other contributions are sought from or by learners throughout the lesson. (Page 66)

Q1.What is the effect on the quality of the environment for teaching and learning when learners have lots of opportunities for participation?

Q2.What strategies can I use to increase opportunities for learners to make contributions to class activities?

III.B.3Fairness and impartiality are evident in interactions with and among learners. (Page 67)

Q1.What are the effects on the learning environment of unfairness and partiality? Are these likely to be different for different learners? Why?

III.B.4Learners are given reasons for actions, decisions, and/or directives as needed. (Page 68)

Q1.What are the effects of learners' perceptions of arbitrariness on the classroom learning environment?

IV.A.3Specific learning outcomes are clearly understood by learners. (Page 74)

Q1.What happens to the quality of the learning environment when learners do not understand what is to be accomplished by various learning tasks?

Q2.How many learning environments are there in my classroom? Why is this an important question to consider?

IV.A.5The purpose and/or importance of learning tasks are clear to learners. (Page 77)

Q1.What happens to the quality of the learning environment when learners do not understand the purpose and/or importance of learning tasks?

Q2.How many learning environments are there in my classroom? Why is this an important question to consider?

IV.A.6Directions necessary to implement learning tasks are clear and complete. (Page 78)

Q1.How and in what ways do clear directions for implementing learning tasks contribute to the quality of the learning environment?

Q2. How many learning environments are there in my classroom. Why is this an important question?

IV.B.1 Learning activities are appropriate for the complexity of the learning context. (Page 82)

Q1. What factors determine the complexity of the learning environment in my class(es)?

Q2. Are there elements of the learning environment that facilitate or hinder specific learning activities?

Accomplished/Professional Practice #10: Planning

Accomplished: *Plans, implements, and evaluates effective instruction in a variety of learning environments.*

Professional: *The professional teacher 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.*

PACES References

Required Indicators for Evaluation (I.A.1, I.B.1, I.B.3, I.E.3, I.F.1, I.F.2, VI.B.3)

I.A.1 Learning goals and/or objectives are consistent with state (Sunshine State Standards), district (Competency Based Curriculum), and school curriculum initiatives. (Page 6)

Q1. Do my lesson plans adequately reflect state and district curriculum guidelines?

Q2. Am I aware of the most recent school curriculum initiatives? Are the learning objectives I plan consistent with these initiatives?

I.B.1 Teaching and learning activities are referenced to objectives, sequenced logically, and separated into components as needed. (Page 9)

Q1. Can I plan in a manner that is consistent with expectations of this PACES assessment indicator?

I.B.3 Activities are planned that enable the development of thinking skills among learners. (Page 11)

Q1.How do the teaching and learning activities I plan specifically address the development of learners' abilities to think?

Q2.Can I identify the most important elements of associative networks for the knowledge to be learned?

Q3.Can I identify the most important concepts to be learned and their critical attributes, and the most appropriate activities to learn these concepts?

I.E.3Activities for monitoring home learning and for providing feedback about learning are planned. (Page 25)

Q1.What are the implications of understanding what learners do at home as *home learning instead of home work*?

Q2.What activities can I plan that increase the involvement of learners in monitoring their own learning at home?

Q3.How can I increase the involvement of parents in monitoring home learning outcomes and in providing feedback to learners?

I.F.1Formal assessment and evaluation procedures that measure learning objective(s) are planned. (Page 27)

I.F.2Formal assessments and evaluations reflect a variety of procedures and items. (Page 28)

Q1.What is meant in PACES by formal assessment and evaluation procedures? How do these differ from informal assessment activities?

Q2.How is an assessment procedure different from an assessment item?

Q3.How many and what kind of assessments and evaluations are most appropriate for my learners given the subject matter and the learning goals and objectives planned?

VI.B.3Adjustments in teaching and learning activities are made as needed or no adjustments are necessary. (Page 138)

Q1.Have I planned backup activities in case some of the teaching and learning activities I am going to use do not work like I believed they would work?

Accomplished/Professional Practice #11: Role of the Teacher

Accomplished: *Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences*

Professional: *The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the*

student's support system to promote continuous improvement of the education experience.

PACES References

Required Indicators for Evaluation (VII.A, VII.B, VII.C)

VII.A Complies with Board Rules, M-DCPS negotiated contract provisions, and published school rules which are consistent with Board Rules and/or contract provisions. (Page 146)

Q1. Do I fully understand Board rules and regulations, state laws, contract provisions and other factors that are associated with my employment as a teacher in M-DCPS?

Q2. If I have questions about these things, what are the best resources for me to use to find answers?

VII.B Performs responsibilities and required school routines with punctuality. (Page 146)

Q1. Do I fully understand my professional responsibilities as a teacher in M-DCPS?

Q2. Are there ways in which I can improve my punctuality?

Q3. In my role as a teacher in M-DCPS, what are my professional responsibilities to work with parents and the larger community?

VII.C Participates in professional growth activities designed to promote student learning and advance school improvement. (Page 147)

Q1. What kinds of professional growth activities can I participate in that will be the most directly linked to learner achievement and school improvement?

Accomplished/Professional Practice #12: Technology

Accomplished: *Uses appropriate technology in teaching and learning processes.*

Professional: *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.*

PACES References

Required Indicators for Evaluation (I.B.3, IV.C.2, VII.A.11, VII.C)

- I.B.3** **Activities are planned that enable the development of thinking skills among learners. (Page 11)**
- Q1.** **How can I use technology in a way that enhances the development of learners' abilities to think?**
- Q2.** **How can I further integrate and make better use of technology in my classroom(s)?**
- IV.C.2** **Teaching aids and/or materials are used properly and accommodate the range of individual differences among learners. (Page 91)**
- Q1.** **Is my knowledge and understanding of technology sufficient to accommodate the range of individual differences among learners in my classroom(s)?**
- VII.A.11** **Plans for incorporation of technology in the teaching and learning process. (Page 148)**
- Q1.** **How can I engage learners in the use of technology as they participate in various learning activities?**
- Q2.** **Can I design and implement teaching activities that utilize technology in both teaching and learning?**
- VII.C** **Participates in professional growth activities designed to promote student learning and advance school improvement. (Page 147)**
- Q1.** **Am I aware of opportunities provided in M-DCPS and elsewhere to advance my learning and skill development in the use of technology to enhance the quality of teaching and learning?**
- Q2.** **Do I use more knowledgeable colleagues as a learning resource to advance my understanding and use of technology in my classroom(s)?**