

District Assessment and
Accountability Coordinators Annual
Meeting
September 7, 2011

K-12 Curriculum Updates

Content For ALL Students

- **SC.912.L.14.2**: Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).
 - Complexity level moderate

New Requirements for 2011-2012 9th Grade Students

- Students who enter 9th grade with no Algebra 1 credit must take and pass the Algebra 1 EOC to earn the required graduation credit.
 - The score on the EOC is not part of the course grade unless the district has policy to do so.
 - The score on the EOC is not part of the student's GPA.
 - If the student takes Algebra 1, the course grade is part of the student's GPA.

New Requirements for 2011-2012 9th Grade Students

- Students who enter the 9th grade with no Geometry credit must earn credit in Geometry to graduate and must take the Geometry EOC
 - The results of the EOC must be included as 30% of the final course average
- Students who enter the 9th grade with no Biology credit must earn a credit in Biology to graduate and must take the Biology EOC
 - The results of the EOC must be included as 30% of the final course average
- Both of these requirements remain in place through graduation

Continued Requirements for 2010-2011 First-Time 9th Grade Students

- Students who enter the 9th grade with no Algebra 1 credit must earn credit in Algebra 1 to graduate, which includes taking the Algebra 1 EOC
 - The results of the EOC must be included as 30% of the final course average
- These students may now earn the required course credit by passing the Algebra 1 EOC. (So, they can fail the course with the EOC averaged in but still earn the required credit.)
- These students may also earn the required course credit by passing the course with the EOC averaged in regardless of the EOC score.

New Requirements for 2011-2012 9th Grade Students

- Students who enter 9th grade with no high school credit in an online course must earn credit in at least one course through online learning. The course can be taken in Florida Virtual, an online course offered by the high school, or an online dual enrollment course.

Online Course Definition

An online course is one which is delivered via online or using distance learning technology in an interactive learning environment

An online course has three key characteristics:

- Curriculum is accessed and a majority of the instruction is delivered online
- Teacher-of-record meets the definition of 'qualified instructional personnel' as specified in Section 1012.55(1), F.S.
- Teacher-student interaction

Science FCAT 2.0

- 2011-2012 science assessments will assess the Next Generation Sunshine State Standards
 - 5th grade Science FCAT 2.0
 - 8th grade Science FCAT 2.0
 - Biology 1 end-of-course exam
- Number 1 resource – course description (C-Palms)
- Number 2 resource – draft test item specifications (C-Palms or K-12 Bureau of Assessment)
- Number 3 resource – instructional materials from the state adopted list (school district)
- Number 4 resource – Florida Virtual Curriculum Marketplace

C-Palms Example

- Benchmark # SC.5.E.7.3
- Benchmark Description: Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.
- Related Resources
- Draft Test Item Specifications
- Sample Test Item

Secondary School Students Credit Acceleration Program (CAP)

- All secondary students may now “CAP” Algebra 1 by taking and earning a passing score on the Algebra 1 EOC.
- Elementary students can participate in the Algebra 1 EOC but cannot earn high school credit.
- 2012-2013 all secondary students will be able to “CAP” Algebra 1, Geometry, and Biology required credits by taking and earning passing scores on EOCs.

Digital Instructional Materials

- First requirement to purchase digital materials with 50% of appropriated instructional materials funding is 2015-2016, and the content area will be science
- Next, social studies (2016-2017)
 - One content area at a time
 - 50% of instructional materials funds
 - Considerations
 - Purchasing technological tools **that** students can be assessed on and access digital content
 - Placing technological tools **where** students can access digital content and be assessed (or portable)
 - Prioritization of staff development with implementation of online assessment and digital content

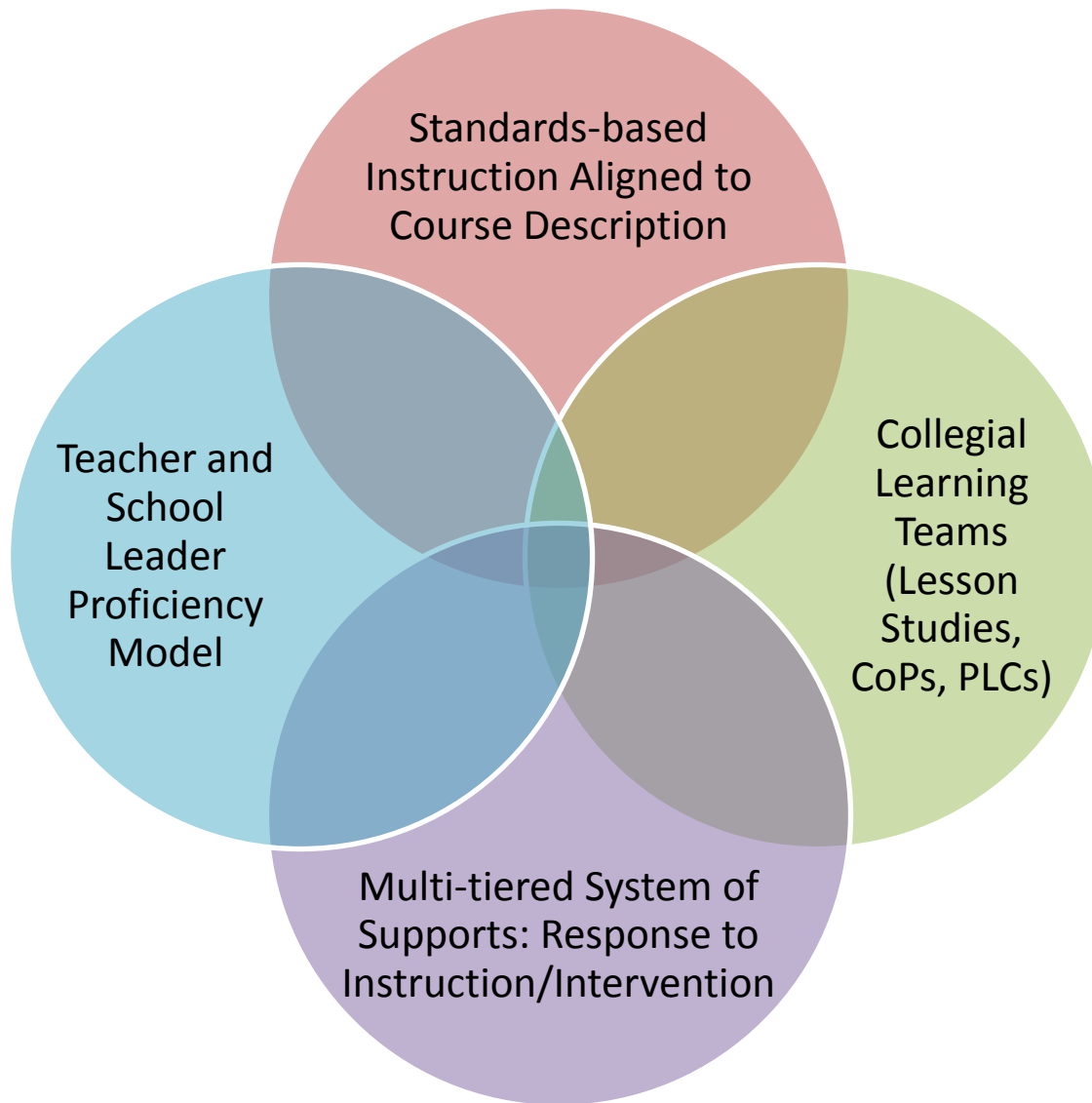
Digital Instructional Materials

Strategies for Support

- Advisory committee made up of district IT specialists, representatives from Florida's Association of District Instructional Materials, researcher from UCF, school principal, and FLDOE Office of Instructional Materials
 - Recommended processes for districts
 - Infrastructure
 - Prioritization of implementation (ex. By school level or content area or specific courses)
 - Identification of digital resources
 - Professional development
 - District readiness measures similar to implementation of online EOCs

NCAA Eligibility

- Mathematics for College Readiness has been accepted for NCAA eligibility
- English 4: Florida College Prep (Course Number 1001450)
 - Conference call with NCAA
 - New course description has been submitted for Florida statewide approval with supporting documentation



The Vision of One System Supporting ALL Students!

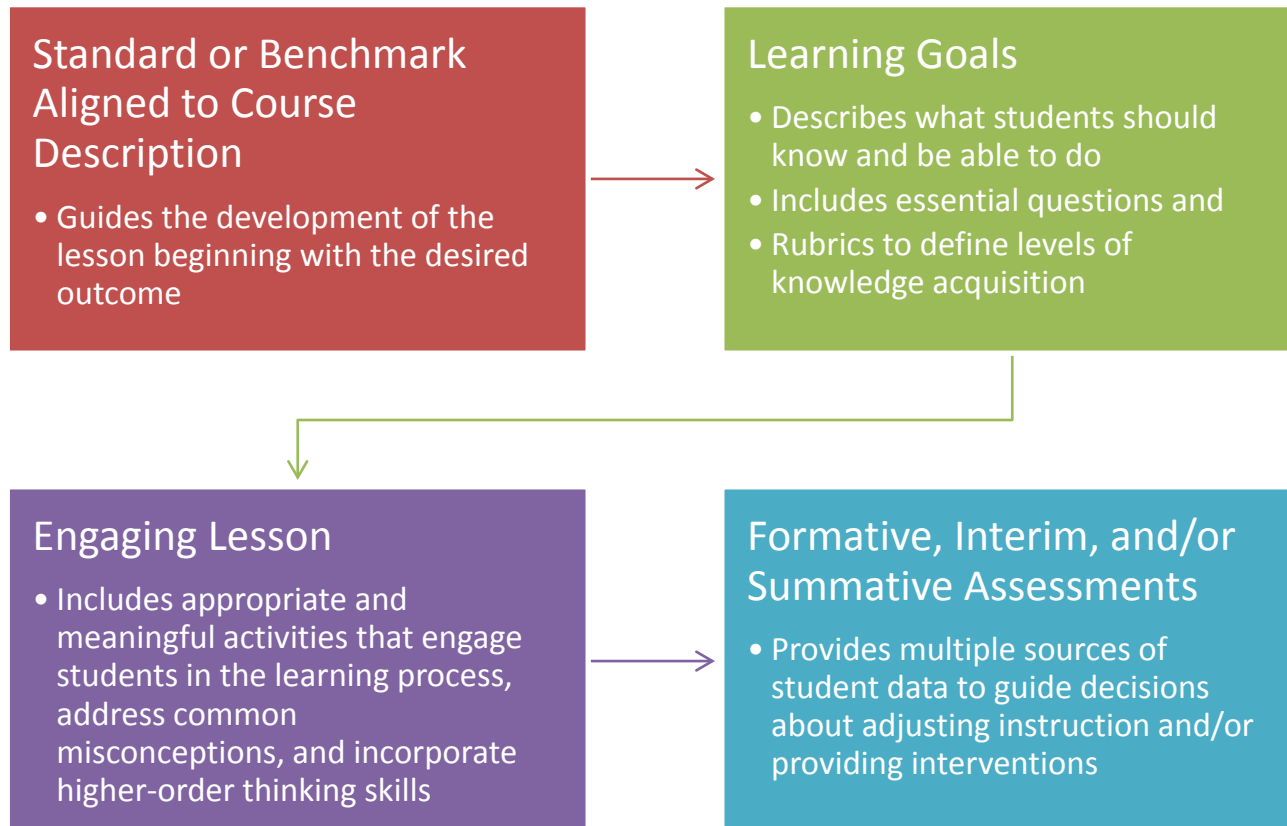
The Vision of One System Supporting ALL Students!

A system in which instruction and learning is based upon common standards, sound research, collaboration, problem solving driven by multiple sources of student data, and culminating in increased student achievement.

Standards-Based Instruction

A Guide for Implementation in Florida's Public Schools

"The standards come alive when teachers study student work, collaborate with other teachers to improve their understanding of subjects and students' thinking, and develop new approaches to teaching that are relevant and useful for them and their students" - Linda Darling-Hammond, 1997



Lesson Study

A Guide for Implementation in Florida's Public Schools

Lesson study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.

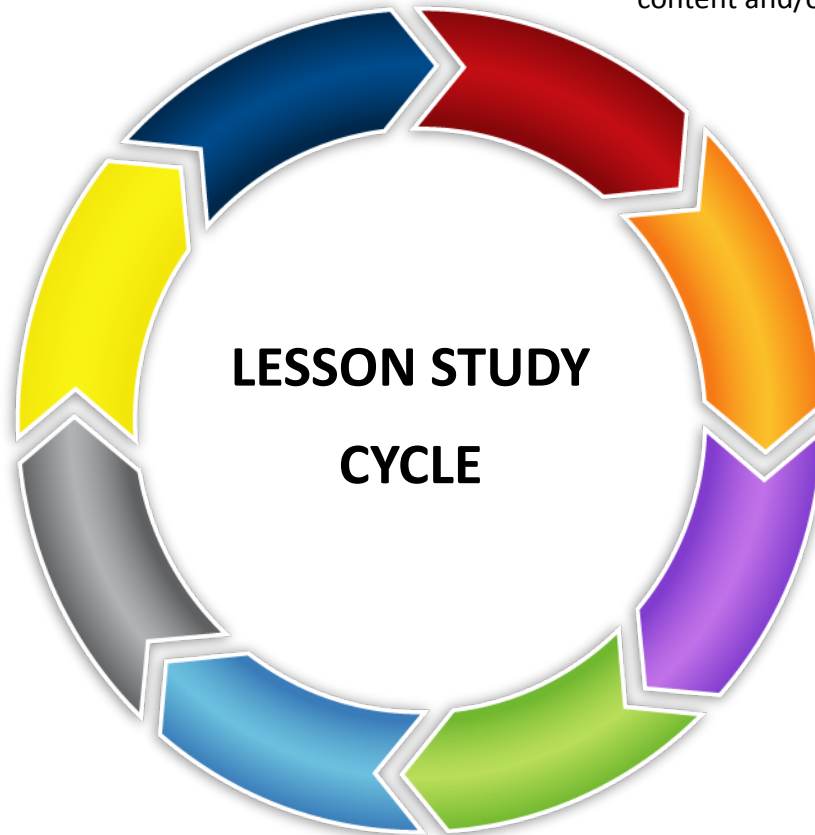
- Research for Better Schools (www.rbs.org)

8. **Repeat** the process using a new or revised lesson plan with the same research theme.

1. Form a **lesson study team** which includes an external expert(s) in content and/or pedagogy.

7. Define the **next steps** based upon what the team has learned.

2. Schedule a **common planning** time.



6. (Evaluate the Effectiveness) **Reflect upon, analyze, and discuss the lesson and student data** that has been collected; then synthesize your findings.

3. (Problem Identification and Analysis) Identify a **common research theme** (sometimes a school-wide theme) based upon student performance data and the Teacher Evaluation Model adopted by the school district.

5. (Implement the Plan) **Teach and observe the lesson** being sure to record data pertaining to what students were thinking and doing throughout the lesson.

4. (Develop a Plan) **Collaboratively plan a standards-based lesson aligned to course description** that clearly defines the expected outcomes in terms of student learning and addresses common student misconceptions.

Florida's Common Core State Standards Implementation Timeline

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

F - full implementation of CCSS for all content areas

L – begin full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

What Standards Should I Be Teaching?

A Standard or Benchmark from the Course Description

Florida's Next Generation (NGSSS) and
Common Core Sunshine State Standards (CCSS)

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	CCSS (M+ELA) NGSSS all other	NGSSS	NGSSS	NGSSS	NGSSS
2012-2013	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	NGSSS	NGSSS	NGSSS
2013-2014	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	CCSS + All NGSSS assessed	CCSS + All NGSSS assessed
2014-2015	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other	CCSS (M+ELA) NGSSS all other

M = Mathematics

ELA = English Language Arts and Reading

What Will Be Tested on Statewide Assessments?

FCAT 2.0 = Next Generation Sunshine State Standards (NGSSS)

PARCC = Common Core Sunshine State Standards (CCSS)

Common Core (PARCC Assessments) are **ONLY** for Math, English/Language Arts, and Reading

Year/Grade Level	3-8	9-12
2011-2012	FCAT 2.0 = NGSSS	FCAT 2.0 = NGSSS Algebra 1 EOC, Geometry EOC, Biology EOC = NGSSS
2012-2013	FCAT 2.0 = NGSSS	FCAT 2.0 = NGSSS Algebra 1 EOC, Geometry EOC, Biology EOC, US History EOC = NGSSS
2013-2014	FCAT 2.0 = NGSSS Civics EOC = NGSSS	FCAT 2.0 = NGSSS Algebra 1 EOC, Geometry EOC, Biology EOC, US History EOC = NGSSS
2014-2015	PARCC = CCSS (M+ELA) FCAT 2.0 = Science Civics EOC = NGSSS	PARCC = CCSS (ELA) Algebra 1 EOC, Geometry EOC = CCSS Biology EOC, US History EOC = NGSSS

M = Mathematics

ELA = English Language Arts and Reading

RTTT Curriculum Update

- Math Formative Assessments K-3, awarded
- ELA and English Language Acquisition K-8 Formative Assessments, award is posted
- Teacher Standards Tool, award being reviewed prior to posting
- Student Tutorial, contract being finalized
- STEM Student Program for Gifted and Talented, awarded