Required Instruction Reporting

Michael DiPierro
Bureau of Standards and Instructional Support
Session Overview

• Presentations
  • Commissioner of Education’s Task Force on Holocaust Education
  • Commissioner of Education’s African American History Task Force
• Up-to-date information on the rule and template
• Collaboration about reporting
Division of Educator Quality

Bureau of Educator Certification (BEC)

Bureau of Educator Recruitment, Development & Retention (BERDR)

Bureau of Standards and Instructional Support (BSIS)

Just Read, Florida! (JRF)

Office of Professional Practices Services (PPS)
“Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.”
“Every day, in every classroom, every Florida student has access to a teacher that is as good as the BEST teacher you ever had.
Rule 6A-1.094124, Florida Administrative Code (F.A.C.), Required Instruction Reporting

Requires an annual report to the department each July 1 from school districts that describes how they have implemented the components of section 1003.42(2), Florida Statutes.

6A-1.094124 Required Instruction Reporting.

(1) In order to provide information about the manner in which the prescribed courses of study set forth in Section 1003.42(2), F.S., are provided by school districts, by July 1 of each year, each school district must submit a report to the Commissioner of Education that describes how instruction was provided for topics in Sections 1003.42(2)(a)-(n) and (p)-(t), F.S., during the previous school year.

(2) This report shall contain:
(a) The specific courses in which instruction will be delivered for each grade level; and
(b) A description of the materials and resources utilized to deliver instruction.

(3) Failure to comply with the requirements of this rule may result in the imposition of sanctions described in Section 1008.32, F.S.

Rulemaking Authority 1001.02(2)(n), 1003.42(2) FS. Law Implemented 1003.42 FS. History—New 10-24-19.

https://www.flrules.org/gateway/ruleno.asp?id=6A-1.094124
## Section 1003.42(2), F.S., Required instruction

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Science</th>
<th>Health Education</th>
<th>All</th>
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<tbody>
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See s. 1003.42, F.S., for statute requirements.
Section 1003.42, F.S., Required instruction

• (2)(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
  • Not reported
Health Education – 3 Rules

The State Board of Education (SBOE) approved 3 health education rules relating to:

• Mental and Emotional Health Education
• Substance Use and Abuse Health Education
• Child Trafficking Prevention Education

School district implementation plans for these rules are due 12/1; annual reports are due 7/1.

(Two FOIL breakout sessions on Thursday will provide details and an opportunity for discussion and Q&A)
Commissioner of Education’s Task Force on Holocaust Education

Barbara Goldstein, Holocaust Education Resource Council
Elizabeth Gelman, The Florida Holocaust Museum
Holocaust Education Resource Council
Florida’s Holocaust Mandate

• In 1994, the Florida Legislature passed the Holocaust Education Bill which amends Section 233.061 of the Florida Statutes, relating to required instruction.

• The law requires all school districts to incorporate lessons on the Holocaust as part of public school instruction.
Florida Statute 1003.42(2)(g)FS

“The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.”
Task Force on Holocaust Education

Mission: Assist school district professionals and support staff in preparation for teaching the history of the Holocaust, leading to:

- Investigation of human behavior
- An understanding of the ramifications of prejudice, racism, and stereotyping
- An examination of what it means to be a responsible and respectful person
- Protecting democratic values by offering intensive training programs, curriculum materials, resources, and sustained support.
Task Force on Holocaust Education

History

• 1994: A Holocaust Bill mandated the teaching of Holocaust instruction in grades K - 12
• The Commissioner of Education created a Task Force on Holocaust Education.
• The Task Force is an advisory to the Commissioner of Education and coordinates Holocaust education activities on his behalf.
• 10 Task Force sites in Florida
<table>
<thead>
<tr>
<th>THEMES/ TOPICS</th>
<th>SOCIAL STUDIES</th>
<th>THE ARTS</th>
<th>LANGUAGE ARTS</th>
<th>ETHICS/ RESPONSIBILITY</th>
<th>RESEARCH/ THINKING</th>
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<tbody>
<tr>
<td>Pre K-2</td>
<td>similarities and differences of people and communities; variations in families; customs and values of diverse groups</td>
<td>use art forms to understand family and cultural celebrations. Art as way to transmitting history of ancient civilizations. Forms of representation.</td>
<td>reading and writing in response to literature; literacy development</td>
<td>how rules affect the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promotion of tolerance, understanding, and acceptance</td>
<td>access information using tables, charts, graphs; observe, identify; order, describe; compare and contrast</td>
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<td>3-5</td>
<td>confronting change; evaluating customs and values of groups in conflict; recognizing and resisting conditions detrimental to human development and opportunity</td>
<td>changes over time; becoming a responsible, respectful member of democratic society; how democratic processes help to solve problems; customs and values create different types of communities</td>
<td>using art forms to gain an understanding of cultures from the past and present. The art of war, symbols in art, group analysis of one or more paintings: Why painting when photography might do?</td>
<td>solving problems and conflicts peaceably; decision making and participation in a democracy: ethical and unethical uses of power; promotion of tolerance, understanding, and acceptance</td>
<td>locate, manipulate, and summarize information from oral, visual, and written sources in addition to above</td>
</tr>
<tr>
<td>6-8</td>
<td>confronting change and loss; responding to unfairness and danger; displaying courage and resourcefulness</td>
<td>how lives can be changed by people and events; political and social decisions that affect the quality of life; how diverse groups adapt to new environments; importance of participation in the community</td>
<td>using art forms to gain an understanding of cultures from the past and present. Use of art from eras of intolerance: Grosz, Dix, Chapall, Heartfield.</td>
<td>read and interpret primary sources; write journals in response to historical and geographic problems; write accurate research papers with correct documentation</td>
<td>use technology to observe and analyze the interrelationships between humans and their environments, in addition to above</td>
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<tr>
<td>9-12</td>
<td>analyzing human behavior and historical processes; identifying causes, forms, and effects of discrimination; setting standards for responsible action</td>
<td>change over time; how indifference in the community can affect peoples lives; rejecting or stereotyping of others; opposing discrimination, prejudice and anti-Semitism</td>
<td>using art forms to express that which is vital to the community. Advanced projection of art and analysis based on themes related to the Holocaust, victims and creator of art under adverse circumstances</td>
<td>ethical and unethical uses of power; being responsible for members of the community; rejecting stereotyping and prejudice; promotion of tolerance, understanding, and acceptance</td>
<td>use technologies to gather historical and contemporary evidence in order to question and interpret, using all of the above</td>
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Teacher’s Workshop:

Teaching with the film *Defiance*
Teacher’s Workshop: Testimonial

“The HERC workshops stand alone as the best I have ever attended. The presenters provide invaluable knowledge; often the knowledge is from the viewpoint of a survivor. The resources are wonderfully rich enabling a classroom teacher to use for many powerful activities and class discussions. Finally, the topic of the Holocaust is treated with respect and the hope that with knowledge comes the power to help our students realize a world in which this atrocity will never be forgotten and never happen again.”

-Lynne Rowan Harris, Augusta Raa Middle School
Leaders in Holocaust Education
Chiles H.S. as a Living Museum (2017)

**Purpose:** To bring all curriculums together for a comprehensive, in-depth focus on Holocaust remembrance, study, reflection, and culture.

<table>
<thead>
<tr>
<th>Weeklong Focus: March 22, 2017 – March 27, 2017</th>
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<tbody>
<tr>
<td><strong>March 22, Wednesday</strong></td>
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<td>Food &amp; Culture Day</td>
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<td>Showing of the film “I’m Still Here” in auditorium.</td>
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<td><strong>March 23, Thursday</strong></td>
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<td>Newspaper &amp; Literacy: Evening activity; video showing of <em>Defiance</em>; Requiem at Railroad Square 7:00 pm; free to public.</td>
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</table>
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<tr>
<td>March 24, Friday</td>
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<td>March 25, Saturday</td>
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<td>March 27, Monday</td>
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Holocaust Living Museum

Chiles High School
Holocaust Living Museum
Chiles High School
Holocaust Living Museum
Chiles High School
Holocaust Living Museum
Chiles High School

“I Never Saw Another Butterfly”

Art Display by Ms. Tekel’s Classes

Ms. Tekel’s classes worked in conjunction with VSA, FSU Art Graduate Student Carla Clymo, and the Holocaust Education Resource Council to create art inspired by poems written by children and recovered from the Terezin Concentration Camp.
Holocaust Living Museum
Chiles High School
Friday
March 24

Music @ Chiles High School
Anne Frank: A History for Today Exhibition

FSU Museum of Fine Arts
Jan 4 - Feb 7, 2016

Encourages visitors to learn about:

- Racism, genocide, and ethnic cleansing
- Human rights, democracy, and conflict resolution
- The importance of individual action
I am a Survivor of a Concentration Camp

On the first day of the new school year, all the teachers received the following note from their principal:

I am a survivor of a concentration camp. My eyes saw what no man should witness: Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more humane.

– A letter written by a Holocaust survivor to educators, published in “Teacher and Child” by Dr. Haim Ginott, child psychologist and author
References & Resources

- Holocaust Education Resource Council
  http://www.holocaustresources.org/

- Florida Education Task Force
  http://flholausteducationtaskforce.org/
  About/FloridaStatute

- Teacher’s workshop
  http://www.holocaustresources.org/category/
  teacher-workshops/

- Echoes and Reflections
  http://echoesandreflections.org/
CHILES HIGH SCHOOL PRESENTS: HOLOCAUST A LIVING MUSEUM

https://www.youtube.com/watch?time_continue=1&v=cVfehyI2xAs
The Florida Holocaust Museum honors the memory of millions of innocent men, women and children who suffered or died in the Holocaust.

The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.
The Florida Holocaust Museum is 1 of only 3 nationally accredited Holocaust museums in the United States.

During the 2018-2019 school year the Museum worked with
- 637 schools
- 75,334 students
- 1460 teachers

Holocaust Survivor Marie Silverman speaks to students at Curtis Fundamental Elementary School in Tampa
What do we teach?

- Historical facts, accurate information
- Translating statistics into people – teaching about individual victims
- Authentic stories
- Biographies of artifacts
- Making relevant connections to today
Teacher programs

- FREE OF CHARGE
- Aligned with Florida Standards
- Focus on primary sources
- Closed to the public
- Individual responses
- Diverse audience
- Forum for dialogue
- In-service hours
- Partnerships
“What an eye opening, heart-filling program it has been. What inspiration is threaded throughout each story and presentation. I very much enjoyed coming out of my “bubble” and learning so much! Thank you for a life changing experience!”

"Unlimited source of knowledge for self + classroom. Fantastic.”

"For all that we learn about the Holocaust, this was the first time my eyes were opened to the scale of the killings by the Einsatzgruppen. This training was phenomenal."

"Outstanding. The Museum always exceeds my expectations to allow me to continue learning and growing as a human and as a teacher."
IWitness teacher workshops

- The Florida Holocaust Museum is an official partner of USC Shoah Foundation

- IWitness lessons available based on the video testimony of Florida Holocaust Survivors.

- Taught and used since 2017 in Broward, Hillsborough, Leon, Pinellas, and Palm Beach School Districts.
Teaching trunks

• FREE Resources for teachers and students who study the Holocaust and/or genocide history and literature
• Designed to accommodate the needs of one class or a team of teachers
• Grade appropriate trunks for first grade to high school
• Loan periods: one month to six weeks
“Six million is a number that is so far out of reach to compare with anything, and the students were able to grasp the horrific and absolute pain, torture and death. Most of my kids had never heard of the Holocaust; this was such a powerful learning experience for them.

“Opening the trunk was like opening a Christmas present. Thank you!”

“My students have been in awe of the trunk since its arrival.”

“The amount of material and wealth of knowledge this trunk contains is amazing and so beneficial when teaching with such limited resources at hand. Thank you for this wonderful program!”

Awesome curriculum resources. My students loved all of the historical books. Thank you!”
Dear Holocaust Museum,

Thank you so much for letting us have the tank for a little while! I have learned so much about the Holocaust. I love the story of Anne Frank and hearing stories from some of the survivors. It was so inspirational.
They stole people's stuff.

Shoes

Brauches

They never feed the Jews.

They had a leader, Adolf Hitler.

They cried.
Learning from a Holocaust Survivor

- Meet with a Holocaust Survivor at the Museum
- FREE Skype sessions with Survivors to schools across Florida
- Clips from Survivor video testimony included in all teacher and student programs
I liked that I learned something new about the Holocaust and its victims. I also liked how the speakers have enough courage to come forward and speak about their experience in front of everyone. What I took away was to share these stories and let it remain unforgotten, so it never happens again.

I liked being able to see a Holocaust survivor and being able to hear his story. Something that I learned was that if we are upstanders we can help prevent an event such as the Holocaust.”

I like how a Holocaust survivor was able to talk to us. I didn’t even know anything about the Holocaust. The program taught me a lot of new things.
Speak Up, Speak Now!

Arts-based outreach program for middle school students

Focus on:
- Identity/Us vs Them
- Bystander vs Upstander behavior
- Stereotypes
- Propaganda

Guest Speakers:
- Holocaust Survivors
- Law Enforcement
- Community activists

Process & Reflection through:
- Visual Arts
- Expressive Writing
Bullying needs to stop (I am a victim). **It’s not OK to judge people** for what they believe in or race.

The art project I loved, it really came out to who I really am and I can’t wait to see it in the Holocaust Museum. I **didn’t think I would like the program but I really loved it.** It was a great program.”

The project has made me think about me. **It made me think about what I stand for.** How I look at myself is changed now.

What I am taking away is that you should **speak up when you know something is happening.** Also, to stay true to yourself.
For more information, please contact:

Ursula Szczepinska
Curator of Education &
Director of Research
education@thefhm.org
727.820.0100, ext. 241

The Florida Holocaust Museum
www.thefhm.org
Commissioner of Education’s African American History Task Force

Dr. Dennis Holt
School District of Hillsborough County
The Commissioner of Education’s African American History Task Force is an advocate for Florida’s school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in adoption of instructional materials by the state, and build supporting partnerships.
Criteria for Being Identified as an Exemplary School District

1. School Board Approval of the African American History Initiative.
   • Evidence that the school board has developed a plan for the implementation of the Florida African and African American History required instruction.
   • Evidence that the plan has been publicized in school district’s curriculum guides etc.

2. Structured Professional Development
   • Evidence that the school district has developed and implemented an ongoing professional development plan for training teachers, students and school staff in strategies for teaching African American History.
   • Evidence that adequate resources have been allocated to structured professional development programs and for enhancing the instruction of African American History in an infused format.
Criteria for Being Identified as an Exemplary School District

3. African American Studies Curriculum

• Evidence of African American History Curriculum Frameworks K-12 has been integrated as part of its school district policy with respect to required curriculum.

• Evidence that the curriculum has been disseminated to curriculum specialists, teachers, media specialists and other educators in the district.

• Evidence that there are adequate teaching resources including books, CD’s, digital media, and lesson plans available to support this required instruction.

4. Structured Teaching of the African American History Curriculum

• Evidence that the African American History content appears in lesson plans over the sustained period of 180 plus days.

• Evidence that there are approved methods for teaching and assessing the African American History Curriculum.

• Evidence that there are African American History content infused and linked to the FSA’s and other high stake tests and requirements.

• Evidence that the African American history content are infused in all subject areas.
Criteria for Being Identified as an Exemplary School District

5. University – School District Collaboration

• Evidence of university involvement in professional development, curriculum and instruction support, etc.

• Evidence of school district university partnership in seeking external funding (federal grants, foundation grants, etc.)

• Evidence that the school district and university partnership has aided in the preparation of pre-professional teachers and other educators.

6. Parent/Community Partnerships

• Evidence that the school district’s initiatives in African American History has resulted in the development of strategies that include the involvement of parents through awareness information sessions.

• Evidence that there are community partners who are involved in the development and ongoing implementation of the African American History Curriculum.

Approval from the State of Florida’s Commissioner of Education's African American History Task Force

Source: http://afroamfl.org/exemplary-status/criteria-for-exemplary-status/ www.FLDOE.org
Approved Exemplary School Districts

- Broward County Public Schools
- Duval County Public Schools
- Gadsden County School District
- Hillsborough County Public Schools
- Leon County Schools
- Miami-Dade Public Schools
- Palm Beach County Schools
- Pinellas County School District
- St. Lucie County Schools
- Volusia County Public Schools

Source: [http://afroamfl.org/exemplary-status/exemplary-districts/](http://afroamfl.org/exemplary-status/exemplary-districts/)
African-American History PD Instructions

306 AFRICAN-AMERICAN HISTORY

Registering for this Professional Development Opportunity
Go to everfi.com/login and click the blue “Register” button.

www.FLDOE.org
Reporting
What needs to be reported?

• Section 1003.41, F.S., Next Generation Sunshine State Standards, establishes the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire.

• If there are no NGSSS for a grade level related to the required instruction statute, the required instruction does not need to be taught at the grade level, unless other guidance is provided in statute or rule.
What needs to be reported?

• All but one of the components are connected to state standards and courses. The exception is (2)(s) related to character education.

• The rule requires that the district report contain the specific courses in which instruction will be delivered for each grade level as well as a description of the materials and resources utilized to deliver instruction.
What needs to be reported?

• If the standards and connected courses are assessed on a statewide, standardized assessment, the required instruction is met during instruction for those courses.

• The district would not be required to verify instruction in previous grade levels.
What needs to be reported?

• Section 1003.42(2)(e), F.S., The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and it counties, municipalities, school districts, and special districts.
  • Middle Grades Civics EOC Assessment
What needs to be reported?

• Section 1003.42(2)(f), F.S., The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

• United States History EOC Assessment
Important News

Rule 6A-1.094124, F.A.C., Required Instruction Reporting, was approved by the State Board of Education on September 20, 2019. This new rule requires an annual report to the department each July 1 from school districts that describes how they have implemented the components of section 1003.42(2), Florida Statutes. A crosswalk document has been developed that lists each component of required instruction in section 1003.42(2), Florida Statutes, and what standards, courses, statewide assessments and instructional materials are associated with it. It is our hope that this document will assist you in completing the required report, a template for which is still under development.

http://cdn.fldoe.org/academics/standards/
Online Template for Reporting

• Currently under development.
• More information will be provided when it becomes available.
Reminder: Health Education – 3 Rules

Two FOIL breakout sessions on Thursday will provide details and an opportunity for discussion and Q&A.

For more information contact:
Penny Taylor, Director of Healthy Schools
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Phone: 850-245-9522
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Questions and Collaboration
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Michael.DiPierro@fldoe.org