



The Next Stop on Florida's Mathematics Journey

Florida Organization of Instructional Leaders





November 2025



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Session Objectives

Participants will:

- Collaborate and discuss benchmarks-aligned, high-quality mathematics instruction and its characteristics.
- Share strategies on improving benchmarks-aligned, high-quality mathematics instruction to improve student outcomes in mathematics.
- Learn about the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics Coaches and resources from the Department.



Journey Through Implementing Benchmarks-Aligned, High-Quality Instruction

Journey Through the B.E.S.T. Standards for Mathematics

- ✓ Development and creation of the B.E.S.T. Standards for Mathematics and B.E.S.T. Mathematics Courses
- ✓ 2021 B.E.S.T. Mathematics District Lead Events
- ✓ B.E.S.T. Instructional Guides for Mathematics
- ✓ 2022 B.E.S.T. Mathematics Professional Learning (PL) Events
- ✓ 2023 B.E.S.T. Mathematics PL Events
- ✓ Florida's Formula for Success
- ✓ 2024 B.E.S.T. Mathematics PL Events
- ✓ 2025 Bureau of Standards and Instructional Support PL Events

Our Goal: Implement Benchmarks-Aligned, High-Quality Instruction

- The benchmarks are student-centered expectations from which all materials and resources, instruction and assessments are based.

Materials and Resources

How are the benchmarks incorporated into the classroom?



Not to be confused with “benchmarks,” *materials and resources* are the means by which the benchmarks are taught.

Instruction

How is instruction a part of the benchmarks?



Instruction is the teacher’s delivery and strategies used to implement the curriculum aligned with the benchmarks.

Assessment

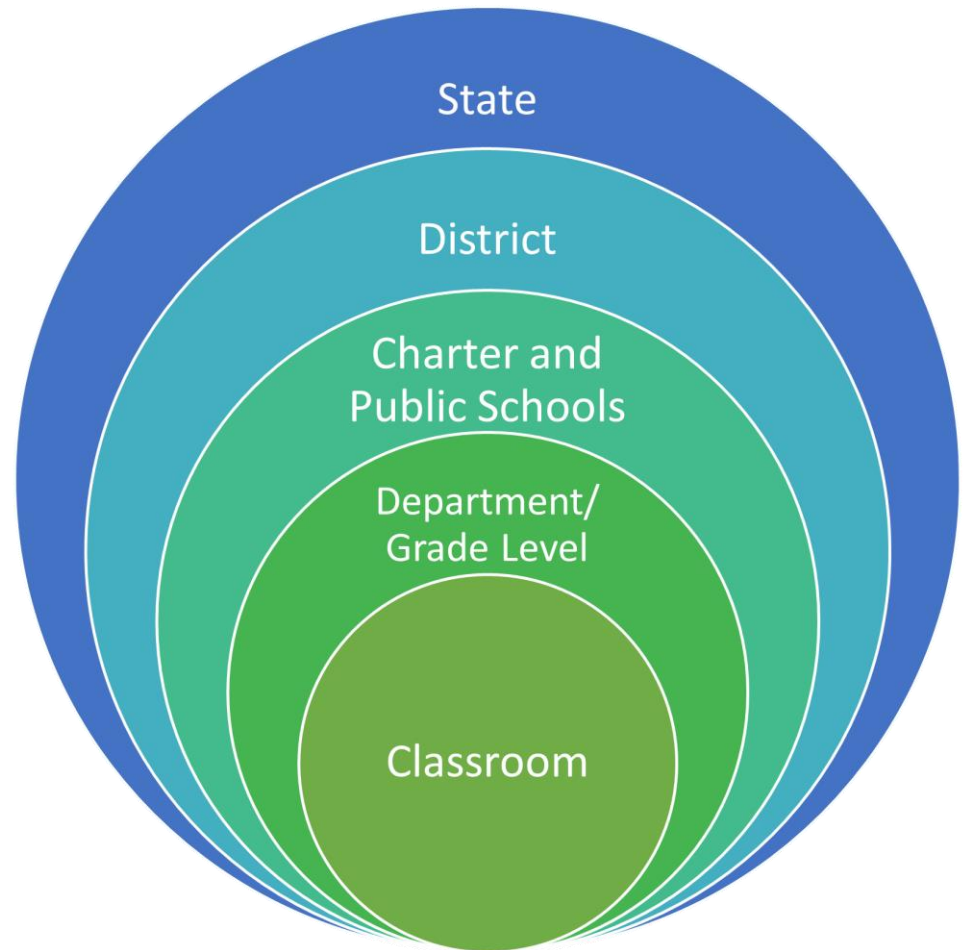
How are assessments related to the benchmarks?



Assessments provide feedback to teachers, parents and students on a student’s level of mastery of the benchmarks.

Where do you fit within the system?

- The state's vision:
 - B.E.S.T. Standards for Mathematics
 - Strategic Plan
 - Benchmarks-aligned, high-quality instruction





Florida's

FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5
**CHARACTERISTICS OF
BENCHMARKS-
ALIGNED, HIGH-
QUALITY INSTRUCTION**

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Data (Assessments)
Implements Tiered Instruction

5
**ASSESSMENT TYPES TO
GATHER STUDENT
DATA**

Screening
Progress Monitoring
Diagnostic
Formative
Summative

T1
**CORE INSTRUCTION
FOR ALL STUDENTS**

Systematic
Scaffolded
Differentiated
Inquiry-Based
Explicit
Progress Monitoring

T2
**SUPPLEMENTAL
INSTRUCTION FOR
SOME STUDENTS**

Systematic
Small Group Scaffolded Instruction
Differentiated Opportunities to Practice Targeted Skill(s)
Guided Inquiry-Based
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

T3
**INTENSIVE
INSTRUCTION FOR FEW
STUDENTS**

Systematic
Smaller Group or One-One Scaffolded Instruction
Differentiated Guided Practice
More Guided Inquiry-Based
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

**The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.*



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5 CHARACTERISTICS OF BENCHMARKS- ALIGNED, HIGH- QUALITY INSTRUCTION

Horizontally and
Vertically Aligned

Balanced Instructional
Approaches

Student-Centered

Instruction Informed by
Data (Assessments)

Implements Tiered
Instruction

5 ASSESSMENT TYPES TO GATHER STUDENT DATA

Screening

Progress Monitoring

Diagnostic

Formative

Summative

T1 CORE INSTRUCTION FOR ALL STUDENTS

Systematic

Scaffolded

Differentiated

Inquiry-Based

Explicit

Progress Monitoring

T2 SUPPLEMENTAL INSTRUCTION FOR SOME STUDENTS

Systematic

Small Group Scaffolded
Instruction

Differentiated
Opportunities to
Practice Targeted Skill(s)

Guided Inquiry-Based

Explicit

Frequent Progress
Monitoring

Occurs in Addition to
Tier 1

T3 INTENSIVE INSTRUCTION FOR FEW STUDENTS

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Smaller Group or
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Differentiated Guided
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5 Characteristics of Benchmarks-Aligned, High-Quality Instruction

- Horizontal and Vertical Alignment of Standards and Benchmarks
- Balanced Instructional Approaches
- Student-Centered Instruction
- Instruction Informed by Data (Assessment)
- Implements Tiered Instruction

Round Robin

- On your own, read the Formula For Success document.
- Highlight anything you want to remember.
- In your Participant Guide, write down your noticings and wonderings on the 5 characteristics of benchmarks-aligned, high-quality instruction.
- Share with your group in a round robin style. The person who woke up earliest today will share first.



Look Fors of the 5 Characteristics of Benchmarks-Aligned, High-Quality Mathematics Instruction

- In your group, create a representation or description of what you expect to see when the characteristics of benchmarks-aligned, high-quality mathematics instruction are implemented.



Reflection

- In your Participant Guide, write down the characteristic(s) that you see as thriving. Then, write down the characteristic(s) that you see as striving.
- Take 3 minutes to reflect on why the approach you identified is thriving or striving.





Implementation of the Formula for Success

Mathematics Instruction: A \$2.00 Summary

- As a group, work together to create a summary of benchmarks-aligned, high-quality mathematics instruction.
- Each letter used is worth 10 cents.



Implementation Activity

- Create a chart paper that describes possible next steps to improve upon characteristics of benchmarks-aligned, high-quality mathematics instruction.



Gallery Walk | Implementation Activity

- During the gallery walk use sticky notes to:
 - Notate any additional steps or ideas to improve characteristics of benchmarks-aligned, high-quality mathematics instruction.
 - Leave any questions or feedback you have for that group.



Reflection

- How can we, as mathematics leaders, utilize the characteristics of benchmarks-aligned, high-quality mathematics instruction to improve upon student outcomes in mathematics?

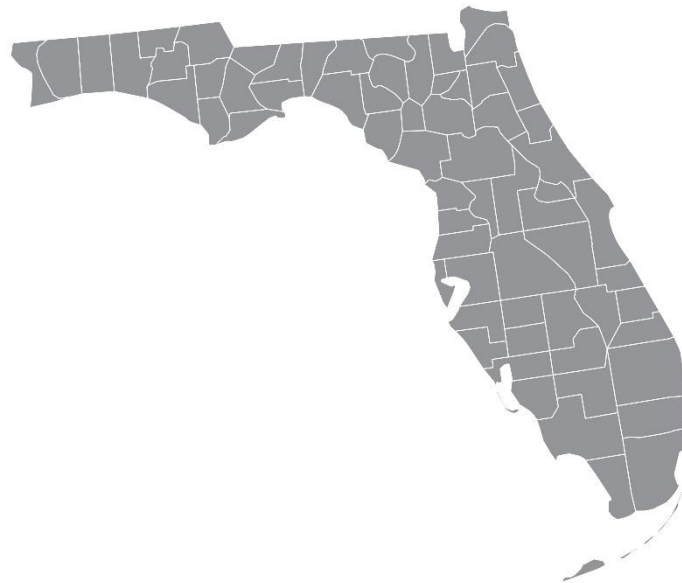




B.E.S.T. Mathematics Coaches

B.E.S.T. Mathematics Coaches | Who?

- The B.E.S.T. Mathematics Coaches will consist of 1 Director and up to 6 coaches comprised of experienced educators from around the state.



B.E.S.T. Mathematics Coaches | What?

The B.E.S.T. Mathematics Coaches plan to:

- Work with charter and public schools, teachers, consortia and districts on implementing benchmarks-aligned, high-quality instruction.
- Support statewide and not be bound by a specific region.

B.E.S.T. Mathematics Coaches | Why?

- Goal is to provide professional learning and 1:1 coaching to support benchmarks-aligned, high-quality mathematics instruction for ALL students.



Mathematics Resources

<https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/bestmath.shtml>

<https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/parent-resources.shtml>

Parent Guides for Mathematics



FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS *Parent Guide for Kindergarten Mathematics*

Mathematical Words to Know and Use in Kindergarten

Addition	Empty	First	Less than	Recite	Subtraction
Circle	Equal	Fourth	Lighter	Rectangle	Taller
Compare	Equal sign	Full	Longer	Second	Third
Cone	Equation	Greater than	More	Shorter	Triangle
Cube	Expression	Heavier	More than	Sphere	Whole number
Cylinder	Fifth	Less	Number line	Square	

**Note: Within Kindergarten, it is not the expectation that students be able to spell each of these words.*

** This is not a comprehensive list – please access the K-5 Glossary.*

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/appendixc.pdf>

Support Learning at Home

You can encourage learning mathematics at home in ways that are fun for you and your student. Try these ideas after school, on weekends and during the summer:

- ✓ Counting with everyday activities. Count the number of steps when walking from one place to another or count the number of items you unload from a backpack or bag of groceries.
- ✓ Have your child help you sort the laundry into different groups. For example, put all the pants in one pile, shirts in another pile and socks in a third pile. Talk about how one item can belong to different categories. Talk about which groups include more, less or an equal number of items.
- ✓ Talk about and create lists that include drawings of items. Label them by writing numbers 1 to 20. Practice reading the numbers together.

Mathematics At-Home Plan

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS

Mathematics-at-Home Plan Resources

Supports for Parental Involvement

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics constitute the foundational mathematical benchmarks for Florida students, serving to ensure the delivery of a world-class education that prepares students for prosperous futures in college, military and career opportunities. Parental involvement is an important part of a student's education. To foster a collaborative and supportive educational environment, the Florida Department of Education has implemented comprehensive measures to engage parents of students, including those who have been identified as having a deficiency in mathematics. Recognizing the importance of family engagement in a student's educational journey, dedicated Parent Guides have been crafted to provide families with insights into the B.E.S.T. Mathematics Standards. For more information, please visit <https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/parent-resources.stml>.

Mathematics Deficiency and Parental Notification

Any student in a VPK Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must:

- Be provided systematic and explicit mathematics instruction through daily targeted small group mathematics intervention or supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
- The student's performance must be monitored and adjusted based on student need, until the student demonstrates grade level proficiency in a manner determined by the district.

Parents will immediately receive notification in writing:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description of the deficiency.
- Explanation of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- Description of the current services that are provided.
- Description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency and timely updates.
- Strategies through a home-based plan the parent can use in helping his or her child succeed in mathematics, including access to resources.
- Information about the student's eligibility for the New Worlds Scholarship Accounts and the district's tutoring services provided through the New Worlds Tutoring Program.

FLMath4ALL.org



For Teachers

It is a long established fact that a reader will be distracted by the readable content of a page when looking at its layout. The point of using Lorem Ipsum is that it has a more-or-less normal distribution of letters, as opposed to using 'Content here, content here', making it look like readable English. Many desktop publishing packages and web page editors

[SIGN IN](#)

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[ACCESS RESOURCES](#)

Purpose of the Portal

- Pursuant to section 1008.25(6)(d), Florida Statutes, the Department of Education shall compile resources that must be available in an electronic format that is accessible online.
- Resources have been developed by educators from across the state to provide teacher and parent resources that can be incorporated into interventions.

B.E.S.T. Instructional Guide for Mathematics Interventions (B1G-MI)

- Outlines a framework for tiered instruction.
- Emphasizes the use of assessments to identify student learning gaps and guide instructional decisions.
- Promotes evidence-based intervention strategies to improve mathematics proficiency.
- Provides practical resources to assist educators in planning and delivering effective interventions.
- Encourages student-centered instruction through strategies and manipulatives.
- Helpful tools such as frequently asked questions and instructional resources to assist in lesson planning and classroom implementation.

Sections of the B1G-MI

- Goals of Intervention
- Florida's Formula for Success
 - Assessment Types and Example
 - Instructional Approaches
- Planning and Implementation
- Mathematical Thinking and Reasoning Standards (MTRs): Teacher and Student Moves
 - Application of the MTRs in Mathematics Interventions
- Substantial Deficiency in Mathematics
 - Rule 6A-6.0533, Florida Administrative Code
- Frequently Asked Questions
- Glossary

B.E.S.T. Instructional Guide for Mathematics (B1G-M)

- The B1G-M is intended to assist educators with planning for student learning and instruction aligned to Florida's B.E.S.T. Standards.
- This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Standards for Mathematics.



Next Steps in our Journey



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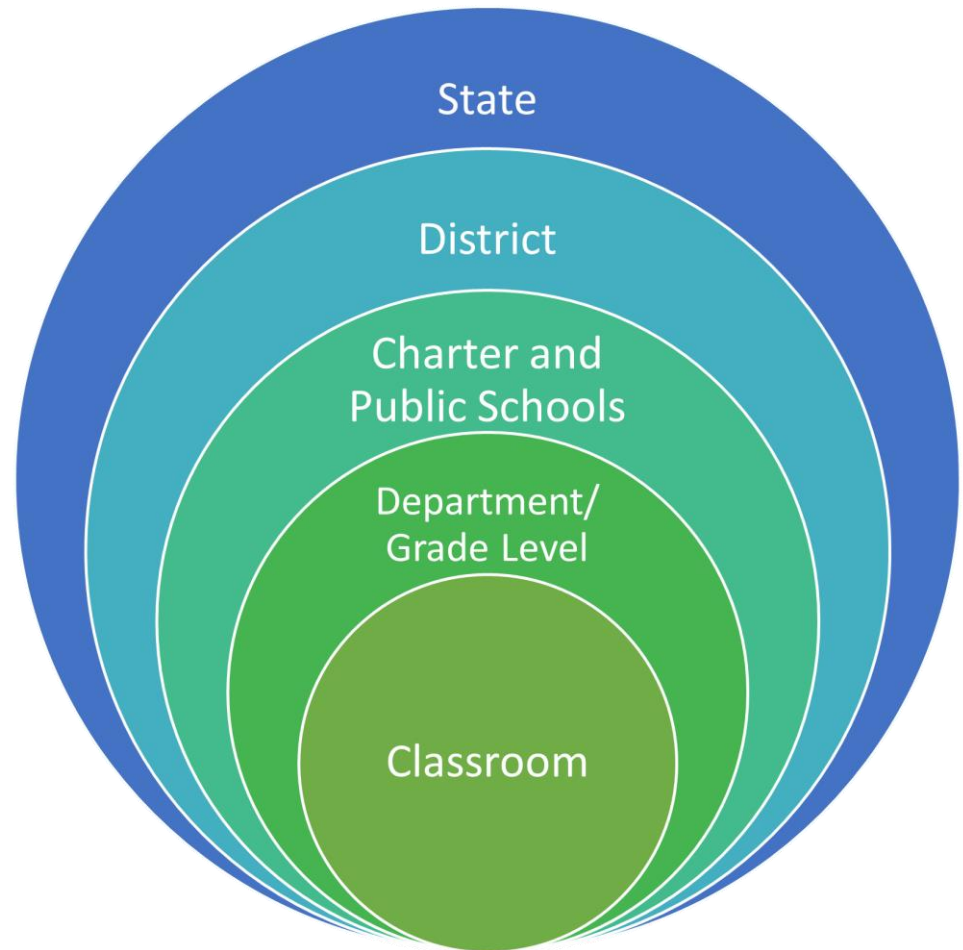
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Discussion

- What next actions do you want to see in our journey to support benchmarks-aligned, high-quality mathematics instruction?





Questions?

Contact Us!

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Contact Us!

B.E.S.T. Mathematics Coaches

- Barbie Hartsfield, Director
 - Barbie.Hartsfield1@fldoe.org

We Want Your Feedback!

- Access the Bureau of Standards and Instructional Support (BSIS) professional learning feedback survey using the QR code below.



<https://forms.office.com/r/0JhXW4X05q>



www.FLDOE.org

