Florida Department of Education Update & Initiatives

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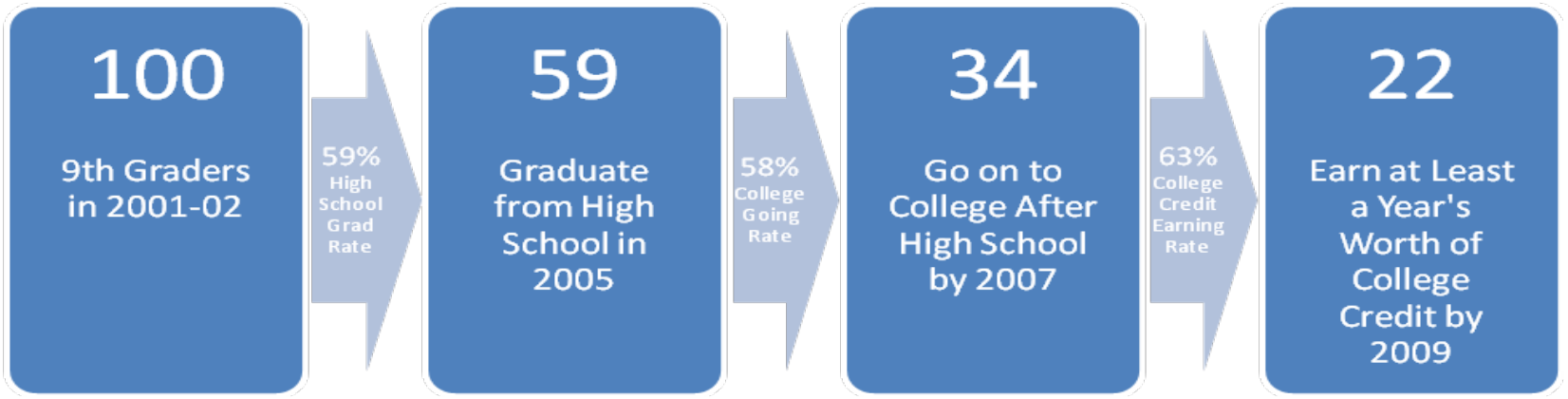
FASD Fall Leadership Conference
September 21, 2011

Greetings …

Updates

- Florida's Student Achievement Goals
- District Instructional Personnel and School Administrator Evaluation Systems
- Teacher Leader Preparation Implementation Committee
  - Florida Principal Leadership Standards
  - Teacher Preparation Programs Updates
- Curriculum Initiatives & Training
- PD System Evaluation Protocol & Site Visits
- Professional Development

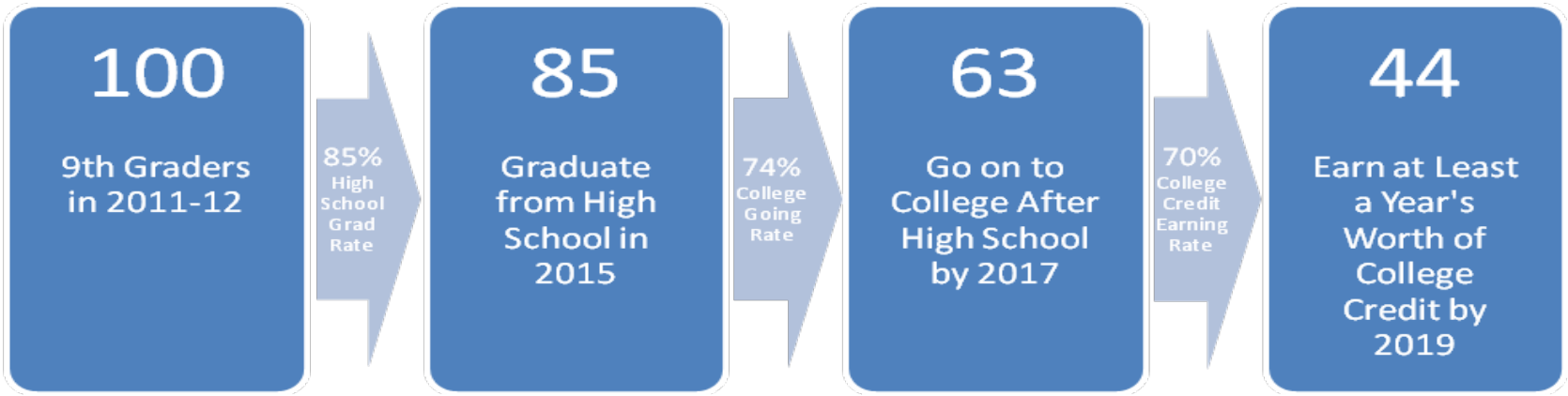
Graduation Rate/College Enrollment/ College Credit Earned Class of 2005



Of every 100 high school freshmen in 2001-02:

- Fifty-nine eventually graduated from high school.
- Of the 59 students who graduated, 34 (or 58%) went on to college within two years of high school graduation.
- Of the 34 students who went on to college, 22 (or 63%) earned at least a year's worth of college credit within two years of enrollment in college.

Graduation Rate/College Enrollment/ College Credit Earned Class of 2015



GOAL: Of every 100 high school freshmen in 2011-12:

- Eighty-five **will** graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) **will** go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) **will** earn at least a year's worth of college credit by 2019.

Florida's Student Achievement Goals

1. **Double the percentage** of incoming high school freshmen who:
   - **graduate** from High School
   - **go** to College
   - **earn** a year's worth of college credit
2. Cut the achievement **gap** in half by 2015
3. Increase the percentage of students scoring at or above **proficient** on NAEP by 2015, to or beyond the performance levels of the highest-performing states

Florida's Theory of Action

"A strategic and sustained investment in human capital will improve student achievement. "

- Begin with the right student standards, curriculum, lessons, supports and assessments
- Set the goals for student learning outcomes
- Align the human capital systems that support and manage the educators in the school

Florida's Theory of Action

"A strategic and sustained investment in human capital will improve student achievement."

Teachers and Leaders must be:

- Well-selected
- Well-prepared
- Well-supported
- Well-respected
- Held Accountable

District Support Projects

- District-Developed Assessments for Hard-to-Measure Content Areas
- Job-embedded Teacher Preparation Programs
- Recruiting Promising Teachers for Low-Achieving Schools
- Community Compact
- Leadership Pipeline for Turnaround Principals and Assistant Principals
- Building Local Education Agency-level Capacity for Turnaround in Rural LEAs
- LIIS Defined Minimum Requirements

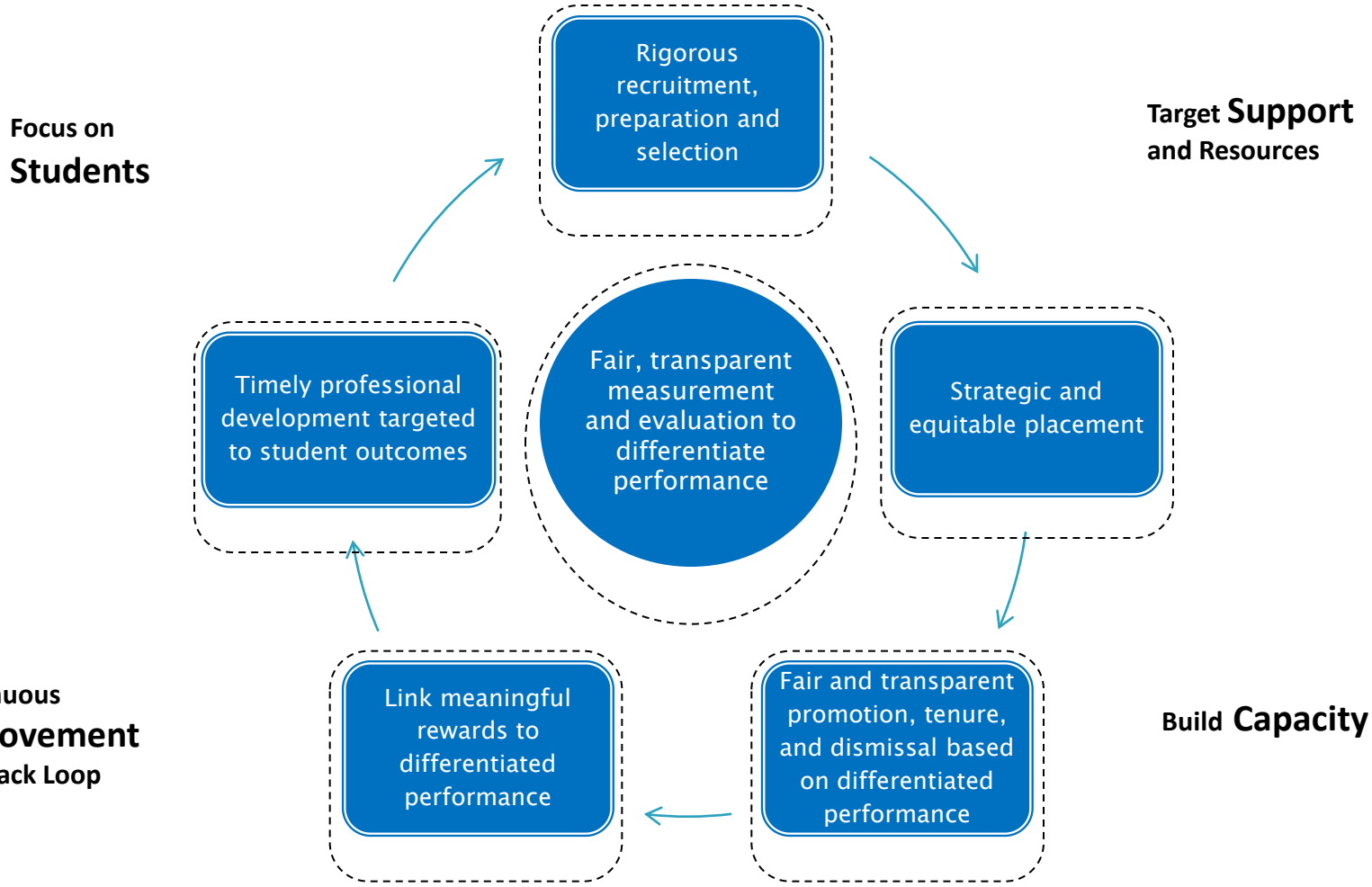
Teacher Support Projects

Teacher Tools

- Teacher Standards Tool
- Formative Assessments (used to guide instruction)
- Lesson Study Toolkits
- Teacher Instructional Materials Report
- Student Tutorial
- Interim Assessments
- STEM Program for Gifted and Talented

Great Teachers and Leaders

Developing a Strategy to Build Teacher Effectiveness



Great Teachers and Leaders

1. Value-Added Model for Student Growth
2. Evaluation System Consultants for LEAs
3. Job-embedded Teacher & Principal Preparation Programs
4. Increasing Diversity in Educator Workforce
5. Dual Focus STEM Teacher Preparation Program
6. Enhance eIPEP
7. Training Districts on Evaluating Professional Development*
8. Commissioner's Leadership Academy*
9. Community of Practice*
10. National Expert Review of State and District Practices*
11. Financial Consultants for Districts to Revise Compensation System*
12. Value-Added Models for Performance-Based Courses*
13. Integrating Value-Added Calculation into Florida Education Data Warehouse*

District Evaluation Systems

- Instructional Personnel Evaluation Systems
- School Administrator Evaluation Systems

District Evaluation Systems: System Requirements

- Designed to support effective instruction & student learning growth.
- Results used when developing district & school level improvement plans.
- Results used to identify professional development for instructional personnel and school administrators.

District Evaluation Systems: Evaluation Criteria

Evaluations for all instructional personnel and school administrators must:

- Be based on sound educational principles and contemporary research in effective educational practices.
- Include the following evaluation criteria:
  1. Performance of students.
  2. Instructional practice or instructional leadership.
  3. Professional and job responsibilities.

Evaluation Systems

- Summary of District Evaluation Systems
  - 31 > "State Model" (based on Robert Marzano's meta-analysis)
  - 12 > Charlotte Danielson "Framework of Teaching" model
  - 14 > "Other" systems – Individualized or blended systems (with elements of Marzano, Danielson, and others)
  - 14 > Educational Management Consultant Services (EMCS) model (which includes elements aligned with Marzano model)

Evaluation Systems

- Core similarities in almost all systems:
  - Learning goals
  - Track Student Progress
  - Engagement

Evaluation Systems

RTTT District Deadlines>September 30, 2011

- A letter signed by the superintendent that includes verification of completed collective bargaining and that implementation for 2011-2012 will begin in accordance with the district's approved system;
- District's student growth rating criteria, including any performance scales, additional student growth decisions that were not submitted by June 1, and how the student growth component combines with the instructional practice and all other metrics to determine the summative rating.

RTTT Implementation Committees

These stakeholder groups will guide implementation for 4 years

1. Standards Instructional Teacher Tool
2. Formative and Interim Assessment Design
3. District-Developed Student Assessments for Instructional Effectiveness
4. Portal, Dashboards, Reports
5. Single Sign-On
6. Local Instructional Improvement Systems
7. Student Growth
8. **Teacher and Leader Preparation**

Teacher and Leader Preparation Implementation Committee (TLPIC) Members

- Are teachers and school leaders from postsecondary institutions and school districts, district administrators, superintendents, and school board members
- Contribute expertise in various teaching subjects and grades and educational administration at various levels
- Represent Florida's diversity in culture, community, and region
- Serve at the appointment of the Commissioner for the four-year term of the Race to the Top grant

Overall TLPIC Goals

Committee goals are to improve performance of teacher and school leader preparation programs through:

- Revision of the Continued Program Approval of Educator Preparation Programs process. **(Primary goal)**
  - Input on site visit protocols
- Identification of gaps in current Florida Principal Leadership Standards and revision of standards to align with contemporary research. **(Intermediate goal)**

TLPIC Purpose

- The TLPIC members are expected to work with the Department and the Student Growth Implementation Committee to provide input, review, feedback, and recommendations on:

  - Uses of student growth models in evaluation of teacher and principal preparation programs

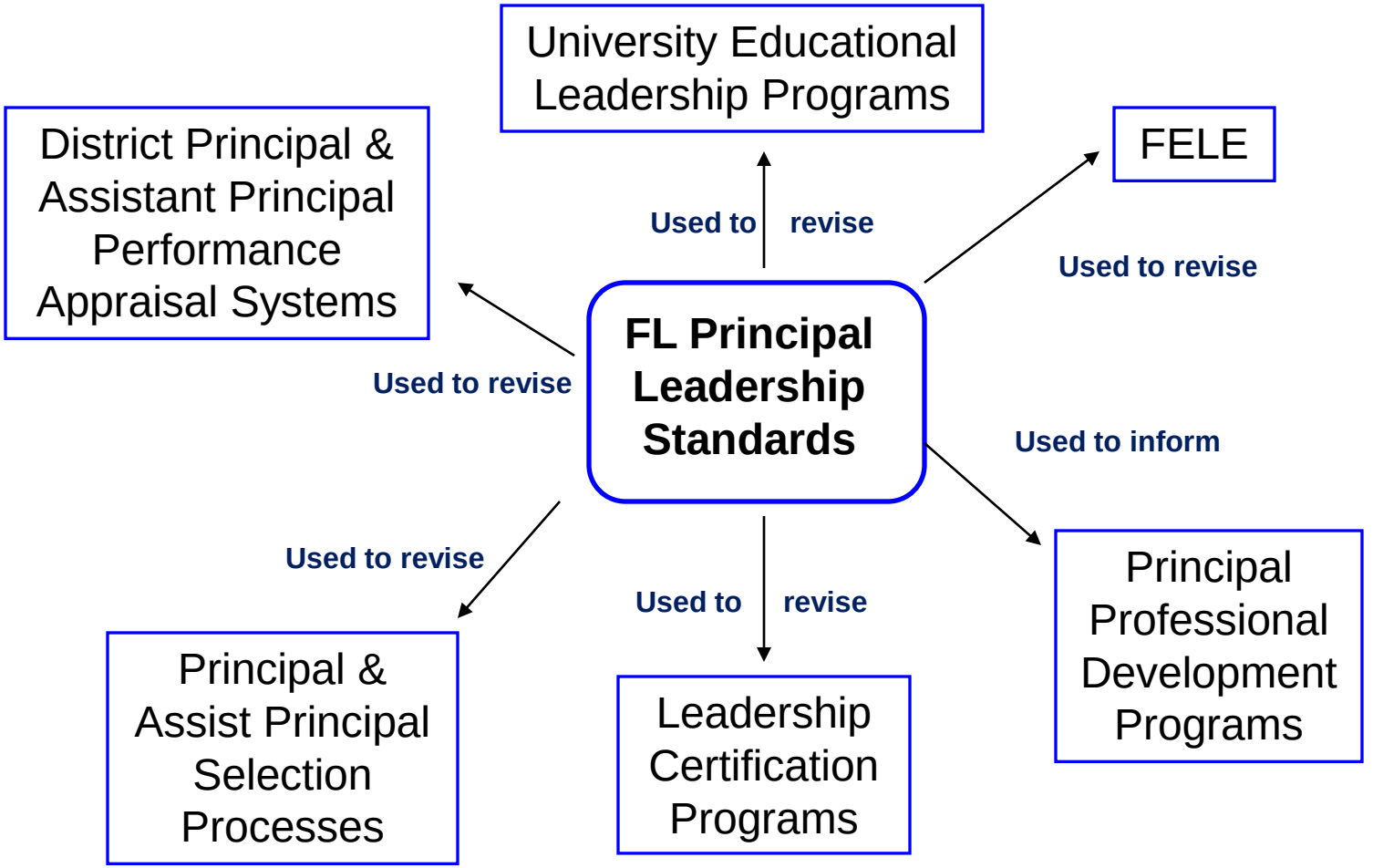
Meeting	Date	Topics
Teleconference	3/29/11	•Introductions and Overview
In Person Ocala	5/9 – 5/10/11	• Review a variety of leadership standards • Begin discussions on current standard refinement • Video presentation from Dr. Douglas Reeves on contemporary research on principal development • Guidance and feedback on revision process provided by The Leadership and Learning Center • Input and recommendations provided from subcommittee
In Person Ocala	6/15 – 6/16/11	• Continue refinement of current Florida Principal Leadership Standards • Consider input and reach consensus on draft standards

Meeting	Date	Topics
Conference call/Webinar	8/24 & 29, 2011 9/ 12,9/14 & 9/22, 2011	•Consider public input and reach consensus on draft standards •Recommend Standards to Commissioner
In Person Tampa	10/ 5 –10/6, 2011	•AIR presentation of student growth model and its use in teacher and leader preparation programs. •Presentation on the current continuing approval standards and process.
In Person Tampa	11/ 9 –11/10, 2011	• Accountability model for teacher and leader preparation programs

Florida Principal Leadership Standards
(6A-5.080, F.A.C.)

- Currently being reviewed for updating and realignment with contemporary research
- School site leadership practices that impact student achievement
- Impact Principal Evaluation Systems & Leadership Preparation Programs
- All should monitor standards' revisions and provide input on proposed changes through FDOE website: http://www.fldoe.org/profdev/fplsrevisions.asp

Impact of the New Standards



(D)(4) Improving Programs of Teacher and School Leader Preparation

- Job-embedded teacher preparation grants:
  - Mastery of teaching the content (application of "deep and comprehensive knowledge of the subject taught")
  - Institution provides instruction to candidates into the first year(s) of teaching
  - Grants to institutions in partnership with school district(s)

(D)(4) Improving Programs of Teacher and School Leader Preparation

- Job-embedded principal preparation grants:
  - Streamlined, intensive program that will result in dual Level 1 and Level II school leadership certifications
  - Aspiring principals will receive instruction on improved leadership competencies
  - Engage in a full-time apprenticeship
  - Grants to institutions in partnership with school district(s)

Curriculum Initiatives & Support

- What's happening NOW and what's planned in near future…

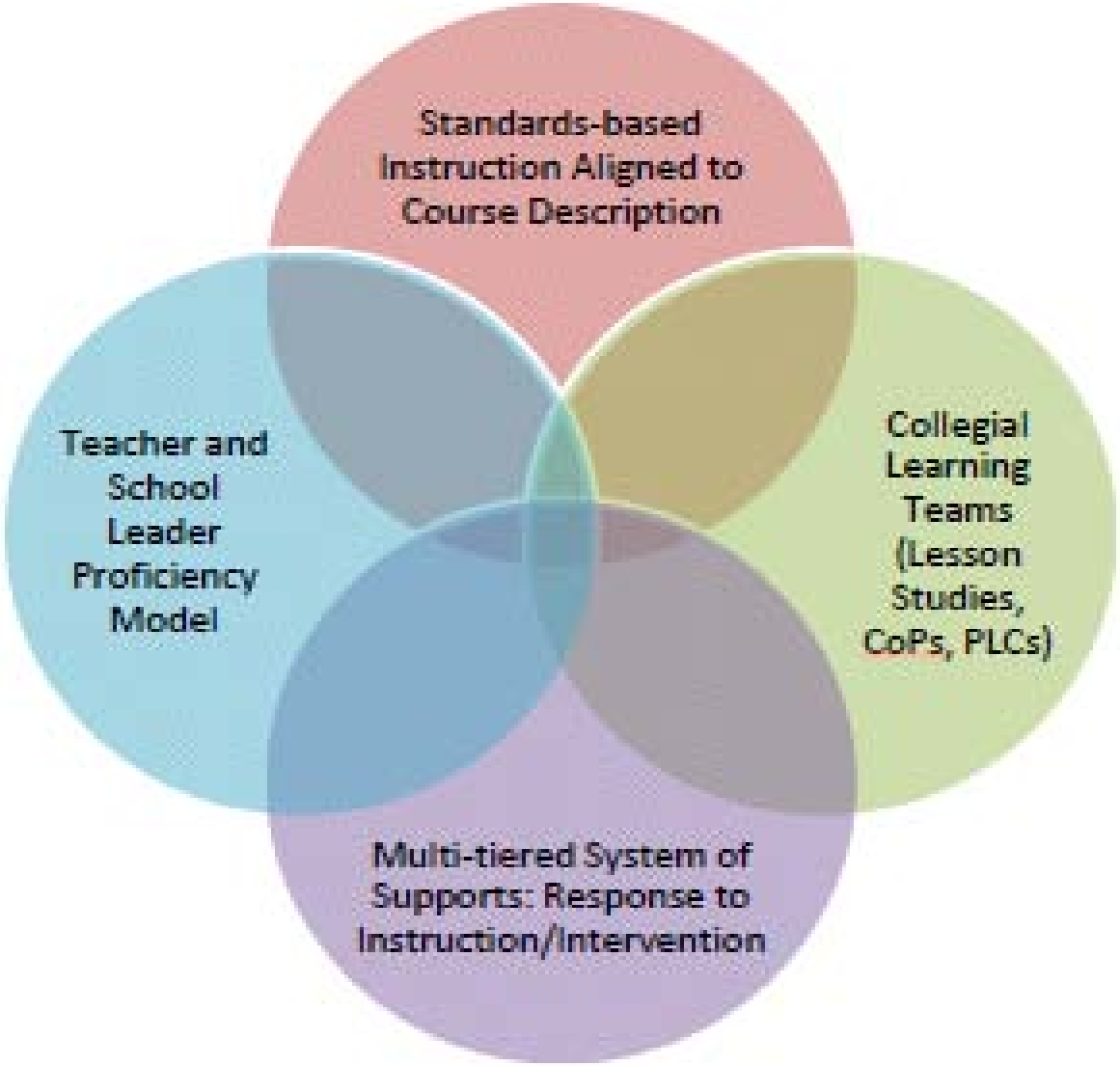
Curriculum Initiatives

- NGSSS (Common Core) taught & supported through:
  - Florida's Standards-based Instruction Model
  - Florida's Continuous Improvement Model
  - Multi-tiered System of Supports: Response to Instruction/Intervention
    - Differentiated Instruction
  - Lesson Studies
  - Instructional Coaching
  - Professional Learning in a Virtual Environment
  - English for Speakers of Other Languages

Curriculum Initiatives (continued)

- NGSSS (Common Core) taught & supported through:
  - Comprehension Instructional Sequence (CIS) for ALL content areas
  - Next Generation Content Area Professional Development (NGCAR-PD)
  - Content Specific Literacy Strategies
  - Instructional Leadership and Faculty Development
  - Revised Florida Educator Accomplished Practices (FEAPs): alignment with professional learning
  - Proficiency improvement on teacher evaluation system indicators with high effect on student learning

One System Supporting ALL Students!



Common Core State Standards

- **Common Core State Standards will increasingly be the basis for professional development on subject matter content**:
  - Teachers and administrators will need PD on how the common core state standards differ from previous standards.
  - PD will be needed to develop teacher content knowledge with a focus on the common core state standards, and instructional strategies and methods for implementation of the common core state standards.
  - Mathematics and English/Language Arts and Reading only; NGSSS for all other areas

What Standards Should Be Taught?

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

M = Mathematics; ELA = English Language Arts and Reading
CCSS – Common Core State Standards; NGSSS – Next Generation Sunshine State Standards

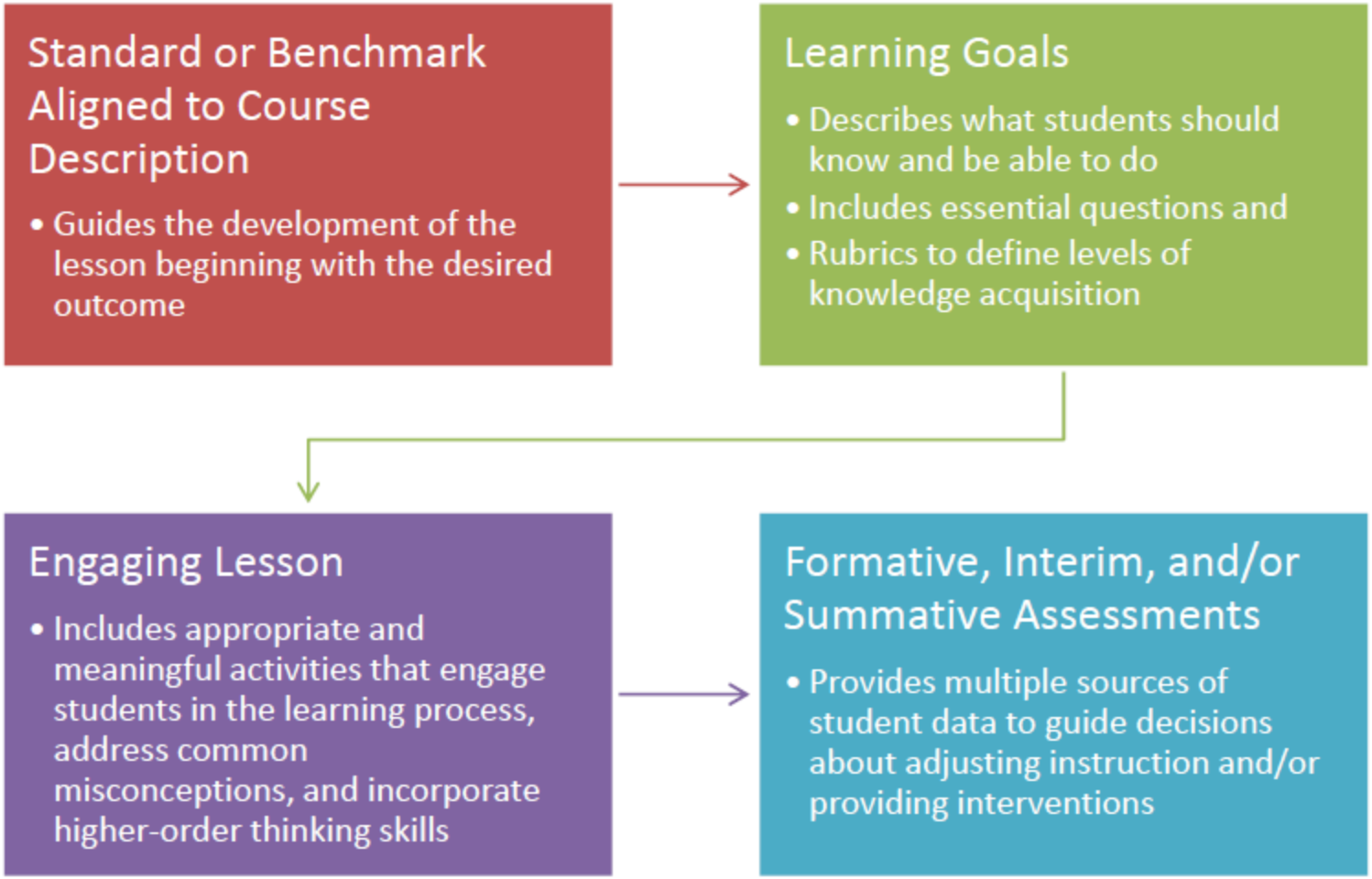
What Standards Will Be Assessed?

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

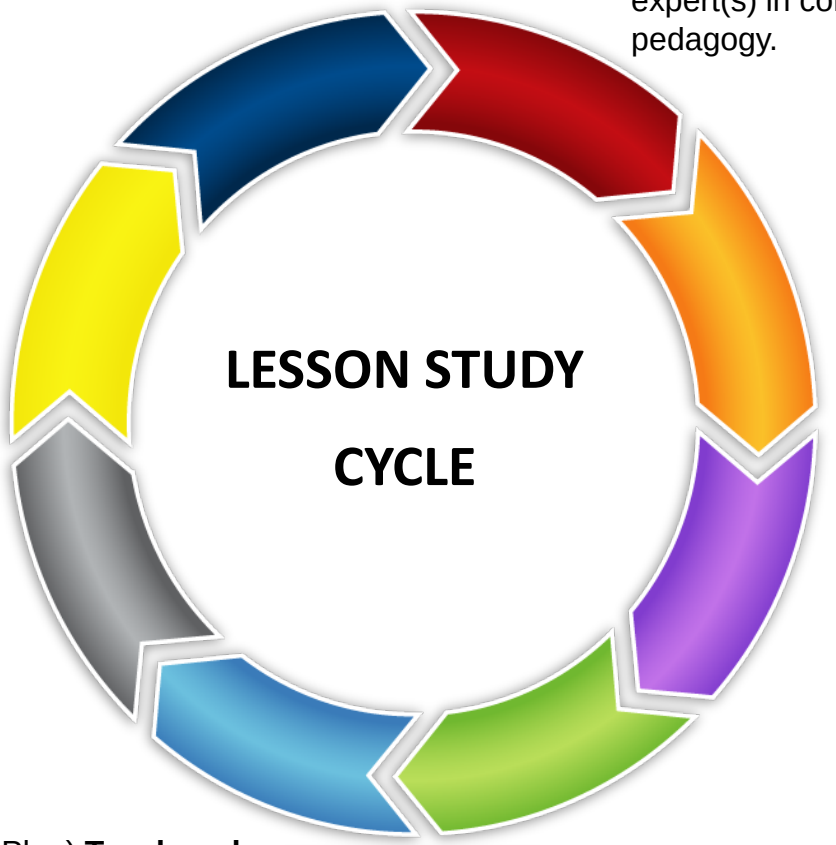
Standards-based Instruction



Lesson Study

- **Lesson Study will continue to be an emerging area of PD.**
  - In the MOU/RTTT Lesson Study is focused on DA schools. However, a state model for Lesson Study as a practice for ALL Schools in Florida has been developed and is being introduced during 2011-2012.

LESSON STUDY CYCLE



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

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

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.

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

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.

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

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

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

Instructional Leadership & Faculty Development

- The re-developed evaluation systems for instructional and administrative personnel require training on various levels:
  - Evaluators must be trained in the observation and rating process.
  - Evaluator's proficiency in use of evaluation criteria must be monitored – and growth via PD provided as needed.
  - Those being evaluated must be informed of their evaluation criteria and processes – a recurring PD function as new personnel are hired.

Professional Development

- A state level ITN (Invitation to Negotiate) is under development to provide districts national level expertise on how to evaluate PD.
- Details on that support, including when and how it will be provided, will be forthcoming in the months ahead.

Professional Development System Evaluation Protocol

- Update on Third Cycle…

Professional Development System Evaluation Protocol

- Initiation of Third Cycle 2010-11.
- Four-year cycle (instead of three).
- All 19 reviews scheduled for 2010-11 completed.
- Process for reviewing draft report with district PD director revised:
  - Draft sent in advance of meeting for more targeted discussion of review results.
- Final report reviewed & approved by Chancellor/sent to districts.

Professional Development System Evaluation Protocol

- Schedule for 2011-2012 school year:
  - 17 districts selected for review
  - Letters to superintendents sent and dates confirmed
- Reviewers signing up through online EPA system
- Review sites for 2012-13 will be announced Spring 2012
- Need additional reviewers for Fall Site Visits:
  - Baker (1); Marion (2); Okaloosa (3); Okeechobee (1)

2011-12 Protocol Site Visits

Fall

Dixie
Baker
Okaloosa
Okeechobee
Nassau
Marion
Hendry
Pasco

Spring

Hamilton
Broward
Citrus
Collier
Columbia
Lee
Santa Rosa
Madison
Osceola

Professional Development

Year 2 RTTT Goals for Professional Development and their tie to Teacher Evaluation Systems

System Change – connected elements

- Evaluation Systems
- Data Systems
- Assessment Systems
- Professional Development Systems

Connections

- RTTT MOU
- SBE Rules
- Statutes

- RTTT MOU (D0(5)1 For teachers and Principals – Implement IPDPs for teachers and ILDPs for principals based on analysis of student performance data and results of prior evaluations….

Connections

- RTTT MOU
- SBE Rules
- Statutes

- MOU D (5)(ii) Measure effectiveness of professional development …The LEA will evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal).

Linking Evaluation and PD By What Method?

Section 1006.281,F.S. Learning management systems…By June 30, 2014, a school district's local instructional improvement system shall comply with minimum standards published by the Department of Education

- http://www.flsenate.gov/laws/statutes/2011/1006.281
- http://www.fldoe.org/arra/LIISMS.asp

LIIS *Facilitator Profile*

- *Facilitator Profile* – The system will include district staff information combined with the ability to create and manage professional development offerings and plans. Requirements include:
- 4.3.2.(f) course proficiencies provided
- 4.3.2.(g) course proficiencies obtained
- 4.4.1 (a) rationale and purpose for the proposed professional development offering
- 4.4.1.(c) a rubric for assessing mastery of each of the associated proficiencies

What To Do!!!!

Start a conversation:

1. PD Director
2. MIS person handling LIIS
3. District person handling evaluation systems

Talking About

- How to define data elements in your LIIS
- How “PD proficiencies” required for LIIS are the same “proficiencies” measured in your teacher and principal evaluation system

WHY?

Using the same data elements to describe proficiencies in evaluation and PD will:

- Connect data on needed proficiency improvements revealed by evaluation data to specific PD events
- Allow linking data on changes in evaluation observations to the impact of PD events

It's not just RTTT

- Section 1012.34 (2)(2), F.S. "…Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, **and performance evaluation results must be used when identifying professional development.**"

Other Issues Coming

- PD on NGSSS and Common Core Standards
- Team learning processes like Lesson Study
- PD for principals on formative assessment
- Beginning teacher support

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