Transitioning to the Florida Standards: A Blended Learning Model for Florida Schools
Shift in Standards

How to Design Instruction Around the Standards, the Instructional Shifts, and Essential Questions?

How to Support Students in Close Reading of Complex Text, Academic Language, and Text-based Discussion?

How to Support Students in Research and Writing on Demand with Evidence from multiple sources?

How to Support Students in the Math Practice and Content Standards?

How to Create Aligned Units, Lessons and Assessments; and teach it all with rigor?
Shift in Systems

- School Data
- Lesson Plans
- Classroom Walk-through
- Instruction
- Curriculum & Assessments
- PLC/Team Meetings
Balance is Key in the Midst of Change

- Accountability and Implementation, but also...
- Create a culture for change
  - Professional Learning
  - Collaboration
  - Capacity
Blended Learning Model

Web- Based Courses

• Engaging online courses to help support the transition to the Florida Standards
• Courses available on CPALMS; learn at your own time and place
• Approximately 1 – 3 hours

Onsite Follow Up

• We come to your school to support the transition to the Florida Standards
• Provide face-to-face professional development; work with grade levels, departments, and/or leadership teams; provide coaching and technical assistance.
Customized Onsite Coaching Steps

Face-to-Face Sessions can be:

- professional development
- follow-up
- early release
- after school
- Saturdays
- PD Days
- action planning
- onsite classroom walk-throughs
Customized Onsite Coaching

What to expect & potential outcomes

• Individualized coaching based on web-based course activities and best practices

• Personalized assistance with your Implementation and transition to the Florida Standards

• Up to 3 hours of customized onsite coaching for each completed CPALMS course
Web-based Course Strands:

1. Teachers K-5 A and 6-12 B
   * ELA/ Discipline Literacy
   * Mathematics

2. Administrators

3. Leadership Teams

4. Governing Boards
Sessions for Teachers (K-5 and 6-12)

Data for Teachers
- Data Use 1
- Data Use 2

ELA/Literacy
- FL Standards ELA-Instructional Shifts
- FL Standards ELA-UDL/Adaptations
- ELA & Assessment

Mathematics
- FL Standards Math-Practice Standards
- FL Standards Math-Content Standards
- Math & Assessment
Supporting FL Standards Implementation

### Teacher Leaders
*Modules A K-5 Teachers  *Modules B 6-12 Teachers

**Both**

1A/1B Using Data to Dramatically Improve Student Outcomes: Part 1  *Available Now*
- Data use and role in instruction throughout the shift to the Florida Standards

4 A/B Using Data to Dramatically Improve Student Outcomes: Part 2
- Assessment alignment to the Florida Standards
- Analysis of student work to inform instructional decisions
- Use of VAM scores as a part of school data

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
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</table>
| **2A/2B: Focus on Instructional Shifts**
- The vertical progression of the Florida Standards
- Three shifts and aligned instructional practices
- Lesson planning template |

**3A/3B: Focus on Practice Standards**
- Florida Standards for Math overview
- Standards for Mathematical Practice
- Instructional shifts and strategies

**5A/5B: Focus on Universal Design for Learning**
- Instructional practices that align with the instructional shifts
- Supporting all students through Universal Design for Learning (UDL) |

**6 A/B Focus on Content Standards**
- Implementing the Standards for Mathematical Practice and Content
- Creating high level, aligned performance tasks and aligned math lessons

**7A/7B: Focus on Assessment and Data Use**
- Classroom-based summative and formative assessment
- Performance tasks and rubrics to inform instructional decisions
- Lesson Planning - Backward design and aligned instruction |

**8 A/B Focus on Assessment and Data Use**
- Math tasks used in standardized assessments and instructional implications
- Determining what students understand and know how to do based on their solutions to each type of task
- Incorporating formative assessments into aligned lesson plans

Developed by Public Consulting Group for the Florida Department of Education.
Leadership Teams Sessions

- Tools and Team Strategies for Change Management
- Focus on Developing and Monitoring an Implementation Plan
Leadership Teams

Blended Learning Model for Charter Schools

School Leadership Team

Module 1: Focus on Self-Assessment
- What “full implementation of the Florida Standards” means
- Assessment of current status
- Gap analysis and identification of priority areas

Module 2: Focus on Gap Analysis
- Data-driven needs assessment and the nine components of the LIIS
- Review professional development for alignment with the Florida Standards
- Create the Florida Standards Implementation Plan

Module 3: Focus on Action Planning
- Text complexity and its significance in the Florida Standards
- Completion of full draft of the Florida Standards Implementation Plan
- Strategies for engaging stakeholders

Module 4: Focus on LIIS Data Use
- Team review and feedback on the Florida Standards Implementation Plan
- Progress monitoring tools for data collection on Plan Implementation
- Change management

Module 5: Focus on Progress Monitoring
- Implementation Plan monitoring
- Identifying Plan Implementation successes and challenges
- Progress monitoring
- CBAM Levels of Use (LoU)

Module 6: Focus on Sustainability
- Data Analysis
- Using Innovation Configurations to address areas of concern
- Resources to support sustained momentum
Sessions for School Leaders

Administrators

- Using Data
- ELA and Math Standards
- Assessment, What to Look For, & Academic Optimism
- Teacher Evaluation VAM & Academic Rigor
## ‘Look Fors’ – Aligned Instruction

### 1. USE OF MULTIPLE, MEANINGFUL TEXTS

<table>
<thead>
<tr>
<th>A. A majority of the lesson is spent reading, speaking, or writing about multiple texts with multiple reads for multiple purposes; all in accordance with a theme, essential understanding, or essential questions.</th>
<th>B. A majority texts are at or above the complexity level expected for the grade and time in the school year.</th>
<th>C. The texts provided exhibit exceptional craft and thought and/or provide useful information and are multi-genres taken from multiple types of sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Practices</td>
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<td>Your Practices</td>
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</table>

### 2. QUESTIONS AND TASKS THAT ARE TEXT DEPENDENT AND TEXT SPECIFIC

<table>
<thead>
<tr>
<th>A. Questions, activities, and tasks address the text by attending to its particular structure, concepts, ideas, events, and details with appropriate rigor.</th>
<th>B. Questions, activities, and tasks require students to cite evidence from the texts and support analysis, inferences, and claims.</th>
<th>C. Questions, activities, and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.</th>
<th>D. Questions are sequenced to guide students in delving deeper into text or graphics.</th>
</tr>
</thead>
</table>

### 3. PROVIDE ALL STUDENTS WITH OPPORTUNITIES TO ENGAGE IN THE WORK OF THE LESSON
## LAFS Quick Reference Guide - Aligned to Standards

<table>
<thead>
<tr>
<th>LA Strand:</th>
<th>READING</th>
<th>WRITING</th>
<th>SPEAKING &amp; LISTENING</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Cluster 1: Key Ideas and Details</td>
<td>Cluster 1: Text Types and Purposes</td>
<td>Cluster 1: Comprehension and Collaboration</td>
<td>Cluster 1: Conventions of Standard English</td>
</tr>
<tr>
<td></td>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Cluster 2: Craft and Structure</td>
<td>Cluster 2: Production and distribution of writing</td>
<td>Cluster 2: Presentation of knowledge and ideas</td>
<td>Cluster 2: Knowledge of Language</td>
</tr>
<tr>
<td></td>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Cluster 3: Knowledge of Language</td>
<td>Cluster 3: Vocabulary Acquisition and use</td>
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<td></td>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</td>
<td>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and logic.</td>
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<tr>
<td>Standard 4</td>
<td>Cluster 4: Knowledge and Ideas</td>
<td>Cluster 4: Production and distribution of writing</td>
<td>Cluster 4: Presentation of knowledge and ideas</td>
<td>Cluster 4: Knowledge of Language</td>
</tr>
<tr>
<td></td>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, colloquial, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Cluster 5: Vocabulary Acquisition and use</td>
<td>Cluster 5: Presentation of knowledge and ideas</td>
<td>Cluster 5: Vocabulary Acquisition and use</td>
<td>Cluster 5: Knowledge of Language</td>
</tr>
<tr>
<td></td>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
<td>5. Demonstrate understanding of word relationships and nuances in word meanings.</td>
</tr>
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</table>

See Complete Course Descriptions for guidelines and grade specific standards: [http://www.cpalms.org/Public/search/course](http://www.cpalms.org/Public/search/course)
Browse and Search PD Courses

You can apply different filters and search terms to browse the PD Courses

PCG - Course 2 for Administrators: The Real Implications of the Florida Standards for Curriculum

Course 2 introduces school administ...

PCG - Course 4 for Charter Leadership Teams: Focus on Managing Change

In Course 4, Charter School Leade...

PCG - Course 2 for Charter Leadership Teams: Focus on Gap Analysis

In Course 2, Charter School Leade...

PCG - Course 5 for Charter Leadership Teams: Focus on Progress Monitoring

In Course 5, Charter School Leade...
Testimonials…

“Many of our principals felt that the presentations this school year were among the best they had attended. Our principals have requested that PCG continue to present at our meetings for this upcoming school year.”

“I would like to thank PCG for an amazing training experience...utilizing what is available for our teachers and gave our teachers guidance and best practices focusing on the Florida standards.”
Charter Schools and PCG: The Impact
Data Snapshots from Florida Showcase Schools

- Selected based on 90+% attendance at PCG/DOE training sessions
- Site observations to examine alignment of instructional practices and resources with the Florida Standards
- Analysis of teaching and learning outcomes
- Videotaping of exemplary educators and effective standards-aligned practices
- Variety of school types, demographics and locations

Initial outcomes:

<table>
<thead>
<tr>
<th>School</th>
<th>Leon Charter</th>
<th>Miami-Dade Charter</th>
<th>Broward Charter</th>
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<tbody>
<tr>
<td>2014</td>
<td>+69</td>
<td>+24</td>
<td>+27</td>
</tr>
<tr>
<td>2013</td>
<td>+69</td>
<td>+24</td>
<td>+27</td>
</tr>
</tbody>
</table>

2014: 761, 767, 744
2013: 692, 743, 717
Questions about the project and how your school can participate?

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