



Coaching for Capacity: Enhancing Civics Education

Florida Organization of Instructional Leaders

Spring Conference

May 2025



FLORIDA DEPARTMENT OF
EDUCATION
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Session Objectives

- Participants will...
 - Analyze mock course level data to determine supports and resources teachers need to increase benchmarks-aligned high-quality instruction.
 - Recognize the three tiers of instructional support.
 - Analyze mock classroom data to determine interventions for an increase of student mastery of the benchmarks.
 - Interact with Civics Literacy Coaches to discuss various ways they could provide support to classroom teachers.

Mock Data

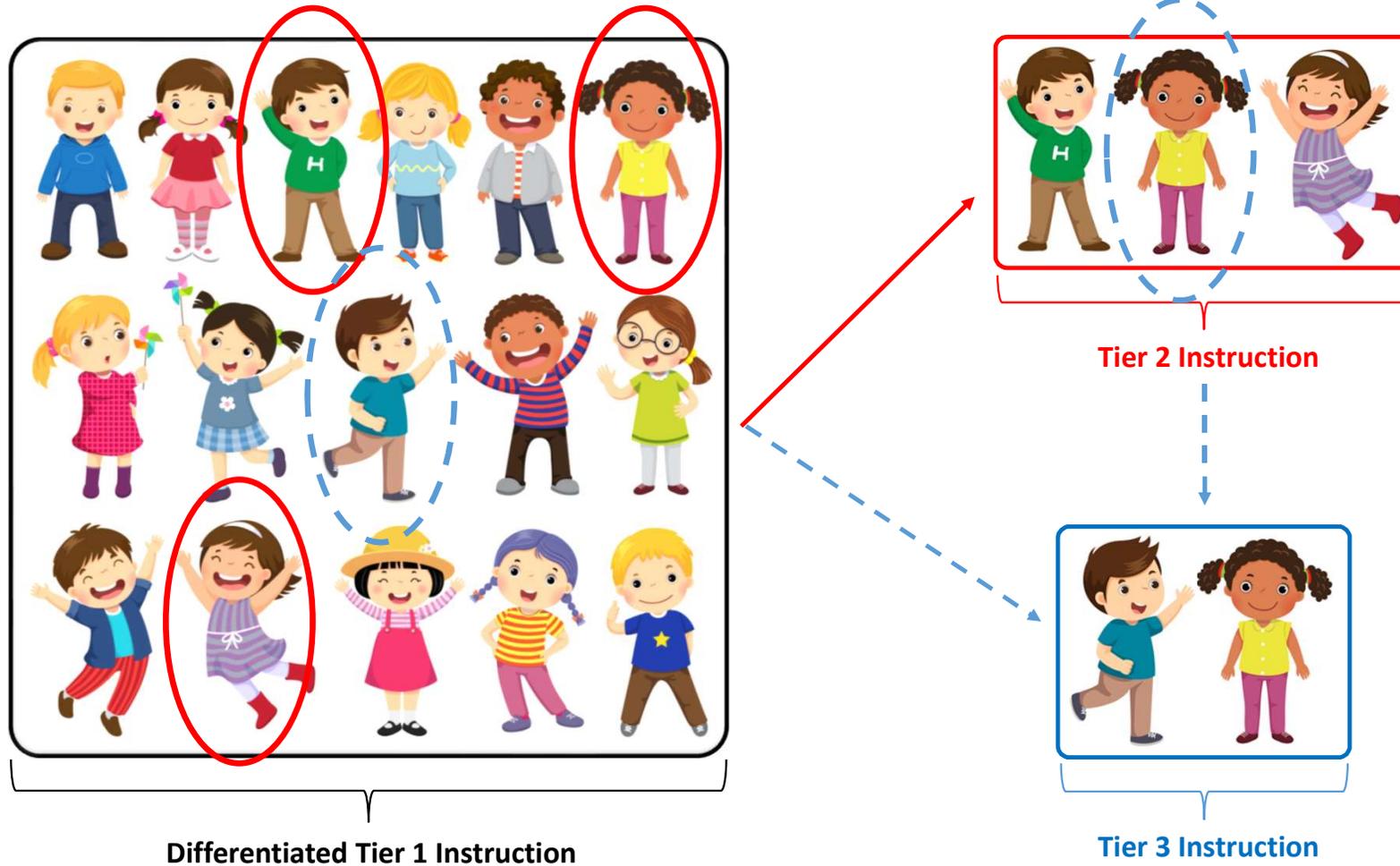
- Groups will analyze observation data and whole class effectiveness.
- Using that data, categorize the support each teacher needs by selecting one of the following:
 - Instructional Strategies: The ability to effectively plan and implement specific instructional strategies.
 - Content Knowledge: The understanding of benchmarks-aligned content.
 - Bandwidth: Having adequate time and tools to create and complete high-quality instruction consistently.
 - Drive: Having the internal motivation and dedication to continue to strive for excellence.



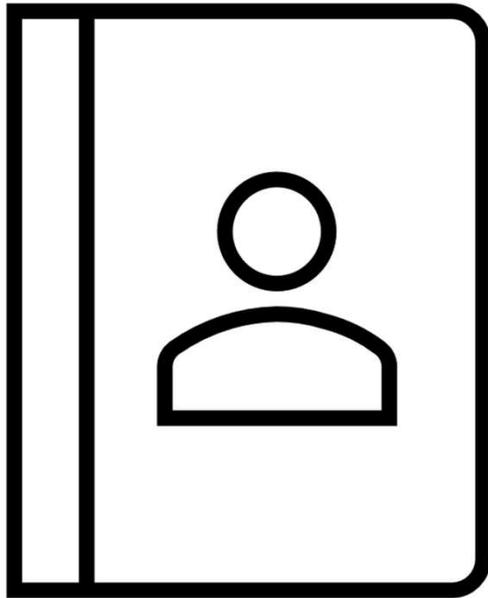
Tiered Instruction: A Student-Centered Approach

Multiple Tiers of Support (Instructional)

- Multiple Tiers of Support
 - Tier 1 – Whole Group Instruction and Intervention
 - Reflecting on the instructional strategy
 - Modifying or changing the strategy completely to meet the needs of all students
 - Tier 2 – Supplemental Intervention
 - Additional instruction
 - Provided to students not meeting specific benchmarks
 - Tier 3 – Intensive Intervention
 - Additional intensive, small-group or individual interventions
 - Provided to students facing significant barriers to learning the benchmarks



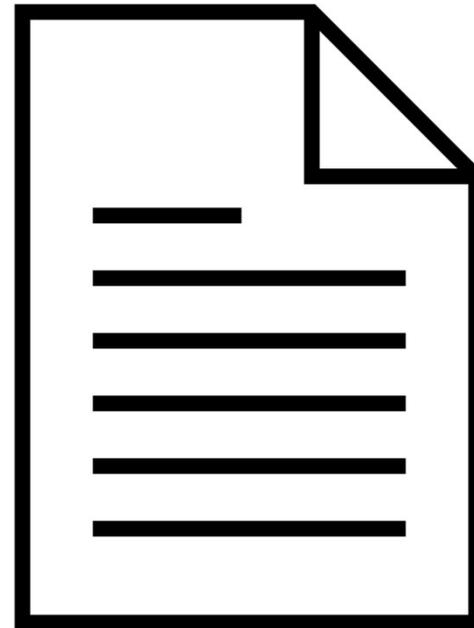
A Deeper Dive



- As a group, analyze the mock data for Ms. Benton and determine which students, if any, need additional support.
- Create a plan to support students who may need different tiers of instruction.

Collaborating for Success

- Summarize the data
 - Is Tier 1 intervention needed?
 - Which students need Tier 2 and or Tier 3 intervention?
 - Create a goal to support students who need help.
 - Define action steps to reaching that goal.



Aligning Classroom Assessments to the Benchmarks

- Is the classroom data valid?
 - Are we assessing student understanding by using the current benchmarks?
 - Are the assessments aligned with what the benchmarks are asking students to do?
 - For example: Are students being asked to analyze, examine or evaluate as specified in the benchmark?
- How are teachers using this data to inform instruction?

Analyzing Questions to Determine Alignment

- Analyze the benchmark and clarifications listed in your participant guide.
- Examine the assessment questions or the tasks provided to determine if they are aligned to the benchmark.

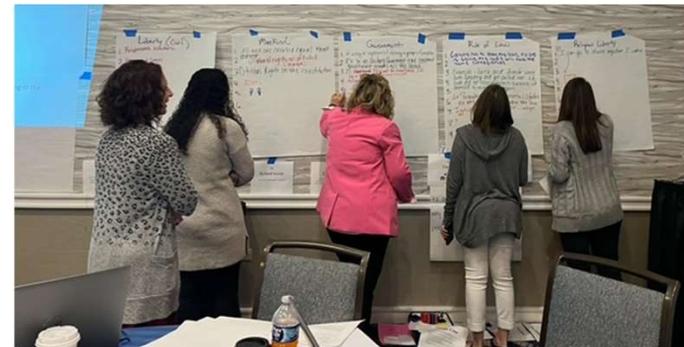
Strategic Approaches to Benchmarks-Aligned Instruction

- Cross curricular instruction examples:
 - Intensive Reading: Incorporate civics aligned texts
 - Critical Thinking: Utilize civics scenarios
 - Mathematics: Use poll numbers or voting trends and turnouts
 - Science: Relate projects to specific bills or regulatory agencies
 - Visual Arts: Primary source art analysis of American historical events
- [CivicsLiteracy.org](https://www.CivicsLiteracy.org)

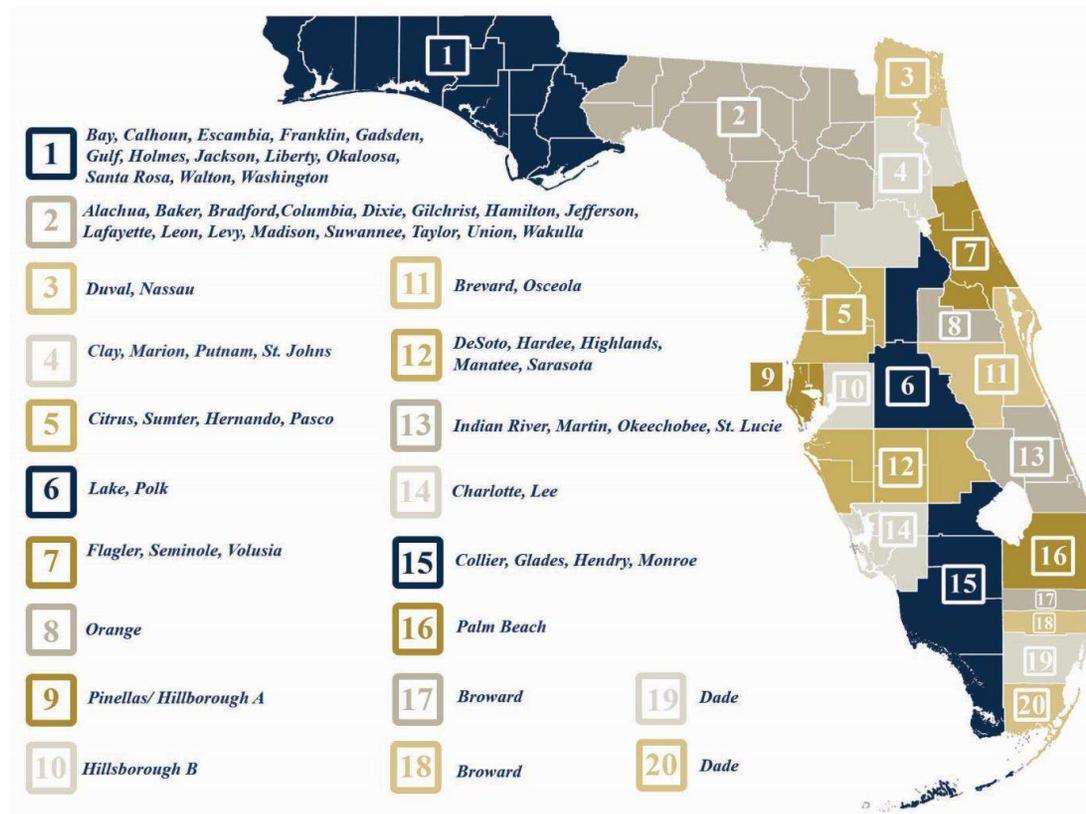


Hands-on Learning

- Using household manipulatives to demonstrate understanding of concepts.
- Using games to increase engagement and reinforce concepts and critical thinking skills.
- Utilizing stations or centers to provide various learning experiences.
- Creating lessons that engage students through Reader's Theatre.

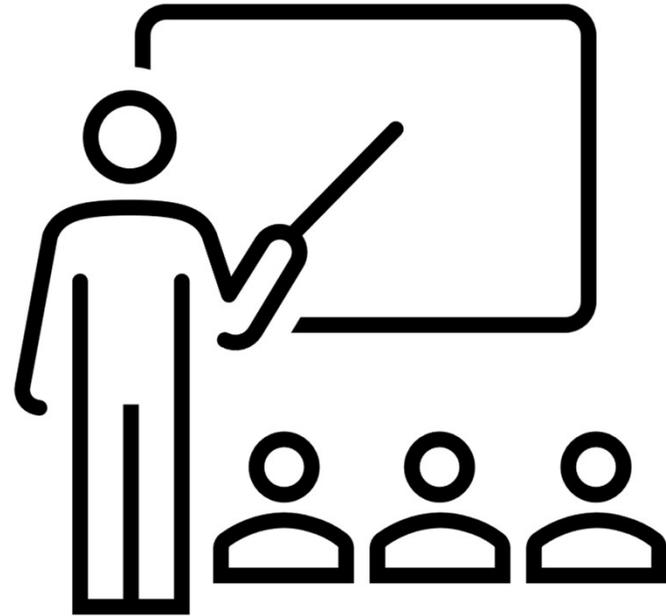


Regional Civics Literacy Directors and Coaches



Summer Professional Learning

- July 14-17 and July 21-24
- 2 Locations: Atlantic Coast High school, Jacksonville, FL and Davenport High School, Davenport, FL
- K-12 educators
 - K-5 Track
 - 6-8 Track
 - 9-12 Track
 - Leadership Track



Reflection

- How can you apply what you learned today in your role?
- What are 2-3 specific actions you will take based off this presentation?
- What are some schools or teachers in your district that could benefit from the supports that were provided in this presentation?



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How Can We Support You?



Contact Us!

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We Want Your Feedback!

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

