2:08

Good morning, everybody. And thank you for joining us here on our topical webinar where it's excited to go a little bit deeper dive into our benchmarks, for instance, the Thinking and English Language Arts and Math.

2:21

My name is Jacob Olica and I'm the chancellor for the Division of Public Schools here at the Florida Department of Education, and I'm with some of my good friend esteemed colleagues to kick us off this morning. I'll let them introduce themselves. Good morning, My name is Paul Burns. I am Deputy Chancellor for Educator Quality here at the Department of Education. And I have the chance to work with all teaching and learning side of the house for the state of Florida to support the chance to know our K 12 public schools. I also have the opportunity to work with our colleges and universities with their teacher preparation and principal preparation programs.

2:57

Good morning everyone. I'm Melissa Ramsey and vice Chancellor of Strategic Improvement.

3:03

And I work on the side and federal programs aligned with our stem groups are looking at comprehensive and targeted support.

3:14

So, this morning, we're gonna go over our presentation outline and cover a couple key topics. Before we go into a deeper dive. Simply go to the next slide, please.

3:26

First, we'll be covering the Executive Order in 19 32, from January of 2019.

3:34

Then we'll be covering the history of the standards in Florida from the inception in 19 96.

3:41

And then we will discuss the transition timeline and follow up with the benchmarks for excellent students thinking the best standards.

3:53

So on the next slide you'll see that in January I smiths Ramsey alluded to 20 19 early and governor to scientists, his Administration.

4:02

He and Commissioner Corcoran gave us the tools here at the department that we needed to do a full standards review.

4:10

And this was outlined in Executive order in 19 32, and there's about seven major tenant board bullets that are key components of that executive order. The first one was to articulate how Florida will eliminate Common Core and ensure that we turn to the basics of reading, writing, and arithmetic. And that's what we're going to spend the bulk of our time on. The webinar is, over the next couple of days, discussing how we came to what we're looking at for New England English Language Arts and mathematics benchmarks.

4:42

When we talk about eliminating Common Core, the two main subjects that that is, is English Language Arts, and Math, so that's why you can see that our best standards reflect that work.

4:52

But, also, we want to make sure that we focus on literacy and improve our quality of our curriculum. We need to be transparent and include relevant stakeholders.

5:04

And I think we can see in that opening video that we, this is pretty innovative.

5:10

Approaches to making sure that we heard from all stakeholders throughout the state of Florida, including our experts right here in our Florida classrooms.

5:20

Then we gotta look at ways that this is going to impact and streamline assessment and make sure that we have that roadmap for being the most literate state.

5:29

And so as we go deeper today and look at our standards as the chancellor mentioned when you look at really that FirstNet there would be limited in common Core. Our English Language Arts and Mathematics teams really go deeper for you to really show how we eliminated Common Core. Also, today, we will give a very high level overview of some of the key differences between our Florida Standards and now, our best standards. And then, again, our English Language Arts and Mathematics teams will go deeper into that work.

6:02

So, on the next slide, I read a little bit about what our standards, and when we opened up, an online portal and platform to hear from parents, and educators, and students, about what they think we should do to improve Florida standards.

6:19

It became very clear that there wasn't a clear, common definition of what our standards, and why is this work, and for it.

6:26

So, we always like to start off our training and make sure that everybody knows when we refer back to the standards. That, that is the expectations that we build. Our curriculum, instruction and assessment Off of, that we referred to as the CIA. But our standards really outlined what we expect students to know and learn at each grade level, and each subject area.

6:47

So, that is the foundation that we build our educational houses on and based on the work that we outline in the standards. And when we set those expectations, that's known. We've put out bids for instructional materials, also known as curriculum, or primary instructional tools, that reflect learning opportunities around the standards. Which leads to the instruction that is tailored to meet these students needs by the expert of the teacher standing in front of the students, each and every single day, in those standards, as we said, that curriculum and instruction expectation, we want to measure the progress of students to make sure they're learning what we expect them to know. And we'll make sure that we have a clear, consistent alignment between our standards, our curriculum instruction, and assessments.

7:32

When you think about this slide, one thing that you often hear a share is that we are excited with our new standards, really, for the environment purposes, to make sure that now our curriculum, and instruction materials, and we'll go over a timeline a little bit later. We're going to be aligned, so that, then, when we look about instruction and thinking about professional learning you're receiving today, the professional learning you're receiving today can help make those changes in instruction. And then, our teams are also working with the assessment, both looking at those new assessments. So, we're excited about the alignment that we will have between our curriculum, with our materials, the instruction and professional that you're receiving, and then ultimately our assessments.

8:14

So, when we look at standards and the timeline of standards across the state of Florida, the setting of expectations for student learning is not something new to our Florida classroom's effect.

8:26

This work began in the mid nineties and in 19 96, the State Board of Education adopted what we referred to as the Sunshine State Standards.

8:36

And many of us that have been in Florida education over the last couple of decades. Remember when we roll those out?

8:42

and those were those clear kind of common expectations that we had for our students in all subject areas for each and every single grade level.

8:51

And that was also the introduction of the ..., which was the assessment tool that we use to monitor student performance on the implementation of the Sunshine State standards that was afforded a comprehensive assessment test.

9:04

Those standards aren't something that is right What, right? Once, and then they're done. There's something that you view right in.

9:10

You continue in that approved improvement cycle to look for ways to make them stronger, clearer and more effective, and plus the needs of our learners' change and the expectations that we have.

9:22

For students in meeting what we want to call a high school graduate constantly evolves.

9:28

And we've, over the past couple of days, it raised the rigor and expectation that we see in our classrooms, which is the right thing to do instead of Florida.

9:36

So, of almost a decade later, between 2005 and 2007, it's a little bit arranged there because it is dependent on which subject was updated with the standards.

9:48

But Florida took the work in the Sunshine State Standards and relied on Florida experts and teachers to improve on that work.

9:56

And we adopted, was referred to as the next generation Sunshine State Standards, and that was for all subject areas.

10:03

It was English language Arts, math, social studies, science, health, across the spectrum.

10:08

So, those are the standards and expectations that we have in our classrooms for a lot of our subjects Currently, as we're moving forward in Florida work.

10:17

Well, in 2010, the next generation Sunshine State Standards in Florida was replaced when we move forward with the state Bar by formally adopting Common Core standards.

10:29

And that's a big elimination. When we talk about the next generation, Sunshine State Standards and Common Core Standards, because that move was only English language arts and math, those are the two subjects were Common Core.

10:40

In fact, the photo is moving forward with implementation to be aligned with a national assessment, And Florida was one of the first states to move forward with this process.

10:52

Well, early on in that adoption, it became clear that some of the expectations that we have for Florida students, maybe a little bit different than part of a national set of standards in the national assessment. And one of the disadvantages of being part of a national standard, and assessment, such as Common Core, is that if we wanted to tailor and adjust those standards to be more Florida specific, we really couldn't.

11:15

And we had no input on the test specifications to make sure that the needs of Florida students in the type of students that we serve in Florida was appropriately, Taylor. So, Florida has started moving away from Common Core, pretty close after to the adoption and implementation of the Common Core Standards.

11:35

And in 20 14, the State Board formally adopted the Florida Standards, which is the Standards for English, Language, Arts and Math better in our classrooms right now.

11:45

And those are the standards that our Florida Standards assessment FSA, is aligned to when we looked at the impact of executive order. 9932, when it asks us to review our standards, to make sure that the tenets of Common Core were eliminated.

12:02

When we built those crosswalks while the Florida Standards was a great improvement on the Common Core standards, our experts found that a lot of the foundations of Common Core were still very clearly explicit in the Florida standards.

12:16

And this was an opportunity to go deeper and find ways to see if we can maybe improve on those standards.

12:23

And bringing us up to 20 20 is when the State Board formally adopted the Benchmarks for Excellence student, thinking with new English language arts and new mathematics standards where we have fully eliminated their tenants of common core, set clear expectations for students with clarifications.

12:43

And we're really proud of the accomplishment that this work has.

12:49

This workgroup has been able to achieve throughout the rewrite and the implementation, which we're going to go a little bit deeper into.

12:57

And so, if you look at the next slide.

13:01

We certainly are thankful you when you had a chance to look, and hopefully, enjoy that opening video, what I think you saw from the opening video. Certainly, the, the amount of participation that we had from our stakeholders, really, across the state of Florida. And using all of that input that we have from all of our public meetings across the State of Florida. As the Chancellor mentioned, I'm having a chance to work with the various work groups that we had, that you will learn a little bit more about that from both our ELA and mathematics teams. As they go deeper into the standards.

13:38

But, all of that information from all of our teacher workgroups that we had and continue to meet to support the implementation of the new best standards, along with all of the public comment that we got. We're really proud to say that our Florida, the new best standards, but really created by Florida educators, really, for Florida students to really tailor those needs for Florida students.

14:02

And to know that there were over 100,000 comments to really drive through discussion and and content, was pivotal, because it gave everyone FLAs in this opportunity to revise and change the standards.

14:21

So, again, very customized and specific to Florida, based on our needs.

14:28

When we put out the initial feedback to start seeing, what did we want to accomplish when we looked at the rewrite of our standards, that that voice was very clear from our teachers and our leaders, in our district curriculum folks, And many of the people even on this webinar contributed to the comments and or the workgroups that.

14:48

We wanted to make sure that this product was created by Floridians or Floridians and we're really proud that, when we put out the Call to Action to say, We need math and English language arts. We need experts in different bands, K 2, 3, 5, 9, 12.

15:05

Please sign up and be engaged in this work group.

15:08

The call to action was responded by the great educators in the State of Florida, who gave up valuable, valuable hours of their life above and beyond their normal work day at nights and on the weekends To roll up their sleeves and make sure that the product that we hit was going to be received and received well from our Florida classrooms.

15:30

And, in fact, when we were taking some of those early drafts, as you saw in the video, we, we went out across the state of Florida to present these publicly and receive comments.

15:39

And a lot of the districts that We presented that we were able to stay an extra day and meet with their curriculum teams, where they actually went through and thought about making some suggestions and and providing additional layers of guidance.

15:55

And what we're really proud of is that not only did Floridians, this included University of Florida University and College professors.

16:04

All the way down to early learning providers were able to be a part of our workgroups and stay engaged, is that we took the draft work that was created by our foray into center National experts, Because there are people that do this work full-time, and there's organizations that are very best in standards creation.

16:24

We were able to get their input, and we didn't just adopt whatever the national experts said, We took feedback from national experts and brought that back to our farm groups to review it, and be deliberate about, in their thinking on what witnesses come forward in the final product. So, that, that was a big deal for us.

16:43

And, as we're rolling out that training and implementation, that is going to be one of our major tenants, is that being clear and concise on, the language that we used was deliberate in how we set clarifications. And expectations was by design.

16:58

Because it needs to be seamless in our curriculum is aspire all the way from early learning, the kindergarten, and middle, and high school. And then, this has students up for post-secondary success, to make sure that there's multiple pathways for all of our students.

17:13

Because we know one pathway doesn't fit all, and these standards really open themselves up, and will be able to be tailored to meet these students needs here in the State of Florida.

17:23

So, on the next slide, what we want to show an outline here are really some of those key and major differences between the current Florida standards, and then our new best standards that we have in place. And so, again, very shortly, our ELA and math teams will take you deeper into each one of these topics. But we wanted to spend just a few minutes, really highlighting some of those key differences in the first that you see there is really eliminating Common Core, when you think about the executive order that chance to really share a little bit about. That was really the first tenet of the executive order, which was to eliminate Common Core. And I'm proud to say that we, successfully, were able to accomplish that. You will also see that we have gone back to Basics, and that our ELA and math standards, certainly our content rich. And they really improve rigor across all of our rate levels.

18:14

There are a few other differences are highlighted, and, again, the teams will continue to dig deeper with you, but we're proud to say that our standards really are concise, and if they really are understandable by Florida teachers, parents, and, really, leaders across the state of Florida. And, finally, very proud to highlight to talk about our, both our ELA book lists, and also our ... book lists, and really integrating those. And, again, our ... will go deeper on that.

18:43

So, in the next slide, and the chances are going to talk a little bit, our timeline was transitioning to early that standards, And so, I'll turn this over to our vice chancellor for Lindsay, to kick this off on that. Next slide.

18:54

As you can see, that this is the transitional timeline for ELA and math.

19:00

And I takes into consideration Brown for their professional development, which begins this year.

19:11

And then, it asked to consider is Transitioning K through two ELA and Standards implementation in 2122 And through this process, is when we Also are doing the Instructional Materials adoption.

19:29

And that is outlined to begin with ELA this year and math next, so you'll see those timelines for you, as well as curriculum implementation as we adopt ELA standards.

19:45

And we will adopt new curriculum implementation for K 3, 2 and ELA next year, as well.

19:54

And then the new assessment tool begin in 22, 23.

20:00

So this transition timeline allows you to plan appropriately as well as ensure that you're well prepared for what's to come.

20:11

So, this is an important, because, earlier in the presentation, we talked about curriculum, instruction and assessments being completely aligned around the Standards.

20:20

While this takes time to do, it's important to get it right, and we're currently engaged right now and instructional materials, adoption process for English Language Arts, and as that's wrapping up, we'll begin the math, English or excuse me, the math Instruction Materials adoption.

20:37

A move that forward while these adoptions are happening, a lot of our experts that work on the writing of the standards are still engaged in this work and that's why we appreciate them and can't recognize them enough because they're currently working on new test site and specifications and making sure that our assessments are aligned with the new expectations that we have for.

20:57

Our standards and benchmarks that we've outlined for our students. And this is a big deal for the State of Florida, because we haven't been aligned with our standards, our curriculum, and our assessments in quite some time.

21:09

So if you look at your instruction materials, in your classrooms right now for English Language, Arts and Math, they are reflective of the Common Core Standards that we adopted in 2010.

21:19

Even though we've made revisions in 20 14, we haven't had an instruction materials adoption in that cycle, a courier. So, this took a big deal for us to make sure when we map that, this timeline to get it right, kinda with the end in mind.

21:35

And to be able to make this, this adoption of new standards, to start engaging in the professional development on how they look and feel different in a classroom.

21:44

And how they implemented by getting aligned materials that will meet up to new assessments, that make this a seamless pathway is really important for us.

21:54

And so, at this time, I want to pause here and say a big thank you to Chancellor Jacob Oliva answered, Vice Chancellor Lindsay, for joining us this morning, as we kick off day one of our Standards Institute. Again, we are very thankful to each and every one of you who joined today, we continue to be partners with our charter schools in our charter organizations, would think for your commitment, and understanding the new best standards that we have in place. Also, when we think about our mission, our vision as a department, and then also our goal of how we meet the mission of the department, Our goal and educator quality is to make sure that, in every Florida Classroom, every day, we have a teacher that as good, as the best teacher that any of us ever had.

22:43

And so, in order to accomplish that goal, we know that that star star teacher preparation programs, you are the starting place for our teachers as they enter the profession. And so, we thank you for your time for being here today as well. I also want to give a special thanks and shout out to the Bureau of School Improvement. I know that Melissa has teams from across the state or in the fields that are working with schools that are joining us as we go deeper today. And we thank you for being here. And at this time, I would like to turn this over and introduce two of our team members who will take you really deep into the standards and to really help begin that implementation for you and your schools. So please join me in welcoming from our LA team. Carry Sweet, and then please join me in welcoming from our math team or Steroid Team. Thanks for being here and we know that you are going to have a good day with our learners and participants. Welcome.

23:41

Thank you, doctor Burns.

23:45

Hi, I'm curious, wait with just re Florida and I'm going to apologize in advance.

23:49

I have a slight cold if I do become difficult to understand I have the fabulous Rebecca Mead on the line issue. We'll jump right in. So just bear with me a little bit.

24:04

Courtney.

24:06

So, the ELA standards really emphasize that literacy is achievable through content rich instruction, rather than merely a skills based approach to reading comprehension, so we're not focusing on how the student gets there, a particular strategy.

24:23

All of it together. We're not stressing you have to do it this way. We know kids.

24:30

I'm sorry, OK, from our regroup here, students learn differently. We want to tailor it to their individual differences.

24:37

Also, our standards really focus on the science of reading, that explicit systematic ONIX instruction.

24:45

Decoding fluency that we know are essential to creating those proficient readers, and you're going to see that grades K 12, the full spectrum, and we'll dive deeper into that a little bit later.

24:58

Reading comprehension depends more on irrelevant background knowledge, then, on mastery of reading strategies, for years, LA has been kind of a means to other content areas, but ELA has content. We have thousands of years of content. So, really diving into that content, using that background knowledge to build comprehension.

25:21

Benchmarks, clarifications, and appendices there represent the expected outcomes and are designed to be user friendly.

25:30

And also, our reading and writing standards are intertwined.

25:33

So, we don't introduce something in reading that are not expected to do in writing and vice versa.

25:41

So the skills really align with paid close attention to putting those two stretches side-by-side and really making sure they mirror each other.

25:56

So, this is our list of what's new with the ELA standards. We're going to dive into these deeper as we go along. But are stackable benchmarks. Are expectations, clarification, literary time periods? We have both a civics and an LA book list.

26:14

I will stop at Rhetoric here, Rhetoric was introduced in our current standards in Ninth grade.

26:20

We have drop that down to sixth grade with the new ELA best standards, and that's really to support that argumentative writing, because in order it truly write an argumentative essay, you have to have that deep understanding of rhetoric.

26:35

So we're starting in sixth grade now with introducing rhetoric to our students, reasoning, reading that, of course, three, the writing connection I talked about in our Comprehensive Glossary.

26:51

This is our new coding scheme, and this was very intentional.

26:55

So, for the past few years, LA has had a one coding scheme.

27:01

Mathis had a coding scheme and other content areas have had a coatings scheme. So now with the best standards, math, ELA and all of your other content areas will be exactly the same, they will mirror each other. So hopefully this will help eliminate any confusion with the coding.

27:20

So first you have the subject code, which is LA, then you'll notice you have your grade level.

27:27

You're straight for reading we have four strands foundations, knowing that you've ever been.

27:35

Yes. That is great!

27:40

All right.

27:41

OK, doctor Berns, we still hear you.

27:50

Communication and vocabulary.

27:54

We also do have the ELA expectations there that you can also put as Australia for Isa documentation in lesson plans and then the benchmark. And this is the transitional language per QALY those standards to our call them benchmarks.

28:16

This is our standards map.

28:18

So, you will see the Boer stress. You'll also see the color coding, for example, blue as foundations that pinkish red is reading.

28:29

That follows throughout the entire document. Our document is quite lengthy, we understand. But so what do we do introduce something?

28:38

In the appendices are an additional resource as the implementation guide. You will see what foundations that address, you'll see that blue color.

28:47

When you see reading addressed, you'll see that orange or pinkish reddish color in a communications yellow vocabulary in green.

28:55

The next you have the standard, and this is where I was talking about a little bit of the language change. So think of the Standard, Now is the umbrella. So the umbrella with foundations would be learning applied, Foundational Reading Skills for Elementary. And then, Applying Foundational Reading Skills for Secondary Students Needing Reading Intervention.

29:16

Then within that umbrella, we have the benchmark, and for the best standards, we have named those benchmarks.

29:22

So for example, in elementary, with learning and applying foundational reading skills, it's broken up into credit concepts, phonological awareness, phonics and word analysis fluency. And then finally, you'll see our code.

29:43

This is something new with the best standards.

29:46

We are really excited about these. These are the ELA expectations. What are the goals?

29:53

When developing these new standards, was to take out things that are duplicated each other, things that were over and over again, and also to make them purely outcome based.

30:05

So, some of the things that are current standards for more best practices, necessarily measurable and outcome based, So we pulled those out and put those into expectations.

30:16

So, for example, we have cite evidence to explain or justify reasoning.

30:21

Read a comprehend grade level, complex texts proficiently.

30:25

Make inferences to support comprehension using those appropriate collaborative techniques and active listening skills.

30:33

When engaging in discussions in a variety of situations, using the accepted rules, govern a specific format to create the quality work in using that appropriate tone of voice with speaking or writing.

30:45

In the appendices, we break these down further, so, for example, in kindergarten, when we talk about citing evidence to explain to justify reasoning, this teacher could be reading the hungry caterpillar, the student could orally answer.

30:59

Well, I know the caterpillar was hungry, because he ate the apple, So they're using the evidence, the text to backup.

31:07

They're understanding.

31:09

Also, I want to pay it. If we go down to 5.1, the sector governing rules the specific format. We do not specify a format in LA.

31:20

We do realize that often histories uses MLA. Sky is often used as APA, in a variety of other citations.

31:30

So, for LA, we do dot guevara format.

31:34

It's up to the teacher It even opens it up for elementary again.

31:39

So if your teacher says, I want the heading, I want it bullets. It could be the teachers format, and that is clarified throughout the expectations also.

31:59

We've discussed the benchmarks and clarifications are new with the best standards. So if you look at the seventh grade benchmark here, it says compare two or more themes and their development throughout a literary text.

32:11

The first clarification simply defines a theme that we're not looking for a 1 or 2 where a topic, but that complete thought that communicates the author's message.

32:22

Now, clarification, too, gives the teacher guidance!

32:27

So here, it introduces the concept of universal themes. That goes all the state.

32:34

Even though you're introducing any universal themes here, mastery is not expected until ninth grade, so it will not be formerly assessed until ninth grade.

32:47

We did this because we realized that stem skills in LA require more than one year to truly grasp for our students and universal themes.

32:58

What's one of these concepts that we truly believe students need a little more time to really understand and delve deeper into?

33:13

With the new best standards, we really want to, to stress that these benchmarks should not be taught in isolation, it should be purposely stacked and combined together.

33:26

Now, here we have a sample of a stack, a Stack. Stack will call it that different benchmarks that were stacked together for this lesson, using the tele Peter rabbit by beatrix Potter.

33:40

We do expect that to change and grow as teachers are implementing this, but here, you'll see a spotlight benchmark.

33:49

And the reason we were the tour spotlight is we were hesitant with the word focus benchmark because we are using these purposely together. So think of it as a stage survivor.

34:02

If I am on a stage, we're doing it a play, that spotlight is going to change on who's speaking, or where the focus is on that scene.

34:11

So this could be our spotlight benchmark. Would I begin this lesson to retell a text, an oral and written before to enhance comprehension?

34:20

But as I see, my students really have that, that spotlight could change to a different benchmark.

34:28

So really being fluid here and really intentional and purposeful for how we're instructing students.

34:44

We're very excited about our literary time periods. We are the first state to incorporate these within our standards.

34:53

We have, we're going from contemporary or classical to contemporary.

34:58

Now, from Grace K to five, they're going to be reading different works for a variety of literary periods, they're not going to dive deeper into the, what happens during those periods. What are some features, characteristics? They're just simply experienced in literature from all different periods, Now starting to sixth grade.

35:17

We're really focusing from colonial early national down to contemporary in high school.

35:25

Our main focus is classical down to that colonial early national. But still going all the way down to contemporary with high school.

35:35

And this is really important for students to understand context.

35:40

Often students read the text, and in their mind, they're reading it from the timeframe that there are now, they're not looking at the text for the time period that it was written.

35:51

So really re-establishing that context with our text we built a building. that background is really going to help our students enhance their comprehension.

36:08

We have included secondary foundational standards in grades 6 through 12.

36:13

I want to point out, here, these will only be elective, remedial, intensive courses.

36:22

These standards will not appear in your regular English one English to English three courses.

36:29

They are strictly in those remedial classes.

36:32

These are so teachers have documentation. We realized with our last standards, they felt like they didn't have permission to go back and really hone in on those skills.

36:44

Because there wasn't a benchmark around that.

36:46

So now this gives the teacher a tool to really go back, remediate those skills, and bring the student up to grade level. These are also designed to be outcome based. Less the student hasn't.

37:02

You move on, Our goal is to not have these students in a remedial class for their entire educational career, to get them caught up and get them with their peers.

37:17

And finally, we have our glossary, this was really popular for our last implementation guides. We really wanted to bring it to the forefront of our standards document.

37:27

And this gives teachers an idea of how they can introduce variants of language in the task.

37:34

Also, when they're comparing, they're supplemental materials to the benchmarks, they can see the commonalities in language using those synonyms.

37:44

And this was just a very, very broad overview of the Benchmarks.

37:51

Standards for ELA tomorrow will be dedicated to ELA, and we will dive deeper into these.

38:02

And, if you have any questions whatsoever, please feel free to reach out to our just re Florida office.

38:10

My e-mail and phone number. As long as Rebecca's is on the screen for you. But please feel free to reach out to anyone in ..., and we will get your question answered, talk you through anything.

38:22

We are here to support you, and thank you guys again, and I will turn it over to Courtney for math.

38:36

Thank you, Kerri!

38:37

So, now that you guys have had a brief overview of the K 12 ELA best standards, now we are going to have a brief overview of the K 12 Mathematics standards.

38:58

So, just some background knowledge, these were things that we kept in mind throughout the process.

39:04

So, just as doctor Berns pointed out earlier, we really wanted to make sure that the standards were clear and concise so that all stakeholders could easily understand them. So, not only teachers and administrators, but also the parents and the students.

39:19

That was one feedback that we got, not really quite sure what the expectation was for students by the end of this school year.

39:30

And again, so as we kind of look through our current instruction, right now, we see a lot of classrooms teachers ticky now, what is my standard figuring out, what that content is within there, and those mathematical concepts, and then going to instruction.

39:49

So now we kind of want to have this little mindshift in the best instructional, um, concepts to where now we're looking at what's my overall standard, my overall mathematical concepts.

40:04

Let me pick the benchmarks that fit within there and then go to the instruction.

40:09

So that really goes into those benchmarks, not seeming alone but really combining them purposefully.

40:20

And just as they pointed out earlier, you know, we want to have multiple pathways for our students. And so in the 112nd benchmarks, they are written to support these multiple pathways for all of our students, so that they have success in both the college and career.

40:45

So some other things that our benchmarks emphasize. So there is an intentional balance of that conceptual understanding and procedural fluency, while also intertwining real-world applications for relevance for concepts. We know, many times, students, especially learning operations.

41:03

Sometimes, if we bring in those real-world applications for them, they can get a better understanding, especially at some of those higher level ones, with the introduction of operations with fractions and decimals.

41:20

We made sure, again, to allow teachers, so, a lot of the instruction that was in these current standards we have taken out, and a lot of that has been put into our mathematical thinking and reasoning standards.

41:32

And really, so now, the Benchmark's emphasize: what should the students know and be able to do by the end of this school year?

41:40

And, in doing so, allows our teachers to have a little bit more creativity in their instruction, and really meet the students at their individual skills, knowledge, and abilities throughout the school year.

41:59

So, some new things. So, just like with Ella. And so many of our benchmarks either have clarifications, examples, or both clarifications and examples.

42:11

We have a consistency of strands from kindergarten through high school and I'll show you on the next slide what those strands look like.

42:23

Then, we also have the introduction of the standard of a standard algorithm for division in grade five. So, before, that introduction of a standard algorithm for division was in grade six. So, we brought that down to grade five. So that students can have a completion of basic Arithmetic by the time that they are done with elementary school.

42:47

Additionally, we have Financial literacy embedded throughout our K through eight benchmarks. And then in 9 through 12, we have specific strand for financial literacy.

43:00

As one of those pathways for our students.

43:04

And just like with ELA, we do have a K through 12 glossary in order to have that common language and common understanding for all of our stakeholders.

43:21

So, again, we wanted a common coding scheme across the board, not only just within between mathematics and ELA, but for all subject areas.

43:33

So before our subject code was MA Fs maps. So now that is MA.

43:41

We still have grade levels. It's individualized for K through eight and it's still grade banded for 9 through 12.

43:50

So, now, instead of domains, we now have strands, and so, you'll see some of the strands listed below.

43:58

Instead of clusters, we now have Standards.

44:03

And now, instead of Standards, we have benchmarks, and it's really important to note that the benchmark is the mastery for the students, by the end of the school year.

44:12

So when we first instruct on the benchmark, we may continually go back to it throughout that school year for the students to master by the end of the year.

44:27

So, like I get it earlier, we do have a common progression of strands throughout K through 12.

44:35

And you'll see that there are five main strands.

44:39

one of those main instruments in the mathematics: Mathematical thinking, and reasoning standards, Those are replacing the mathematical practices, which I'll get to in just a second.

44:51

So the four other main ones that span K through 12 are number sense and operations, algebraic reasoning, geometric reasoning, and then data analysis and probability.

45:04

And we have to have them color coded. There is a slight variation, first strands that we kind of think as almost subsets within one of those four main ones.

45:16

So geometric racing is kind of that dark green, then measurement and trigonometry, which really fit within geometric reasoning. Those are shaded, a lighter, green.

45:29

Then you'll notice and 912 there's 2 additional new strands, logic, indiscreet, theory and calculus. Those are shaded completely different. And those are some higher level topics for 912.

45:51

So, one of those finding strength is the mathematical mathematical thinking and reasoning standards. These are the same through K through 12 and they are expectations of students kindergarten through grade 12.

46:04

And these really weren't developed so that educators can teach through these MTR is really, it's that instructional piece that we took out from the current standards. So, incorporating the use of models, multiple methods, discussions, and those applications to real-world.

46:27

The language of the ..., so those standards are written as self monitoring tools for students. So currently, right now, the mathematical practices are pretty big paragraphs. So we really just make kind of bullet points for students so that they can look at these while they're in the classroom and think, OK, Am I doing this or this?

46:49

Then the clarifications of the MTR is written as to provide to help provide guidance for teachers and stakeholders on how to integrate those mathematical thinking and reasoning standards into instruction.

47:09

So, here are the seven mathematical thinking and reasoning standards.

47:15

You'll notice that there is somewhat of a hierarchy for them.

47:19

Not all of them are not. All of these will be evident in the classroom every single day.

47:25

Some lessons and some benchmarks may lend themselves to one mathematical thinking reasoning standard over the other one.

47:35

So in the first one MTR, 1 1, students can really ask questions in the classroom, building their perseverance, and staying engaged throughout there, task at hand.

47:51

And really, teachers can help to do this by building that community of growth mindset learners and helping to develop students' ability to analyze problems, the second MTR to one.

48:05

And so students can really help to build their understanding of their mathematical concepts through the different use of models and manipulatives and helping to make those connections between the two, um.

48:18

And teachers can help students by doing this to show how the various representations have services, depending on the context of the task at hand.

48:32

MTR, 3, 1.

48:35

So, students can really have flexibility when problem solving and teachers can help to support this by selecting efficient and appropriate methods and really, you know, getting feedback and students using that feedback to improve their efficiency with our tasks.

48:55

MTR, for one.

48:58

So, again, really building that culture of asking questions in the classroom. and just, you know, having students understand that the error is error, is an opportunity really for learning. And students can analyze their thinking of, not only themselves, but others. They can justify their results and suggest corrections to their peers.

49:25

Within MTR, 51.

49:27

And so, students can really, kind of, use prior knowledge to break down some higher level task or more complex task of breaking it down into manageable parts and in making connections from their prior knowledge to the extended knowledge.

49:48

Within MTR, 6 1.

49:51

So, students can really, you know, estimate solutions before they start their problem And always, you know, teacher is asking, in the end. Does this solution makes sense to the context within that task, within that problem?

50:10

Then the last one MTR, 71. So, really connecting mathematics to everyday experiences. We all hear students say, you know, when am I ever going to use this again?

50:22

So, you know, finding those applications to other disciplines, you know, looking at other subjects, especially with elementary.

50:31

If you teach more than one subject, I was kind of doing cross curricular and, and really kind of engaging students within other content areas.

50:49

So, like stated earlier, most benchmarks to have clarifications.

50:54

This will do one of many different things, and we're going to go more in depth into clarifications and their role with the benchmarks on Thursday.

51:05

So, benchmark clarifications, they can help support instruction, they can help provide the extent to which the benchmark is taught. So, maybe some limitations.

51:18

But again, those limitations and expectations are what we expect at the state level. And teachers can, of course, go above and beyond those.

51:28

Again, meeting the students where they're at, based on their knowledge and abilities, then there's also some references to appendices and helping to provide connections between previous and extended knowledge and to connections to across strands, as well.

51:51

So, just like with the clarifications, the examples also do have multiple things that they can do.

52:00

Sometimes examples help to provide clarification for the benchmark if that benchmark is a little bit more open-ended. So, examples hadn't been provided.

52:12

Simple questions that could be used as tasks within the classroom. Sometimes those example questions are ones that you may not think of right away.

52:22

But then there's also some examples that help provide a method that a student could use to solve a problem, And again, maybe it's a method that we didn't think of right away.

52:32

So, the examples can do one of a couple of different things.

52:45

And then one of the last new things that we have is we have five appendices provided within our mathematics document.

52:54

And again, we're gonna go more into depth into these about appendices and how these can be integrated with an instruction on Thursday, but just sort of A And a brief overview of them. So the first one is situations involving operations.

53:11

So this is situations for addition, subtraction, multiplication, and division.

53:18

The second one is a fluency and automaticity chart.

53:21

This just kinda gives a brief snapshot. an overview of fluency and automaticity for our students in grades K through eight.

53:31

The third one, so, again, our glossary, so this is new.

53:35

one important thing to note for the glossary is that it is broken into K 5 and 612. But it is really a K through 12 comprehensive glossary.

53:46

So, sometimes we may need to, if I'm an elementary teacher, there may be a, a definition within the 6 through 12 portion that may be relevant for my, for my teaching. And so I may have to look through both of them.

54:01

Then the last two. So, properties of operations, equality and inequality, and in K through 12 formulas.

54:08

So even with those two and the K through 12 glossary, we understand that there may be more than one definition, may be more than one formula used.

54:18

But we wanted to make sure that we had a shared understanding throughout the state with all of our stakeholders, not just with teachers, but also with assessments and instructional materials.

54:32

So, like I said, we're gonna go more into depth on this appendices, and how we can kind of use these with our instruction on Thursday.

54:45

And if you have questions, um, so we have a whole team. So myself, I am the Secondary Mathematics specialist.

54:56

Ashlee Harvey is our Elementary Mathematics Specialist.

55:00

Then, within our team, we also have Jennifer in Finger who has our esteemed specialists and Nancy who is our K through 12 science specialist. So, while they're not mathematics specific, they have been involved throughout this process so they can also answer any questions that you have.

55:19

Then we also have our director, PJ, Dunkin', as well. So if you have questions, feel free to reach out to myself or Ashley, or any one of us.

55:35

And so, I hope you enjoyed this brief overview.

55:39

So, yes, it was a little brief, But I promise we're going to go more in-depth in the next coming days, And so tomorrow with LA and then Thursday with mathematics. Now, I think you guys are going to be going on a short break, and we should be returning at 10, 15.

1:08:02

Hi, Everyone! I hope that you are enjoying everything so far. We will resume in about five minutes.

1:13:08

Well, welcome back from your break. Thanks to carry and Courtney for the overview of the best standards. We will we will be going into more at this Institute progressions. As part of the institute, We felt it was important to address the implementation of the standards. We're currently working with Region seven Comprehensive Center, or our seven CC, and the National Implementation Research Network, ... arm, as we implement the standards and state.

1:13:37

We asked if our colleagues from our seven CC, and Learn, would be a part of our Institute, to share some of the concepts we have been learning. It's with great pleasure that I introduce you to doctor Robin Jarvis, and doctor Caren Board, to provide you with information about Implementation science.

1:14:03

Thank you so much for that introduction. I'm Karen Worden, I have my colleague Robin Jarvis, with us and we're so happy to be here, as Robin works to have her slides displayed. So just give us one second.

1:14:30

As Robin is getting those slides up, I'll talk a little bit about the purpose of what we hope to accomplish today with you all. Our goal is to build some common knowledge and understanding about why are we here talking about implementation science, what what do those terms mean in terms in terms for you all in your work to support the standards. We are also going to introduce the teaming structure and the leadership supports that are needed for successful implementation. And we're hoping to leave you with an understanding for what it takes, and with the note, that one size does not fit. All. Our, our districts in Florida, in schools are all, and very come in different sizes, shapes, and colors, and have varying different needs. and so, how their implementation is going to look for their use of the standards.

1:15:23

It's gonna vary, and so our hope is that we, we leave you with thinking through, how can we provide some differentiated support for our schools in our classrooms, as they were to put those standards, the Florida Best Standards into Use Sell.

1:15:39

Let's see.

1:15:40

And with that, Robin, if you just want to hit swap displays, I think we'll be good to go.

1:15:51

All right. Thank you, Robin.

1:15:55

So, here are those objectives that I was just talking about that we're hoping to achieve in our time team.

1:16:01

OK, and, Robin, you can go ahead and advance to the next slide.

1:16:06

Thank you.

1:16:15

Right, there we go. See Robin gets the fun job of Managing the attack, which is usually my job, so I appreciate it Robin, very much today. Alright, So, I went to take a moment to take a look at that cartoon there for a moment and read through that.

1:16:31

See if that relates to maybe what you've experienced, or what you've seen happen, of K 12 work.

1:16:41

So often we see we have this great strategic plan that's gonna lead us to improved outcomes and reduce those educational disparities. For our children and our students, and often we just need a little bit more information about how are effectively going to do that, which is where we often think that miracle it can happen. So, implementation science comes into play there with helping us bridge that gap from what we know, from research, to getting, to getting that evidence in the actual hands of our teachers. And so, what Implementation Science refers to is those methods, or techniques, or tools, that we use in our practice to enhance the adoption or the uptake, the implementation, and the sustainability of innovation. Now, notice the language here on the slide is an intervention.

1:17:35

We go broader than that. We can think about this from good, high quality core instruction to the additional supports like interventions that we're implementing to support our students. We need to think about that. Endless simple. To implement something needs to simply use something. So implementation science gives us the tools for how we can ensure that the standards are being used by our, by our teachers and that we're supporting the use of those standards as we go through today. So we're gonna, we're gonna touch a little bit on why this is needed and how are we gonna get started and thinking about it from a teaming structure standpoint.

1:18:13

So we know for many, many years, we have put kinds of research and funding into identifying what does work, what are those best practices. And that, because we've put so much time into that, we haven't always put the same amount of time into, how do we translate those into real use so that we do have improve teaching and learning. And what we have happening, and this has been around for years, is we have what we call the research to practice gap orders, science to service gap. And that gap exists for just a couple of rate for several factors. one, and these are this is not an exhaustive list, but commonly, what we see is that what we, what we see adopt, it doesn't get used as intended, or with the quality to which it should be being used.

1:19:02

So, with fidelity or integrity, when we do use our evidence based practices with fidelity or integrity, it's often not sustained. We often see drift happen in our practice. And as a result, we see are diminished ability to achieve outcomes. And then when we are using it with fidelity or Integrity, we struggled to take it to scale so that we're having equitable. I saw that we're having actual use of that practice, and achieving those equitable outcomes that we're striving for. Just three main factors for why we see this research to practice gap. But there are many others as well.

1:19:43

Thanks, Robin.

1:19:45

We also know from the research that many of the bullet points here as SRA implementation strategies are necessary but they're not sufficient in themselves. We know, for example, that when we just disseminate information, or we just provide a one day training.

1:20:02

Or if we pass it in the legislation, or we provide funding, or my personal favorite when we go through that re org. We know that those practices in themselves or strategies don't result in the use of the standards or the evidence based practices as intended.

1:20:18

In fact, what the research demonstrates that any one of those by themselves will only give us a five to 15% return on investment. And as we know, with our, our limited resources that we have, we don't want to, we don't want to have that type of return. We want a much higher return on our investment and the ease of implementation strategies. So, we know these are necessary, but not sufficient. So, what does work? How can we improve outcomes and get to those?

1:20:50

So, Robin and, so, from our review of the implementation science literature, as well as from our own research and from our own practice evidence, we can distill that. There are three major factors that impact getting to improved outcomes or equitable outcomes for our students. The first of those factors is that we have to know, what are those evidence based practices, or evidence informed practices that we want to seeing use to achieve those standards? We know just knowing the practices are not enough. But we also need to use high quality implementation strategies to support their uptake and use.

1:21:29

And last, but not least, we know that implementation strategies and those practices have to happen in a supportive environment, or what we call an enabling contexts, that there is a culture within the organization. I'm using data for continuous improvement. And that there are any countable structures in the form of teams that are present to ensure that those practices and the strong implementation strategies are happening. All three factors are have been found to be necessary in order to get to improved outcomes. Are Co-founders were very strategic and using a multiplication formula to highlight the relationship between those factors, because we know of any, one of them is missing, if you recall third grade math, that we will have, we will not achieve the outcomes that we want. As well as if there that, if any one of those factors are low redo, we, it reduces our, our potential for achieving improved outcomes as well.

1:22:26

So, what I'm gonna do is I'm gonna break this formula down a little bit further, and then I'm going to turn it over to Robin to talk about Teams.

1:22:34

So, let's talk about effective practices.

1:22:36

When we're thinking about effective practices, we're thinking about what practice works for him, and why, and in what circumstances, in order to achieve those standards.

1:22:47

And, even more so, important, we need to think about whose practice is it that we're supporting, or are we supporting? And using those practices as Well as others that are engaged in the support of the, of, the, of, the teachers, such as, principals and coaches and others.

1:23:04

Most importantly, we know from the evidence based literature, that contextual fit matters. And that there needs to be a match between the different strategies are elements of a practice to achieve those standards, and the values, the needs, the skills, and the resources of those who will be implementing their practices, our program. To achieve those standards, we need to ensure that that is a good contextual fit or we can see implementation go wonky and not get to the outcomes that we're shooting for.

1:23:39

When we think about effective implementation, we like to think about the nest sorry, supports throughout the system. That are available for the evidence for the multiple practices and programs that we're putting in place to achieve the standards. We like to think about that. those supports are visible and transparent.

1:23:58

People know what those supports are, how they are working, and how they can access those supports, Such as, how do we build the supports needed to build staff competency? Like training, Inc.

1:24:11

Chain, as well as the organizational supports, like our data systems that we have available to support decision making, our communication processes, and most importantly, the leadership that is necessary.

1:24:23

We also need to think about, when we're and building those supports, that, often, at the beginning of our implementation journeys, those supports are being provided from an external source, and that we need to ensure that we are building internal capacity, so that we are effectively being able to sustain those supports over time for the practices that we're implementing to achieve the standards. So, let's stop.

1:24:47

I'm talking quite a bit, Let's get you thinking and hopefully folks can either come off mute to popcorn out, or that they can, I believe, robbin, they can't use the chat, Is that correct?

1:25:02

You're on mute, Robin.

1:25:08

OK, so I'm just going to have you call out.

1:25:10

So if you can come off mute, or if you can put, and as if you're putting in questions, and perhaps my, my fellow colleagues here will help me see what folks are responding with. So here, we have ... in her classroom.

1:25:28

And we want to think through what does ... need to be a need? What kind of supports does she need in order to be successful, and her use of practices to achieve the standards. So, if you can, in the question box, just take a moment and think about what does aisha need to feel confident and competent, and her use of practices to achieve those standards?

1:25:59

So I'll give you a minute to think.

1:26:16

As to what she needs?

1:26:22

I'm not sure I can see people's responses in the question. So if you see them, please let me know.

1:26:28

I know last time, I could see a few, but not all.

1:26:48

Robin, you're on mute. I can't hear you.

1:27:06

OK, um so when we, when we think about what Ayesha needs, we think about that she needs.

1:27:13

For example, the training. We need to ensure that she has the necessary resources and materials. We need to think about that. She needs coaching or follow-up support, to support what she's learning and training, and to actual use in the classroom. We know that she needs strong leadership supports. We also know that she needs the right certification and licensure, as well, from within the system that she's residing in. We also need to ensure that that's a good match for her and her role as a classroom teacher.

1:27:50

So, I think we're going to hearing our almond.

1:27:57

Thank you. So we can categorize those different types of supports, and the three categories of competencies supports, the organizational supports, and the leadership. And we break those down a little bit more specifically to when we're thinking about the competencies supports. Robin, you can go ahead and advance. Thank you.

1:28:18

When we're thinking about the competency supports, we're thinking about, is this a good match for her and her role as a classroom teacher, and is it a good fit for her with that school? Is that the right fit for her? That starts in a in a selection process, and there's best practices to how to ensure that.

1:28:37

We also think about, as we mentioned, what is the training that she needs to feel competent and confident, as well as that follow up coaching supports?

1:28:47

Then, finally, is, does she have data, such as from Fidelity or Integrity Data, to help guide our ongoing improvement process, and her delivery of the practices to achieve those standards.

1:29:00

When we think organizationally as to what she needs, we talked about that. She needs data in order to support her decision making, individually, as well as in collaboration with her colleagues, for her grade level or for her Department.

1:29:15

She also needs to have the right types of resources and supplies, and materials, and a paycheck. As well as good communication processes to enable her to be able to have the work less burdensome and being able to support the use of those new standards. And she also needs to be working in an environment where it can interact well with the larger system, right? Her school is just part of a larger district. That district may be part of a consortium of districts, fits within a small rural area within Florida, and it is part of the Florida State system. So, we need to think about what type of licensing, credentialing, and what our policies at the state level and at the district level, that will enable her to be able to engage in good practice and support her.

1:30:08

And filing, she needs a good leader as a leader that well help navigate those adaptive and technical types of complex challenges that we encounter in implementation work. Because implementation is about people as much as it is about doing the technical aspects of the delivery of instruction.

1:30:29

Go ahead now, Robin. Thanks.

1:30:33

So, finally, let's talk about this.

1:30:36

It's about we need effective practices. We need to think about effective implementation.

1:30:40

And what are those key supports that are necessary for our staff to feel competent and confident in their use of the standards, are being able to support the delivery of the standard, say, in an education preparation program? We also know that we need that enabling context.

1:30:57

Implementation of the standards is not going to be a solo hiro job on the part of the teacher or on the part of an administrator. It takes collaboration among key stakeholders.

1:31:10

So, between leadership and staff, faculty, as well as with families and other community partners, we know that by engaging stakeholders and having implementation as a collaborative, able to have much stronger infrastructure to support the use of those standards, we will also have the evidence that is that lunch more stronger to be implemented, and overall enhanced capability and capacity, that implementation has to be done.

1:31:44

The design of it, as well as in the actual act of it with our stakeholders. And it we also key to enabling contexts is having a culture of continuous improvement.

1:31:55

using data to make decisions. And starting small with doing small tests of change. Figure out what works and make it better over time. All necessary factors to getting to improved outcomes.

1:32:11

Go ahead, Robin.

1:32:16

So, we just want to give you a moment. Where I've been, I've been talking at you for a little bit now this morning, is to give you a chance to think about on maybe your experience with the previous standards rollout. Or, if you weren't, in the state of Florida during that time, maybe addition, other implementation work that you've done a major initiative. And think about for a moment, did you have all three factors present? Did you have this strong effective practices? Did you have good implementation supports in place and where you're working in one of a hospitable environment or that enabling contexts where there was strong accountability among a collaborative group of stakeholders, and was their use of data for improvement in order to getting to improved outcomes?

1:33:04

So as you think for a moment on that previous standards roll out or another body of law, think about what was missing.

1:33:12

And if you feel that all three were strongly present or if you had one that rocked it out of the park, what was a key factor to that success? So, we'll give you a minute to think, and then, Robin, since we're kind of limited and being able to see responses, maybe you could share with you, and I can tag team a little bit on our reflection together. Would that be OK?

1:33:36

Thank you.

1:33:38

I was getting worried when I couldn't hear your voice earlier.

1:33:48

We'll give them a minute and encourage you to reflect.

1:35:04

So, Robin, any reflections that you would share and thinking about previous implementations that you've led in your work in collaboration with charter schools, or in collaboration with ...

1:35:17

cheese, education preparation, as you think about?

1:35:22

Yeah, I was actually reflecting as the Florida leadership team, was talking about kind of the history of standards in Florida this morning.

1:35:30

I went through several, ah, series of standards in Louisiana when I was there, and the initial time I was actually a coach in a school.

1:35:41

And it was 1996 when the first standards in Louisiana came out.

1:35:46

And I remember our district printing them on big posters and having us hang them up and down the halls of the school. Like by osmosis.

1:35:55

The teachers were all going to understand this and be able to teach to the standards.

1:36:03

Know, we didn't really form a team to dig deeper into the standards, or think about how we needed to be supported, Or, as a coach, I needed to be supported supporting teachers, implementing those standards, and developing lessons around those standards. There was just, you know, now and added place at our lesson plan, where we had to note the standards were teaching me.

1:36:26

A few years later, when we revised the standards, I was actually at the state.

1:36:30

And we went through a process, after the standards are released, actually convening teams around the state to develop lesson plans. And we developed a default curriculum that districts could choose to use, that aligned to the standards, so that teachers had that support at their grade level, on their content areas. And there was a lot of training done around that.

1:36:53

So, those were two very distinct experiences for me, around standards, implementation, And I think some of that was, in that first time around, we were just learning. You know, we didn't really know what people needed for support.

1:37:10

I'm around, you know, um, we had recognized that teachers needed more.

1:37:16

We had been through the experience of realizing that, that they really were not getting what they needed to be able to, to teach to those standards, or understanding what they meant.

1:37:26

And then the final time in Louisiana, I was actually their comprehensive center director.

1:37:32

And one of their state board members came to me and said, know, they had a new superintendent, said, they haven't provided any for anything, for the districts, and the district superintendents are really upset, because their teachers don't have any support said.

1:37:45

The State Department doesn't want to tell them what to do.

1:37:48

So, we talked about forming some regional consortia that could work on developing materials. Regionally, as districts came together. We went that route.

1:37:58

So, there are multiple ways to do it, and my experience here, we have to develop supports that then enable teachers to understand, and then be able to teach to those standards.

1:38:14

Absolutely, thank you Robin, so much for sharing that. And I think I have two more slides and then I'm turning it over to you, right?

1:38:22

I think, OK, so, what we have done at ..., as we have developed a number of frameworks comprised of practices and tools to help bring these three factors to life. So, for example, when we think about effective practices. We have tools that we have developed such as our hexagon tool to help guide teams at organizations around how did they select curriculum, resources that align to those standards and make a high quality decision that is informed with by thinking of key actors that need to be considered.

1:39:06

We also have outlined, you know, in for effective implementation, that it's a journey, right? We don't just put standards up on the walls and think we're good, and they're implemented, right? There are key activities that need to happen at certain times in our implementation, and the implementation stages help guide us in that.

1:39:25

The implementation drivers is all the supports that we've been referencing this morning, in terms of supports for building competency, and the organizational and leadership processes.

1:39:36

Then, finally, you've heard me talking about enabling context, that there needs to be a team and accountable structure for ensuring that, though, that implementation work is happening, and that our staff and our teachers feel supported. And that that team is using data for continuous improvement purposes, such as in our Plan, Do, Study Act Cycle.

1:39:58

So today, Robin is going to Next, or I talk about the Teaming Structures that Florida is giving as guidance moving for forward. But before she does, we always like to end with this slide, and energy using implementation science.

1:40:14

to remind us that this is really about changing hearts, minds, and behaviors. It's about working with the people.

1:40:21

And change is great, but we're always, we always say, you're good to go first, right? And that there may be varying levels of readiness for that change. Some of us are going to be like that little girl at the top of that diving board, ready to go and on that platform, others of us maybe staring up the steps to that diving board platforming, contemplating climbing up and get ready to jump off with supporting these new standards. And others of us may not even be on the swim deck and they might be outside, the swim deck. Looking in, are not aware that they shouldn't be looking. And so we we just share this slide, again, implementation is about changing hearts, minds, and behaviors.

1:41:04

And to ensure that we're attending to individuals' levels of readiness to use these new standards as we go forward. And went that, I'm going to turn it over to Robin to talk about and about the teaming structures.

1:41:21

Hi, everybody. Sorry about our technical difficulties getting started. It's one of those things where it worked, and testing this morning, and then decided not to work when we got to the real thing.

1:41:30

So, I am going to talk a little bit about teams, and I want to start by directing your attention to the live binder.

1:41:36

There's a handout there in the folder for the introduction to implementation science session that provides much of the information that I'm going to talk about here in the presentation.

1:41:50

about the different teams and levels of teams that we are recommending that you develop as you move forward with your implementation. And it also provides space for you to think about who are the right people for each of the teams. and to kind of build that out as you get together, to do your planning together later in the day.

1:42:10

So for the, as our as we've worked with the state on developing their structure, for thinking about implementation, we've developed a late teaming structure to ensure success in the implementation as the state develops their implementation plans and supports for districts and schools.

1:42:33

So that that teaming structure involves first of all, a management and leadership team. That includes a champion. Which we'll talk about all of these roles.

1:42:43

Which then flows down and works with an implementation team. You'll notice the arrow's work back and forth.

1:42:49

Because while the management leadership team provides guidance to the implementation team, they also are learning from the implementation team and getting information from the implementation team. That then guides what they are able to provide back to the implementation team and their ability to ensure the resources are there.

1:43:13

We then also have formulated content teams, because we know that we'll need experts and the different content areas and the grade level bands within those content areas to make sure that we actually have the the information.

1:43:28

The training, provides what teachers really need and supports in the individual, content and grade level space.

1:43:37

So all of that is really important, and this, again, the content teams will provide information back up to the implementation team, and the management leadership team, so that they are able to really support the implementation.

1:43:52

Ultimately, all of these teams are about supporting teachers, to ensure that they have the resources, the training, the coaching, and the other support that they need, to know and understand those standards, and to be able to plan and teach lessons that are aligned to them.

1:44:10

So, we're going to start out talking about the management and leadership team functions.

1:44:15

Those are here on the, on the slide, but I want to highlight a couple of them.

1:44:21

So, when we talk about visible promotion, we really want the management and leadership team to be out talking about the standards, To, be promoting the, the new, the best standards.

1:44:34

Yes, you know, the quality standards and instruction that we want for children in Florida.

1:44:40

When we talk about political support, for those of you who are charter schools, You know, you have a charter school governing board.

1:44:47

And we want to make sure that your charter school governing board understands the standards, the reason for the change in the standards, and how they can best support your work as a charter school management or leadership team. To bring teachers up to speed, to help them know and understand those, and be able to teach to those standards.

1:45:06

So, it's really important that the leadership team really works around that political support piece to also help the charter school governing Board and parents and others who are involved with your school, to understand the reason for the new standards, and the importance of supporting those learning opportunities for teachers.

1:45:26

It's also important because of funding to make sure that their support, financial support for training and coaching, that may be needed to purchase new instructional materials that may be needed for these standards. That's different from what was previous, previously being provided.

1:45:45

So those are important pieces, as well, for the leadership team to be, to be taking care of. We don't want teachers, while we know teachers spend a lot of money on their own classrooms, we don't want teachers to have that main responsibility.

1:46:00

And we want as much of that to be handled by our leadership team as possible.

1:46:05

We also want to make sure that the training and coaching and are there and provided through as resources for staff competency that Karen talked about earlier. And this is an area that are IAG partners, who are on with us today can really help.

1:46:21

Some of our IAG, not only are involved in teacher preparation and preparing teachers for going into the classroom, but many of them are also involved in providing additional, ongoing, learning opportunities for teachers and school leaders that can also support the standards implementation. So, we want to be thinking about those resources first, competency that we don't, just, not only those that we provide internally through our school or district, but also those that we can partner with others, including the IHS and providing. And I think that makes it also really important for ... to be thinking about how they can be incorporating the standards and learning about it. And developing deeper understanding of the standards in their teacher preparation programs.

1:47:10

And in there, other ongoing master's and other master's degree, or other certification types of programs.

1:47:18

Additionally, in thinking about policies, we want to make sure that our policies support alignment of the system to be able to better support the standards implementation.

1:47:31

So, we want to ensure that we have policies that are going to ensure that teachers have the time available, to learn, that teachers have the support that they need as they move forward. And then finally, we want to make sure that the, that the leadership team is really using the data. So we want to have data systems in place, and ensuring that data's being collected and made available.

1:47:55

But then we also want to make sure that the leadership team is using that data, to adjust their training, to add additional training, to potentially provide unique, specialized, or individualized training, to teachers, who may need specific areas strengthen. We want to make sure all of that is being done through the use of data, and reviewing the data, to improve our use of the standards.

1:48:24

And we want to make sure that we recognize and acknowledge staff, who are really doing well, and implementing the standards, and make sure that they are really, um, recognized and appreciated for the work that they're doing.

1:48:40

I mentioned earlier, our champion, and this is a member of our management, our leadership team, who has executive leadership authority, and who can really make decisions to make things happen, and to support the transition to the new, to the best standards.

1:48:55

They're able to support staff there. They have credibility with staff around instructional practices.

1:49:02

So they go in a classroom, and make a recommendation about power standards should be taught, or what should be happening.

1:49:12

What were they, particular instructional approach, that the teachers are gonna understand that, and listen to them?

1:49:21

Um, and I appreciate that input into their instruction.

1:49:26

They also want to be we also want to make sure that they are visibly promoting the standards.

1:49:32

Our champion really needs to be in support of the standards and, and being vocal about that.

1:49:42

Then, frequently, this champion is someone who can engage your charter school governing board and advocate for the standards, and provide progress reports and information about the standards implementation. So, there are some examples down there of who that might be: it could be the principal, if your charter school set up, such that you have a chief executive officer, or if you're part of a charter management organization, that has multiple charter schools.

1:50:10

You might have somebody at the, kind of, at the Charter Management organization level, that you would want to have in this champion role working across all of the charter schools in your network.

1:50:22

Somebody had a question about what an eye agee was.

1:50:26

What I meant to say was an I, H E, an Institute of Higher Education.

1:50:31

So your colleges and universities who are involved in your teacher preparation programs, sorry for the accent. that made that hard to understand.

1:50:41

So we're going to talk a little bit now about our implementation team.

1:50:46

So implementation teams are really make it happen in our work, in implementation science. They've been called the New Lever for Organization Change and Education.

1:50:57

And research has shown that without that universe, the use of implementation teams to keep a focus on implementation infrastructures, it takes, which really is letting it happen versus making it happen.

1:51:11

Um, so, without those that implementation team, it can take 17 years to achieve full implementation, and only 14% of our sites.

1:51:21

So, you can imagine that's very few sites in Florida, and that would take 17 years time.

1:51:28

If we use an implementation team, we can accept, we can expect, full implementation in 80% of sites in only three years, and that's a difference of 14 years, is the full career of a generation of students.

1:51:43

So, we want to use implementation teams.

1:51:47

In order to give us our best chances for full implementation and as many sites as possible.

1:51:53

And, therefore, give students the very best chance possible at having access to the standards as part of their education and their instruction.

1:52:06

So, implementations, team functions, are really very much action oriented.

1:52:12

They are doing the planning for implementation, their problem solving, what issues come up around the standards implementation.

1:52:20

They're collecting data and analyzing and studying that data.

1:52:23

To be able to to figure out what need to determine what needs to be done next.

1:52:29

They're communicating about the standards, and, um, then they're ensuring that the training and coaching is happening.

1:52:36

In some cases, they may be developing that training, or they may be going to trainings that are available and then re delivering those trainings.

1:52:44

Ah, at the school site, This is not an advisory body. They're not people who are there to just advise the leadership team, but they're really doing the day-to-day work.

1:52:55

They aren't a group that provides periodic input or meets if there's a crisis around the implementation, ah, They're not a learning collaborative.

1:53:04

They really are the ones doing the work day-to-day and then making the leadership team aware as they may need additional supports or additional resources to ensure implementation.

1:53:17

So, they should analyze the current readiness and strengths and needs, as well as other initiatives going on in the school that either will facilitate or hinder the implementation of your new standards.

1:53:31

They should be installing infrastructure, training, coaching that we've talked about previously, and data systems needed, um, to achieve the standards.

1:53:43

However, in some cases, you may have some of those things in place, So they should be looking at ways to sustain those infrastructure and support or to adjust them slightly to make sure that they are meeting the needs of the standards, they should also work.

1:54:00

Engage in continuous quality improvement. Making sure that they're looking at the data, and going through what we've all come to know as the Plan, Do study, act, or PDSA cycles. To review the data, just what's happening in the school.

1:54:17

And then.

1:54:20

work on the implementation. Some more, collect more data, and continue through that cycle.

1:54:25

They should also be monitoring implementation fidelity of the instructional practices, as Karen talked about earlier, implementing instructional practices with good intent, but without fidelity, is not going to get us the outcomes we're looking for.

1:54:40

So there should be some measure, some observations and classrooms that allow them to look at how teachers are implementing the instructional practices, whether or not they're being done with fidelity, And then providing additional coaching and or training to teachers, um, so that they can come into fidelity with those instructional practices and ensuring that they're delivering them at the level intended and needed.

1:55:07

They should be leading the action planning and aligning this. The function's across the system.

1:55:13

Then, as I talked about before, solving problems and building sustainability and communicating with stakeholders. Who may ask? Why do we have to change the standards? Or, you know, Why are we making? Why are we providing coaches for the teachers to assist them in this?

1:55:29

So, there's a number of ways that they really are engaged in a day-to-day effort around this implementation work.

1:55:40

So, 14, competencies and perspectives, and you'll see this in the handout.

1:55:44

You really want people from a variety of perspectives and backgrounds.

1:55:50

We want people with different types of training and expertise, so that's why, at the state level, we are!

1:55:55

We have both literacy and math content teams, and our implementation.

1:56:00

Our overall implementation team also has individuals with both math and ELA and literacy expertise.

1:56:11

We've also brought in, um, PSR RTI to provide RTI expertise.

1:56:17

We've brought in people from, um, the rel south-east Florida Center for Reading Research, to provide expertise, additional expertise, around literacy.

1:56:28

So, you really want to make sure that you bring people in who aren't necessarily just from your school, but who are able to provide additional support and expertise that you need.

1:56:42

You want individuals to have different experiences, depending upon the type of school that you're operating or the needs of your students.

1:56:51

You may want to have, may want to ensure that you're including individuals who have experience with students from, know, who may be newcomers, who are English learners, who are students with disabilities or students who need enhanced or or additional opportunities kind of gifted talented opportunities as well that would extend their learning around the standards.

1:57:20

So, you want to ensure that you're covering all of those different types of things, and then those with different types of relationships, and priorities for what needs to be happening.

1:57:31

Um, this team is really a group of stakeholders that are accountable for key functions in the selection and implementation of the standards.

1:57:41

So, they should be ensuring that families and community members are engaged, that the practices are operationalized, the instructional practices that we know what we should be seeing in classrooms, that the implementation supports are in place, including communication and feedback loops, that the implementation is being measured and monitored, and the outcomes are achieved and sustained.

1:58:04

So we're going to have another little activity. And I do have the question box up here now so I can see it.

1:58:11

So I'd like you to think about the function done tasks of the implementation team.

1:58:17

And how are they similar or different from your current teaming structures in your school or your arm, charter management organization?

1:58:25

And then use the question box that you have available to you, to provide, kind of, what are this, a similarity, or a difference, that we can share out with others?

1:58:41

On the, oh, conference today. So, just think about what current teams do you have in place in your school, and how are they similar or different from this implementation team?

1:59:11

So, somebody said their clearly defined roles and responsibilities are clearly defined.

1:59:34

Do we have any other thoughts?

1:59:54

So, Karen, I'm going to ask you to give us a little your thoughts on how these types of teams can be similar or different to other.

2:00:05

Sure.

2:00:07

I think at a school level, I think these teams can often be, an implementation team can be very similar to a very high functioning school leadership team that is holding the accountability of supporting teachers, and using it as a team. That's regularly meeting, They're looking at data, they're engaged in planning, all those good things that you described, Robin.

2:00:32

I don't think about, I think it is different from, say, a curriculum committee, at the district level, that is pulled together only for the purposes when it comes time to do a curriculum selection right. You may have some overlap and perspectives at the district level.

2:00:51

But you, with that curriculum committee, but this is really about a team that is doing work in between meetings, are looking at data. They're planning actively the supports, and not just engaging in a curriculum review and adoption process. So, it is different, and, you know, you may have some overlap, or you might take that curriculum team, and maybe transform them into an implementation team, but I wouldn't assume that they're one and the same.

2:01:19

I think another common question that we get as well, at the district level, the superintendent, or maybe at the PSA executive level of the charter school. I apologize there called different things in different states, that the there's an executive leadership team or a cabinet, and cannot just be that the, the team. It could be, but it depends on Dan. Do you have all the perspectives that you need? This is not meant to be a top-down approach, but then how do you engage those that are doing the work and have, you know, have their perspectives at the table as part of that. So think carefully through that. If you're thinking about repurposing, like a Canon or executive leadership team and how you all engage, engage the needed perspectives and the work. So, Robin, those are some of, those are some of the common ones that I've seen pop up or get questions about, Are they similar to what you've seen?

2:02:19

Yes. Absolutely. And that also reminds me, you know, to make sure that you also bring teachers into your implementation team. You know, not every feature, necessarily, but, you know, having 1 or 2 teachers live in a content area. Involved in the implementation Team.

2:02:35

So, you hear from them, not only what they're experiencing, but more than likely, they'll also hear from other teachers about how things are going, and what their experiences are, and what other supports they may need.

2:02:48

And so, that helps to bring that perspective into the, into the room.

2:02:52

And that's often missing, either at a district level team or even, you know, within a school. If it's a school leadership team that consists of the principal, the assistant principal. Maybe that coach, you, know, maybe a technology co-ordinator, sometimes we lose that teacher perspective. So, making sure that you've got them involved is really important on an implementation team.

2:03:16

Those other people might be your management team level, but having the teachers engaged and the implementation team is important.

2:03:25

Yeah, and I would just want another point is, I think about for our faculty that are calling in from Florida as Institutes of Higher Education or from organizations with education preparation program, educator preparation programs, too many keys in that phrase. To be really thinking about, what is the teaming structure that you're going to need within your organization to look at your curriculum reforms to align with the sand with the new best standards as you prepare educators and leaders? And what perspectives beyond the faculty that are teaching those courses? Do you need to include as you look at ensuring alignment between your coursework, annex, annex experiential experiences for your principals and teacher leaders and teachers that you are training? And to be able to support the use of the standards when they go out into the, into pre service or in service position?

2:04:26

Absolutely.

2:04:27

OK, so I'm gonna flip it back to Karen and she's gonna, OK, biggest to the FSR.

2:04:36

Thanks, Robin. So just a couple of key lessons learned about trying to implement or use teaming structures within organizations, such as schools and districts or charter management organizations or charter schools, as well as institutes of higher ed or other education pepper preparation providers.

2:04:56

So one, you need to think about accountability and the leadership structure for that team. There is nothing more frustrating to a group of stakeholders getting together and spinning out, because they don't have anyone on the team with that leadership authority to be able to do the resource allocation, or the decision making around people, time and money. So very important to make sure that that leadership structure is in place.

2:05:24

If that Executive Leader is not an on standing member of the team, what are the communication lives with executive leadership to ensure that?

2:05:33

You want to make sure that you're thinking through, who you're selecting to be on your team. Thinking about those tough to teach traits.

2:05:40

Your team players, Those that are effective at communication as examples of those. And you also want to think about what will be the training and coaching support necessary for that team to ensure that they are functioning well and being able to accomplish their work.

2:05:57

Finally, we recognize that teams are just one, maybe one structure within the system. There may be teams horizontally across from that team, as well as vertically, right? So schools to district, et cetera, as Robin showed in our graphic.

2:06:12

So you really want to think carefully and plan for the communication processes and protocols between this horizontal teams, like a network, as well as the vertical teaming structures.

2:06:24

My favorite plan for turnover, we know change happens. Life happens, people get new experiences.

2:06:31

Um, so you want to make sure we're preparing in advance. That team membership may shift over time.

2:06:39

And be thinking about, you know, what are your ways of onboarding new team members as they come on?

2:06:46

As well as trying to foster that sense of community? And then a win-win, as always, when you can have the allocation of time and job descriptions for their participation on teams. It helps manage that team membership, as well as turnover efforts in the job description for that role.

2:07:06

And you get the right person in it, which can be great.

2:07:10

OK, some key lessons learned for you: We want you to think about as you go forward and, and with. You're gearing up and getting ready for the Standards Implementation.

2:07:19

That you are planning for at differentiating your support based on what the needs are of your schools and your programs, so be thinking about Do you mean at one end to really make that happen? Where your team is accountable for the outcomes. And you're providing intensive support to in order to support that competency development, in terms of the training, the coaching, and the data systems that are needed. Or Gene, can you take more of a help it to happen, or targeted support, where you need some provision and materials or training resources, and helping folks use that information? But as always, we're accountable cell for the outcomes, or you've got a group of high flyers that are going to need minimal support. You can post them on the wall, as Robbins' head. It disseminate information. But remember, at the end of the day, we're always accountable for outcomes, no matter what level of support we provide. So we we we share this to make sure that you're matching the level of support to what the needs are as you go forward in your implementation work of the standards.

2:08:27

You can go ahead, and, Yeah, so, in summary, you want to leave you as you go into individual Reflection or Team Planning Time to be thinking about what level of support well different in your schools need an order or your faculty in order to support the use of instructional practices to achieve those best standards.

2:08:48

Who will serve as your champion within your organization of these standards? And what changes will be needed in your current teaming structure in order to support the implementation of the best standards?

2:09:01

Then we also wanted to leave you with a link.

2:09:04

If you, if we've intrigued you by what is this implementation science today, and you would like to learn a little bit more about some of those other tools and processes that we kinda briefly went over at the beginning. You can check those out at that website there.

2:09:19

There's a free, publicly available online learning module that was funded by the Federal Department of Ed through the TA Center Network, on how do you support educators, making goodie and leaders making good use of implementation practices.

2:09:36

Robin, anything you would add to wrap this up?

2:09:39

I think that said, I will say that we can both be reached, just reach out to Kathy Nobles Or Rebecca made if you need us, want any follow up with us?

2:09:50

Pretty much anybody on the Florida Standards team knows how to contact us, and we'll be happy to provide additional support, if needed.

2:10:01

Have a great rest of your Standards Institute.

2:10:17

Rebecca, I think you're on mute. Is that right?

2:10:25

Is getting press a button forcefully enough, thank you so much And, rather than the Q and Karen for your presentation, we very much appreciate it.

2:10:37

I also have the great pleasure of introducing our PSR T I Project.

2:10:44

iOS, Jose Castillo and Kelly Justice have been working with us and with the thesis the Bureau of Standards and Instructional Support In making sure that this implementation from the very beginning is geared towards all students.

2:11:01

And so we're very happy that they've been agreeable and working with us and they have a presentation about the MTSS process.

2:11:38

Hi, everyone. And welcome to our presentation on The best Standards: The Foundation of multi tiered Instruction at the 2020 Best Florida Standards Institute.

2:11:48

Before we get into our discussion about the best standards and multi-tiered instruction, we wanted to spend a little time just telling you who we are so you know why we're talking to you about the standards and multi-tiered instruction. I'll go ahead and go first. My name is Jose Castillo.

2:12:04

I direct Florida's problem solving Response to Intervention project are, our Mission is to help build school district's capacity to use their multi-tiered system of supports, too.

2:12:17

Facilitating universal education system that improves the outcomes of all students. Prior to my role in directing the Florida Problem Solving RTI Project, and a couple other roles, I held within the project.

2:12:30

I was a school psychologist in a school district in Florida for a few years, where my main role was to help work with school and district leadership teams, too, facilitate improving the District's multi-tiered system of support.

2:12:45

Kelly.

2:12:47

Hi, I'm Kelly. Just to find a regional co-ordinator for the project, and I served as school districts in the southern portion of the state. And prior to joining the project in 2007, I Lindsay general education classroom teacher for 10 years.

2:13:03

All right, thank you, Kelly.

2:13:05

So, Kelly and I are here, not so much to unpack the new best standards. That's something you're going to have the opportunity to do, and you may have started doing already over and then over the next few years.

2:13:18

Our goal more is to really talk about how to think about the standards within multi-tiered instruction and as part of our multi-tiered system of support.

2:13:28

These standards really do represent fundamental change in what students need to know and be able to do, And so, we wanted to make sure that we're able to talk with you about, not only the rollout of those standards, but how we can think about rolling them out.

2:13:44

So that we really, truly are able to do do that in a way that promotes the learning and outcomes of all of our students, regardless of who they are.

2:13:55

So, before we get into starting to talk some about standards in the context of multi tiered instruction, we wanted to spend some time talking with you a little bit about a couple of key terms that we're gonna use a lot, standards, curriculum, instruction, and assessment. And just make sure that we have some common language and some common understanding of what those terms mean.

2:14:17

You know, so when we talk about the standards, we're talking about those students, student centered expectations, that really articulate what our students need to know and be able to do, and master, is in their time, in our educational system.

2:14:34

The curriculum instruction and assessment are based on those standards, and help students master what they need to master. So, when we talk about curriculum, we're talking about how the standards are incorporated into the classroom, the means or instructional materials, by which we teach students to master the standards.

2:14:56

When we talk about instruction, that's really the how part of the standards, or, in other words, how our teachers, our educators, deliver and use strategies to help implement the curriculum and the standards.

2:15:11

And, finally, when we talk about assessment, our assessment really is how we understand what students have mastered and what they haven't.

2:15:19

And it really serves to provide us information and feedback, not just teachers, but, also to parents and students, in terms of the level of mastery of those standards.

2:15:30

And so, when we think of curriculum, instruction, and assessment, and how they align to help students master those standards or another, or, in other words, what they need to know and be able to do, we believe it, imperative that we think about curriculum, instruction, and assessment is part of multi-tiered instruction.

2:15:54

So, when we're thinking about how we use, most effectively, our instructional means and materials, and how we organize our instruction, so the delivery of those materials and strategies.

2:16:10

And when we think about how we utilize assessment to provide that feedback, so that our instruction can be as impactful as possible, we believe that thinking about them in the context of what all students get, what we're Tier one, what some students get that's more targeted, but they tend to have similar, it needs. Or, we're similar ways that we can help them.

2:16:37

Or, the most intensive supports are Tier three, that we provide, that it's really important to organize that curriculum, instruction and assessment in this multi-tiered way, so that we maximize the finite people, that we have, the material, resources and the time.

2:16:55

So that we truly are promoting the learning and positive outcomes of all of our students.

2:17:01

We're, our goal here is not to do an MTSS one-on-one. However, our e-mail is at the end of this presentation. And if you want to know more about MTSS and what we're talking about, certainly reach out to us and we can connect it, all kinds of resources.

2:17:18

For that.

2:17:20

So when, when we begin to think about rolling out these standards and rolling them out in a way that allows us to maximize our multi-tiered instruction in Florida, um, we have to think about that in the timeline. By which we're required to roll out these standards.

2:17:38

In this Institute is really intended to help kick off the rollout of the Standards in really help, with an intensive professional development and learning effort across the 2021 school year.

2:17:51

With the idea that we're going to begin to start utilizing these standards the following year in 2122, and then be all in a couple of years from now and in 22, 23.

2:18:03

So, when we think about that aggressive timeline, it becomes even more important to make sure that, then all of our educators develop a deep knowledge of the standards.

2:18:16

How curriculum, instruction and assessment align with those standards within a multi-tiered instructional system, and begin to think about how we support our educators, and applying that knowledge of the standards, and curriculum instruction, and assessment, so that we really maximize our students' learning.

2:18:38

And just as an illustration of why that is so important, that we implement and roll out the standards well, is when we begin to think about our multi-tiered instructional system.

2:18:48

The ideal one, on the left side of the screen there, it is the common triangle that we all see, where the majority of our students are performing well in meeting those standards with Tier one or core instruction alone.

2:19:03

Um, and then, less than 20%, ideally need those Tier two and Tier three supports to be successful. But with those supports, they meet the standards.

2:19:14

So, we have all of our students meeting standards with our more intensive resources, going to a small percentage of our students, so that where better able to, with the resources that we have, really make sure that we do those supports well.

2:19:29

Um, unfortunately, we know that that's not the reality in many places. And in some of our schools and districts, we have more of a rectangle.

2:19:39

When we think about the level of services, we provide students Square those students who do well on tier one alone, And those, that, because they're not VR assessments, demonstrating that they know when you're able to do the standards.

2:19:55

Or that the skills and knowledge represented by the standards, they're, they're receiving tier two and tier three, tier two and tier three supports almost at the level of the number of students that receive our Tier one support.

2:20:09

In other places, we have with, sometimes I hear it referred to as an upside down, triangle where the vast majority of our students are indicated as needing more supports.

2:20:22

And so, our instruction is not effectively facilitating their learning and their development. And that we end up stretching ourselves, way too thin by trying to provide Tier two and Tier three supports and the vast majority of our, of our students.

2:20:35

And we know that, um, that's not sustainable, and it's not effective, because we're not able to truly provide what our students need when we try to serve all of our students individually, in that way.

2:20:48

In some of our places, we have like an hourglass sort of outlook, where we have most of our students, either receiving Tier one or Tier three supports based on their level of performance.

2:21:01

And we really end up seeing tier two is sort of like a placeholder or a place where students, you know, kind of go until we can find a way to provide them the more intensive supports.

2:21:12

And then finally, in some of our schools and districts, we see more of a bloated triangle where, you know, we're meeting some of our students need with tier one alone.

2:21:23

But they were trying to provide tier two supports to a much larger number of our students than we can support, and they ended up staying in there for awhile.

2:21:34

Either indefinitely or until, again, we have a slot open to provide the more intensive tier three supports.

2:21:41

In any of those other four scenarios, besides the ideal MTSS, what we know is we don't have the personnel the time or the material resources to effectively operate in that way.

2:21:53

We really need to operate the way that the model is constructed, again, in an ideal MTSS triangle to the left.

2:22:01

And in order to do that, we have to make sure that we get the standard's rollout done well, because it is absolutely the foundation of our multi-tiered instructional system.

2:22:13

In other words, when, when our educators develop deep knowledge and understanding of the application, the standards, and how curriculum, instruction, and assessment come together to support students' learning of those standards, it makes the rest of the system work the way that it's supposed to.

2:22:33

So, in a few things, we'd like you all as leaders, to think about, not only when you're wrestling with your rollout of the Standards, but also when thinking about, um, how you communicate the standards and their, their rollout in the context of multi-tiered instruction. Is just a few underlying like philosophies or beliefs and values that we think are important for us to be considering during this time.

2:23:01

Um, a lot of times, when we think about standards and the students' mastery of them, we talk about them in language that, essentially, student deficits, being the reasons that students aren't mastering those standards, and when we do that, we'll often try to.

2:23:20

Intensifier provide supports, 2 zero in on those deficits with the idea that if we, if we're able to fix them, then students will performing like we want them to.

2:23:33

And although there certainly are cases where, where there are knowledge or skill deficits that, you know, are the result of something that the students brought to the table.

2:23:42

More often than not.

2:23:44

We think it's helpful to think about opportunity gaps rather than skill deficits where many of our students have not been afforded the opportunity to really access with, or engage with the curriculum and instruction, and really, the assessments in a way that allows them to benefit from grade level content.

2:24:08

And so, as part of thinking about the rollout of the Standards, we ask that you all wrestle with this idea of, when students aren't meeting the standards, how much of it is the student, versus how much of it is how our system is organized, and how we promote.

2:24:24

Um, opportunities for students be successful and remove systemic barriers that had been placed in front of them, that had prevented them from being successful and really, truly being able to show what they know and are able to do.

2:24:40

And so, in a little bit, one of the things that we're going to introduce and talk with you some about in the context of thinking about the Standards in multi tiered instruction, is really this idea of, you know, designing to the, you know, to the middle, in terms of the traditional way of using things like print media, two, convey information and deliver instruction.

2:25:05

So this idea of more of a universal design for learning.

2:25:08

Where we leverage technology and other means to promote access and engagement with an opportunity for our students to access and be successful with grade level standards, regardless, you know, of where they are currently.

2:25:22

So Kelly, again, I'll unpack that a little bit.

2:25:24

But we really do think that these are some big ideas that we hope you wrestle with it with this opportunity to roll out new standards and start from the ground up in terms of how people think about them and operationalize them in our schools.

2:25:41

In part of the reason we're spending as much time is, we are getting at some of this foundational ideas of what the standards are, and how to think about them. And how to have conversations about them with our educators.

2:25:55

Is, because what we know from the research, is that, when teachers fundamentally believe that, they have the knowledge and skills, and are empowered to.

2:26:10

adress, the issues that they may see with students, or the systemic issues that might be preventing students from being successful, that it has a tremendous impact on the performance of our students. So, in other words, when, when student, when teachers have collected efficacy, or when they believe that they have the power to address the issues that are preventing students from being successful, and to teach students what they need to know and be able to do in the most effective way.

2:26:40

Lo and behold, we find out that they're absolutely able to do it.

2:26:43

And so, we really do need to empower our educators to not only know the standards, but to be able to collaborate and to work together, too, really leverage our curriculum, our instruction, our assessment, in a way that they're able to promote the learning of all of our students.

2:27:06

And so with that context in mind, I'm going to turn it over to Kelly now, who's really going to talk to you about the tier one aspect of multi tiered instruction in the standards.

2:27:17

Right, So, Jose, you and I wanted to dedicate a portion of our brief time with you this morning, focusing on tier one. So let's continue taking a look at Tier one and the best standards within the context of a broader, multi-tiered system of support.

2:27:38

We often refer to and Husayn can go back one slide, OK? We often refer to this diagram as the honeycomb. It's a visual that we'd like to use to represent a multi-tiered system of support.

2:27:54

So, research and literature suggests to us a number of elements that are closely associated with a multi-tiered system of support that really results in better outcomes for students. Those elements can be organized or categorized within six domains that are represented here in the Honeycomb.

2:28:16

When we think about our educational system in those terms, then Tier one and the best standards would exist within the domain of multiple tiers of instruction and intervention.

2:28:36

We want to reinforce the critical importance of an effective Tier one, because we know it will be key to ensuring that the majority of students master the best standards, and, ultimately, graduate, college and, or career ready. There's a strong temptation, sometimes, among educators to place a great deal of focus on the more intensive tiers, tiers, two, and tiers three.

2:29:05

But it's really tier one that serves as the foundation upon which other levels of instruction are designed and built.

2:29:16

We know that strategically plan standards face tearooms, Tier one instruction. It's proactive, it's preventative. It includes instruction that is differentiated by need. And we also know that it's much easier to prevent a learning gap than it is to close one.

2:29:37

As Jose mentioned, when we were looking at the various depictions of the triangles, for instance, the upside down triangle and just the intense strain that that puts on resources. We know that very few systems can manage to effectively provide supplemental and intensive intervention to vast numbers of students. So, we need to hold tier one to a high standards to ensure that it is result in success for the majority of students. And when it doesn't, we engage in database problem solving.

2:30:15

That allows us to closely examine the needs of large groups of students and implement universal or large group changes or intervention to better meet needs.

2:30:28

Also, by ensuring Tier one is effective for the majority of our population, we then free up those resources, personnel, time, instructional materials, as Jose mentioned earlier. And by frame those emperor able to to more effectively provide those more intensive levels of support to the students who are most in need.

2:30:56

So, rising tide lifts all boats, or more specifically, when Tier one is effective. All students benefit. Our supplemental and intensive supports are made more effective by virtue of an increased effectiveness at the Tier one level, and, ultimately, all students profit. Those receiving our most in tune intensive instructional supports, Tier two and Tier three, as well as students who belong to subgroups, now has historically been in higher risk of meeting or not meeting expectations benefit as well.

2:31:41

So, a rising tide lifts all boats.

2:31:44

But, what if some students don't have a boat, or they don't have the same opportunities or access to high quality curricula, and this is where Universal Design for Learning comes in.

2:31:57

So while a multi-tiered system of support provides us that context for tier two, that is aligned with best standards, Universal design for learning provides us with a framework for designing instruction and curriculum that is accessible to all students.

2:32:18

Universal Design for Learning provides flexibility and embeds options for engaging students in learning, presenting information, and supporting multiple ways for students to demonstrate their learning.

2:32:34

Adherence to the principles of UDL expands access to learning and enables more students to ultimately, master the standards.

2:32:49

When educators adhere to the principles of UDL, they anticipate and plan for variability among students, and when instruction is designed for that full range of learners, it benefits all students.

2:33:07

These practices reduce the barriers that can occur within our more traditional environment, or that one size fits all environment.

2:33:17

And, so, ultimately, UDL promises to expand access to learning and enable more students to master standards, and, it also provides a framework free for creating quality standards aligned instruction.

2:33:34

As Kelly talked about, we know that Tier one is key, and when we empower educators to have a deep knowledge of the standards in instructional strategies, as well as the alignment with curriculum and assessment, we know that, that will result in a Tier one that promotes the majority of our students being successful. with kor alone. That there still will be students who need those more intensive Tier two and Tier three supports And when we're thinking about the standards and curriculum instruction and assessment.

2:34:11

With a more universal design in mind, as Kelly had just talked about, we're also promoting students access, not only to core instruction, but grade level content, when they're receiving those more intensive tier two and tier three supports. We're also allowing them more to engage with grade level content, and to demonstrate what they know and are able to do.

2:34:34

And, therefore, are not just focused on skill deficits, although it's certainly important to continue to focus on and promote the more basic skills in areas of reading and math, really, in all grade levels.

2:34:49

But, we also know that what students need to know and be able to do does increase in complexity, you know, throughout the grade levels.

2:34:56

And, we're providing opportunities, opportunities for our students to continue to access that more complex content, as opposed to just focusing on on the skill deficits when we're providing intervention.

2:35:10

And when we engage in a truly multi-tiered instruction and intervention system that's designed in that way, and where we've empowered our educators, the knowledge and understanding of those standards, um, in a multi-tiered way, we also know that in our work is much more likely, in terms of those tier two.

2:35:31

And tier three supports that align the standards to produce good response to instruction, and intervention for our students receiving, are more intensive services.

2:35:40

Um, whether we're talking about tier two and tier three supports or more foundationally, Tier one, we know that even the best multi-tiered instruction system, it is going to require some database problem solving.

2:35:59

We're going to have large groups of students, in some instances, or small groups of students, or individual students who represent a gap between the expectations, as measured by our assessments, or this standards, and where the students currently are performing.

2:36:18

And so, when we see those gaps, we have to do the work to then figure out why students aren't meeting those expectations, and demonstrating their knowledge, and application of the standards, or what's reflected in the standards, I should say.

2:36:33

And so, we not only look at, again, going back to the, some of those beliefs and values and key concepts, any deficits that students bring to the table, But we really have to take a good look at our system. We have to look at how our curriculum, instruction and assessment is aligning with the standards, and what things might be implemented well.

2:36:52

And where we may have holes in our system, that we need to work, as educators to improve, so that we truly are giving our students the best opportunity, um, to succeed. And we need to work to remove or reduce any of those systemic barriers, or barriers that individual students may be encountering.

2:37:10

And, we do that through instructional and intervention planning.

2:37:14

You know, we get really specific about what we're going to do, who's going to be involved in, and when it's going to occur by.

2:37:21

And we provide support to our teachers and to our educators to ensure that they have every opportunity to successfully address on the assistant issues or student issues.

2:37:34

And then, we, we don't just stop there. We evaluate how well, any of those instructional modifications worked.

2:37:40

And so, really, what we're talking about here is a continuous improvement, a continuous professional learning process, really, where we're, I'm going around the table with our assessment data, and we're doing our best to continually look at our system and say, how can we improve it?

2:37:55

So our curriculum, our instruction, and assessment, are aligned and maximized to ensure we're promoting our students' access to and successful performance relative to the standards.

2:38:08

And what we know from research is, is that when that's done well, when we engage in database problem solving within our multi-tiered instructional system, and we implement evidence based instructional practices and responses to what the data are telling us, and remove systemic barriers to our students being successful.

2:38:30

That students demonstrate no knowledge of the standards able to perform in ways that show they're mastering those standards, And it's one of the most impactful according to Haiti and colleagues, instructional strategies that really move the needle for students. In addition to the collective efficacy.

2:38:49

And really empowering are educators to be successful, that we talked about earlier.

2:38:57

So, last, but certainly not least, we wanted to talk a little bit about our students with disabilities.

2:39:04

In particular, we wanted to talk about, in the context of the standards, specially designed instruction in what that means for how we meet the needs of, and promote the performance of our students with disabilities.

2:39:19

Often, there's a tendency to think about students with disabilities at the top of our Tier three of our multi-tiered instructional system, meaning that, especially to an instruction, is something we provide, providing those most intensive services.

2:39:36

But really, when we look at what the federal regulations require and the spirit of IDA or individuals with disabilities in Education and Achievement Act.

2:39:49

Is that we are providing specialized instructional supports in the general, or tier one curriculum, in addition to when we're providing more intensive interventions, that helped promote students' access to and success with grade level standards.

2:40:06

And so, what we're really talking about when we talk about specially designed instruction for students is, is how we are thinking about how we program, or plan for instruction and support for students with disabilities at each tier of our multi-tiered instructional system.

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So, it's something that's embedded in what we do for our students across all tiers.

2:40:32

And, again, it helps to contextualize or provide further, like rationale or impetus for why we are talking to you about Universal Design for Learning.

2:40:42

If we are, from the beginning setting up instructional environments that provide multiple ways through leveraging technology, in addition to traditional instructional approaches and strategy, for students to access, um, grade level standards and content to engage with content that's at grade level, into, demonstrate what they know and are able to do.

2:41:13

It makes it much easier to think about how we plan for specially designed instruction across the tiers, because many of the things that students would need in order to be successful in terms of our students with disabilities, would be readily available.

2:41:31

And it would take much less time and effort for teachers to figure out how they would make sure they're promoting those more specially designed opportunities for our students with disabilities. You know, so, once again, we talk about meeting the needs of all of our students, and ensuring that we're promoting them all to be successful in our educational system.

2:41:51

A lot of that work is about how we rollout and think about the standards in our curriculum, instruction and assessment systems, and how we put them together in our multi-tiered instructional system.

2:42:04

So, we wanted to make sure we spend a little bit time talking about that as well.

2:42:09

So.

2:42:13

Not quite finally, but almost there.

2:42:16

Everything we've talked to you about so far has been about, again, the importance of natchez, understanding the standards, and, relaying them to our educators, but empowering them to promote student success through, again, that curriculum instruction and assessment alignment within our multi-tiered instructional system.

2:42:36

That, that is a large ask. It is not going to be easy. It's not going to happen overnight.

2:42:44

And that's a big reason why the keynote this morning focused on implementation science, or that, what we know about from the research that promotes implementing any innovation well, in our educational system, including rolling out our best standards. So, Kelly and I aren't going to repeat what was talked about this morning or unpack.

2:43:09

Things like stages of implementation, and how you think about systematically rolling out the best standards, or the things that we know from research really are our drivers of implementing things like the standards.

2:43:23

Well, but, we do want to reinforce and absolutely encourage folks to make sure that we're leveraging what we know about implementing well, because, again, the, our multi-tiered instructional system in Florida and in our, in our schools and districts.

2:43:38

Um, as we talked about earlier, absolutely depends on the standards, and really a tier one being implemented well, and promoting positive outcomes for the majority of our students.

2:43:57

Because without that, the system falls apart, and we're not able to meet the needs of students who truly do need those more intensive supports to be successful.

2:44:06

And, first and foremost, that really takes empowering our teachers and our educators to be successful and to remove what historically have been systematic barriers for them to implement what we know works for students well. So, we don't do the work to get folks on the same page to prioritize the rollout and the standards into use data and other.

2:44:36

strategies that we know facilitate implementation well to systematically improve our implementation over time.

2:44:42

Then we'll end up with are some of those other training triangles besides the ideal MTSS that I talked about before, where we'll be scrambling to constantly try to plug gaps and fill holes and stretch ourselves too thin that many of the students that end up falling through the cracks will do. So.

2:45:02

Because our system wasn't set up well to promote deep knowledge into standards and application within a multi-tiered instructional system, and will cause some of the problems that we then try to have too, try to fix on the back end.

2:45:18

So, so, again, please think strategically about how you roll out the standards, and how you empower your teachers and your educators to do this work, and to do it well.

2:45:31

So, with that being said, I'm going to turn it over to Kelly, who's going to bring us home.

2:45:37

OK, and so, as we enter our time together, we wanted to highlight ways that we might be able to support you and the implementation of the best standards, and there are a number of ways that we may be able to help, we have multiple units within our project. one of those is the Student Success and Academic Achievement unit, and those colleagues have expertise in content area, as well as standards aligned instruction across the tiers. In fact, they were instrumental in the development of two modules that are available through Epson. one is Entitled Standards aligned instruction across the tiers. And the other one is meeting within a multi-tiered system of support. We also have regional support unit. I'm a member of that unit, so that's comprised in our regional co-ordinators.

2:46:33

You search across the state of Florida. And our area of focus is really database problem solving, and planning, and facilitation of that process to address improvement of student outcomes, as well as topics such as instructional and intervention fidelity.

2:46:53

We also have a technology learning connections unit.

2:46:56

And they have a broad expertise in multiple areas, but one of their areas of focus includes universal design for learning, which hosanna I've talked to you a little bit about today.

2:47:10

And so if you're looking for information about universal design, as well as the practical application of those principles and practice, we encourage you to reach out to to that unit, into the project to elicit no supports. I mentioned ... modules, we also have modules that we have housed on the Thinkific platform. And those modules include database problem solving, as well as an instructional and intervention fidelity.

2:47:49

And so, it was, And I just want to thank you for your time and your attention this morning. It's really a pleasure to be part of this week's institute. And we hope that you will contact us if there's any way that we can provide you support as a project. Our projects web addresses listed on this slide. And we are also active on social media, so we hope that you will follow us and connect with us in that way as well. if you do want to request technical assistance or training support, the e-mail address that's provided there. So that is the primary way that we're able to receive requests from schools and districts across the state. So, we wish you the very best start at the new school year, Please take good care, and enjoy the rest of the Institute.

2:48:52

Thank you so much for joining us on Day one today.

2:48:59

Our presenters today carrying Courtney from the department, I want to thank Robin and Karen for sharing implementation science, certainly Jose and Kelly for sharing the MTSS information with us. Thank you, Kathy Nobles.

2:49:17

And, again, of course, to Deputy Chancellor Burns and vice Chancellor, manzi, thank you so much, I would like to direct your attention to the live binder.

2:49:41

Please remember to take today's survey for day one, If you press the link.

2:49:50

Mmm hmm.

2:49:54

It should take you directly to the survey.

2:50:02

Similarly, in looking at the live webinar, going, back to the table of contents.

2:50:07

You will see that on the agenda tomorrow, we'll be starting at 8 30, and we hope that today has been helpful and informative when we look forward to seeing you tomorrow.

2:50:20

Thank you so much.

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