



FSBA

May 29, 2020

"Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better."



State Board of Education Rule 6A-1.09401, F.A.C. & Implementation Timeline

Presentation outline



Executive Order 19-32



History of standards in Florida



Benchmarks for Excellent Student Thinking (B.E.S.T.)



Timeline

Executive Order 19-32

Governor Ron DeSantis directed that by January 1, 2020, the Commissioner of Education shall comprehensively review Florida's Kindergarten through grade twelve academic standards and provide recommended revisions to the governor.



A. Articulate how Florida will **eliminate Common Core** (Florida Standards) and ensure we return to the basics of reading, writing and arithmetic;



B. Provide a roadmap to make Florida's standards number one in the nation;



C. Reflect the Commissioner's consultation with relevant stakeholders to **include parents and teachers**;



D. Deem how to increase the quality of instructional curriculum;



E. Suggest innovative ways to streamline testing;



F. Identify opportunities to equip high school graduates with sufficient knowledge of America's civics, particularly the principles reflected in the United States Constitution, so as to be capable of discharging the responsibilities associated with American citizenship; and



G. Outline a pathway for Florida to be the most literate state in the nation.

What are the standards?

The standards are student-centered expectations from which all curriculum, instruction and assessments are based. The standards are what the state has revised.

Curriculum

How are the standards incorporated into the classroom?

Sometimes confused with "standards," curriculum is the means or the instructional material by which the standards are taught.

Instruction

How is instruction a part of the standards?

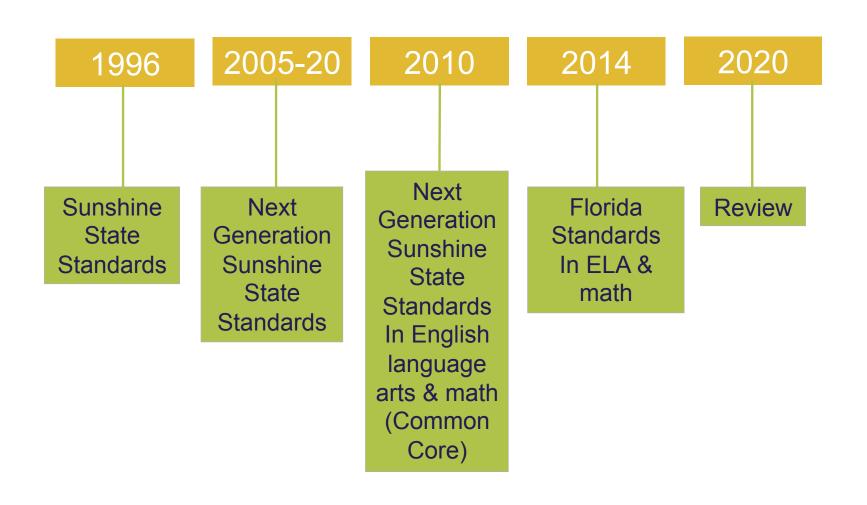
Instruction is the teacher's delivery and strategies used to implement the curriculum and standards.

Assessment

How are assessments related
To the standards?

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

History of statewide student standards



The B.E.S.T. Standards were created by Florida educators for Florida students.

Florida's B.E.S.T. Standards for English Language Arts (ELA)

Cartery differences

Between current Florida Standards and Proposed B.E.S.T. Standards

- O- Eliminated Common Core
- Om Content-Rich
- On Back-to-basics building a foundation at early grades
- Onderstandable for teachers, parents and students
- O--- Created by Florida experts including 80+ FL-based teacher & stakeholder groups
- Flexibility for teachers with a focus on great content
- On Improves rigor across all grades
- On Developmentally appropriate course content
- On Actionable solutions for the reduction of testing
- Om Concise standards to set clear expectations for students, teachers and parents
- Clear expectations for progression year to year through great course alignment
- First in nation with civics booklist in ELA standards

ELA Standards emphasize that:

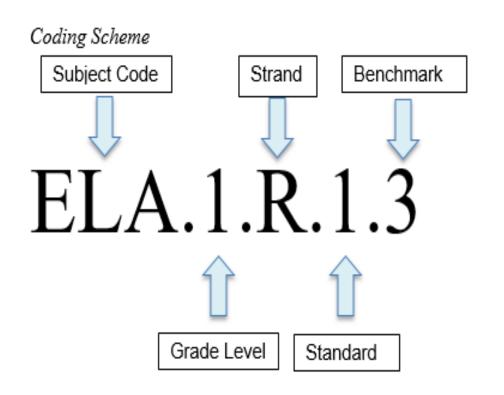
- Literacy is achievable through content-rich instruction rather than merely through a skills-based approach to reading comprehension.
- Explicit, systematic phonics instruction is the foundation of literacy.
- Decoding and fluency are essential to creating proficient readers.
- Reading comprehension depends more on relevant background knowledge than on mastery of reading strategies.
- Benchmarks, clarifications, and appendices represent the expected outcomes and are designed to be user-friendly.
- Reading and writing standards are intertwined utilizing accompanying text lists at every grade.

*ELA B.E.S.T. Standards Introduction



- Stackable Benchmarks
- ELA Expectations
- Benchmark Clarifications
- Literary Time Periods
- Booklist (ELA)
- Civics Booklist
- Rhetoric (starting in 6th)
- Reasoning
- Reading and Writing Connection
- Comprehensive Glossary

ELA Coding Scheme



Strands:

F Foundations

R Reading

C Communication

V Vocabulary

EE ELA Expectations

Standards Map

	Strand	Standard	Benchmark	Code
	Foundations (F)	Learning and Applying	Print Concepts	F.1.1
		Foundational Reading Skills	Phonological Awareness	F.1.2
			Phonics and Word Analysis	F.1.3
			Fluency	F.1.4
		Applying Foundational	Phonological Awareness	F.2.1
		Reading Skills for Secondary	Phonics	F.2.2
		Students Needing Reading Interventions	Encoding	F.2.3
			Fluency	F.2.4
	Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
			Theme	R.1.2
			Perspective and Point of View	R.1.3
			Poetry	R.1.4
		Reading Informational Text	Structure	R.2.1
			Central Idea	R.2.2
			Purpose and Perspective	R.2.3
			Argument	R.2.4
		Reading Across Genres	Interpreting Figurative Language	R.3.1
			Paraphrasing and Summarizing	R_3.2
			Comparative Reading	R_3.3
			Understanding Rhetoric	R.3.4
	Communication (C)		Handwriting	C.1.1
		Writing	Narrative Writing	C.1.2
			Argumentative Writing	C.1.3
			Expository Writing	C.1.4
			Improving Writing	C.1.5
		Communicating Orally	Oral Presentation	C.2.1
		Following Conventions	Conventions	C.3.1
		Researching	Researching and Using Information	C.4.1
		Creating and Collaborating	Multimedia	C.5.1
			Technology in Communication	C.5.2
	Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
			Morphology	V.1.2
			Context and Connotation	V.1.3

ELA Expectations

ELA Expectation						
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.					
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.					
ELA.K12.EE.3.1	Make inferences to support comprehension.					
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.					
TELA KIZ EE 5 I	Use the accepted rules governing a specific format to create quality work.					
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.					

Benchmarks and Clarifications

ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.

Benchmark Clarifications:

Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Clarification 3: The themes being compared may be in the same or multiple literary texts.

Florida's B.E.S.T. Standards for K-12 Mathematics

Background

- The standards are clear and concise, so they are easily understood by all stakeholders
- Benchmarks should not stand alone as separate content for instruction but should be combined purposefully
- Appropriate progression of content within the grade level/course and across grade levels/ courses
- 9-12 Benchmarks written to support multiple pathways for success in career and college for students

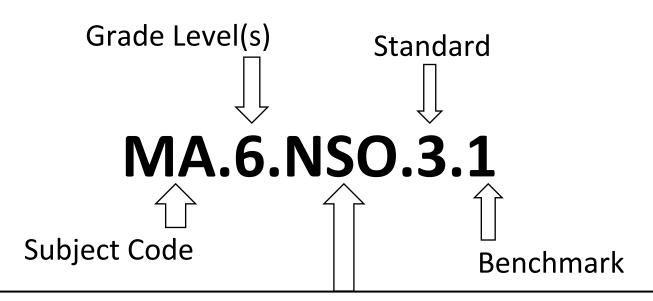
Emphasis of Benchmarks

- Progression of content across strands is purposeful so benchmarks are not taught in isolation
- Intentional balance of conceptual understanding and procedural fluency
- Written to allow teachers to meet students' individual skills, knowledge and ability
- Real-world applications intertwined within concepts for relevance
- Maintain high expectations for Florida's students, ensuring equity and access for all



- ✓ Benchmark clarifications
- ✓ Benchmark examples
- ✓ Consistency of strands from Kindergarten to high school
- ✓ Completion of basic arithmetic by the end of grade 5
- ✓ Financial literacy embedded within K-8 and specific strand within 9-12
- ✓ K-12 glossary

Coding Scheme



Strand

- Number Sense and Operations (NSO)
- Fractions (FR)
- Algebraic Reasoning (AR)
- Functions (F)
- Financial Literacy (FL)
- Geometric Reasoning (GR)

- Measurement (M)
- Trigonometry (T)
- Data Analysis and Probability (DP)
- Logic and Theory (LT)
- Calculus (C)
- Mathematical Thinking and Reasoning (MTR)

Progression of Strands

K	1	2	3	4	5	6	7	8	9-12
	Number Sense & Operations (NSO)								
							(1100)		
	Fractions (FR)								
				Algeb	raic Reas	oning (Al	R)		
									Functions (F)
									Financial Literacy
									(FL)
		Measure	ment (M)	,					
		TVIOESGI C.	incin (1v1)						
				Geome	etric Reas	oning (G	R)		
									Trigonometry (T)
	Data Analysis & Probability (DP)								
									Logic & Theory
									(LT)
									Colordon (C)
									Calculus (C)
		Ma	thematic	al Thinkii	ng and Re	easoning	Standards	(MTR)	

Mathematical Thinking & Reasoning Standards (MTRs)

- Developed so that educators will teach through the lens of the MTRs
 - incorporates understanding through models, multiple methods, discussions and applications to real-world
- Language of MTRs written as self-monitoring tools for students
- Language of MTR clarifications written to provide guidance to all stakeholders on how to integrate MTRs into instruction

MTRs: Because Math Matters

- MA.K12.MTR.1.1 Actively participate in effortful learning both individually and with others.
- MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
- MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
- MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.
- MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
- MA.K12.MTR.6.1 Assess the reasonableness of solutions.
- MA.K12.MTR.7.1 Apply mathematics to real-world contexts.



Next steps

- ☐ Provide B.E.S.T. professional development
 - In Governor's Budget Recommendations
- Alignment of Instructional MaterialsAlignment of Assessments

Most Agaressive			
Transition Timeline in Florida's History	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	Begins for ELA and Math	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	New K-2 ELA Current 3-12 ELA Current K-12 Math	New ELA and Math
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	K-12 ELA	K-12 Math	K-12 Social Studies
CURRICULUM IMPLEMENTATION	Current ELA and Math*	New K-2 ELA Current 3-12 ELA* Current K-12 Math*	New ELA and Math
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	New ELA and Math

 $^{^{\}star}$ Recommended since current statewide assessments still in place, but this is a district decision.



THANK YOU!

