

The Florida Standards: School Leadership Implementation Tool

Office of Academics, Division of Instruction & Interventions

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Purpose

As Broward County Public Schools moves closer to a full, K-12 implementation of the Florida Standards in 2014, it is important for school leaders to reflect upon where their leadership team, faculty, staff, and core stakeholders are in this ongoing process. A full and successful implementation of the Florida Standards requires schools to take a global look at many facets of the instructional aspects that reside in the building.

The School Leadership Implementation Tool is intended to serve as a valuable resource to school leadership teams as they rebuild the instructional infrastructure of the school to meet the rigors and requirements of the Standards. This self-evaluation, collaboratively completed by members of the school leadership team, will help schools recognize the areas of implementation that have been met successfully as well as those that are still in progress or need to be addressed.

Every school in Broward County has unique and specific needs and this self-evaluation tool seeks to provide a broad enough base of query that each school will be able to respond to each area. When completed, the tool should provide for school leaders a clearer picture of where instruction currently stands at the school and the direction in which it needs move in the future.

Implementation Leadership Review

The initial area of the School Leadership Implementation Tool is an Implementation Leadership Review that focuses on some of the logistical factors that are involved in the implementation of the Florida Standards. The checklist is broken down into specific categories:

- Personal/Professional Awareness
- Leadership, Awareness Building, and Communication
- Professional Development for Teachers
- Implication for Student Learning
- Capacity Building

These categories represent a broad overview of various aspects of a school. Many of the items within this checklist are functions of a school leadership team that were in place prior to the advent of the Florida Standards, but remain an integral part of successful integration.

Florida Standards Implementation Leadership Review:

Personal/Professional Awareness			Implication for Student Learning		
Have you:	Yes	No	Have you and your leadership team:	Yes	No
Read the Florida Standards?			Measured students' engagement in new, deeper, more rigorous learning activities supporting the Florida Standards and documented with evidence?		
Become familiar with the district's approach to implementation?			Identified grade level strengths and weaknesses in implementing the Florida Standards?		
Facilitated small and large group discussions about the challenges of the Florida Standards?			Identified subject/content areas that are areas of strengths and weakness in implementing the Florida Standards?		
Leadership, Awareness Building, and Communication			Determined a plan for ELL's, students with IEP's and gifted and talented students?		
Have you and your Leadership Team:	Yes	No	Developed plans to meet the needs of struggling students?		
Identified school based Florida Standards curriculum leaders and trainers?			Capacity Building		
Identified a school based Florida Standards implementation team?			Have you and your leadership team:	Yes	No
Set a vision for your school community's transition to the Florida Standards?			Determined a school based timeline for implementation based upon the district plan?		
Established teacher buy-in, leading communications so that teacher leaders are engaged and committed?			Determined a team of Florida Standards instructional leaders?		
Explored ways to implement the Florida Standards at the school?			Determined a plan for getting assistance for your identified needs?		
Directed teachers to take small steps to adjust to the increase in rigor and expectations?			Determined how you might need to adjust planning, staffing, or professional development?		
Provided time for teachers to collaborate and reflect?			Determined a method for monitoring and adjusting during the implementation period?		
Communicated changes to curriculum and teaching methodology with parents?			Identified a school based Florida Standards trainer for both ELA and Math?		
Professional Development for Teachers			Identified one or more model Florida Standards classrooms and teachers and developed a plan for scheduling observations within these classrooms by other faculty members?		
Have you and your Leadership Team:	Yes	No	Notes:		
Conducted surveys to understand teachers' needs in regards to implementing the Florida Standards?					
Enhanced the use of an inquiry based approach at the school?					
Facilitated an understanding of the Six Instructional Shifts for English Language Arts?					
Facilitated an understanding of the Eight Mathematical Practices?					
Held collaborative work groups for the implications that the Florida Standards has for other subjects (Science, Social Studies, Technical Subjects)?					
Facilitated an understanding of the usage of performance tasks in assessments across all content areas?					

Pathfinder

The second area of the School Leadership Implementation Tool takes participants through a series of action steps developed within eleven individual categories. These categories represent areas of change needed on a school wide basis and the associated action steps needed in order to drill deeper into the shifts in teaching pedagogy and practice that the rigors of the Florida Standards dictate.

These school wide changes are:

- Professional Learning
- Technology Integrations
- Student Engagement and Collaboration
- Instructional Time
- Create & Learn Environment
- Literacy Instruction
- Mathematics Instruction
- Text Complexity and Informational Text
- Close Reading and Text Based Questioning
- Writing in the Content Areas
- Assessment

Upon completion of this section, school leaders should utilize the included note sheets to help determine where the school's strengths and weaknesses reside, and develop a path for school wide instructional shifts to further align classrooms with the Florida Standards.

Florida Standards Implementation: Pathfinder

School wide Change	Action Steps	Implementation Progress
<p>Professional Learning: Increasing instructional time will improve student achievement if that additional learning time is coupled with appropriate settings and enhanced pedagogy. In the short and long run, improving the quality of teaching methods will be the foundation for increased student performance.</p>	<p>Meet with school leadership team to discuss professional development needs based on the assessed needs of students and the observed needs of the teachers as they relate to the Florida Standards.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Establish three to five goals for professional development directly related to the instructional shifts associated with the Florida Standards.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Create both short-term and long-term (minimum of three years) plans for continuous, connected, ongoing and job-embedded professional development.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
<p>Technology Integration: The Florida Standards were developed with the intention to support effective use of technology for instructional purposes. The Florida Standards call for a departure from traditional technology instruction because technology is integrated throughout the standards; it is not viewed as a separate subject, but as a vehicle for core subjects.</p>	<p>Ensure that technology is carefully integrated with reading and writing instruction.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Conduct an assessment of the scope and nature of technology integration in regular classroom instruction.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Identify the professional development needs of teachers in order to foster greater integration of technology into instructional practice.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Identify the specific technology skills students will need to apply at each grade level.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Ensure that technology is an integral part of instruction, emphasizing its incorporation into student work, research, and assessment.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>

School wide Change	Action Steps	Implementation Progress
Student Engagement and Collaboration: Because students cannot improve their reading, writing, or discussion skills by listening to a teacher talk, teachers need to reverse the typical ratio of teacher talk and student work.	Work with the school leadership team to develop a definition of student engagement.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Help teachers develop classroom protocols that will encourage student engagement .	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Have teacher leaders construct a plan to teach collaborative skills to students at a school wide level.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
Instructional Time: While they have input into the curriculum, effective school leaders are able to influence three variables in teaching and learning—time, setting, and methods. Of the three, increasing quality instructional time may offer the most immediate gains in student achievement.	Discuss the relationship of learning time to student achievement with the school leadership team, particularly with respect to Tier 1 interventions.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Communicate an expectation that all teachers will teach “bell to bell”, eliminating unproductive transition time.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Ask teacher leaders to identify all the ways that teachers extend learning time for students, including such Tier 2 interventions as a double dose of targeted instruction, tutoring, and additional review sessions.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Identify the number of opportunities students have to participate in extended learning, including such Tier 3 interventions as a double dose of targeted instruction, reading classes, or double block mathematics classes.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Identify extended learning opportunities that will challenge students to participate in accelerated or enriched learning that go beyond standard course offerings.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed

School wide Change	Action Steps	Implementation Progress
<p>Create-and-Learn: Students must find answers, demonstrate understanding by applying their knowledge to real-world situations, and explain them through speaking and in writing.</p>	<p>Work with school leadership team to develop a set of agreed-upon, defined, school wide instructional practices that specifically address the following:</p>	
	<p>1. Guidelines for the inclusion of all text types and purposes of FLORIDA STANDARDS writing (opinions/arguments, informative/explanatory texts, narratives)</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>2. Classroom protocols for questioning and collaborative discussions</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>3. The frequency of checks for understanding</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>4. Guidelines for the inclusion of close reading and argumentative writing</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>5. Proportion of teacher talk to student work</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Work with teachers to ensure that students are exposed to and are completing performance tasks as a method of learning and assessment.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Work with teachers to ensure that lesson development follows the “Backwards Design” model.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Ensure that teachers can effectively access, select, and integrate district online resources into FLORIDA STANDARDS units (Destiny, WorldBook, GALE, SIRS, etc...).</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>

School wide Change	Action Steps	Implementation Progress
<p><u>Literacy Instruction:</u> The success of the Florida Standards depends heavily on the ability of school leaders to implement school wide literacy initiatives within their schools.</p>	Gather and analyze formative and summative data related to standardized test scores, state and district assessments, grades, quantitative and qualitative progress monitoring measures of student reading comprehension and other essential reading components, and the number of Tier 2 and Tier 3 interventions .	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Form a school wide literacy council comprised of the school’s media specialist and teacher leaders from throughout the school.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Work with the literacy council to develop a plan that includes both short- and long-term components. Identify possible quick wins—initial successes that provide motivation and encouragement.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Monitor progress during the year and make necessary adjustments.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Ensure that the FLORIDA STANDARDS Literacy Standards for History/Social Studies, Science, and Technical Subjects are incorporated into the instruction within those content areas.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Expect teachers to collaboratively plan instruction with their colleagues to design teaching and learning experiences that provide for student collaboration.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed

School wide Change	Action Steps	Implementation Progress
<p><u>Mathematics Instruction:</u> Leading school wide support of mathematics instruction and tending to educators' and parents' perceptions of mathematics education is an ongoing requirement of Florida Standards implementation.</p>	Begin considering whether current mathematics instructional practices align to the expectations of the Florida Standards.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Analyze available student mathematics achievement data, including student grades.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Convene a learning community focused on how to implement the Standards for Mathematical Practice in concert with the Standards for Mathematical Content.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Analyze data on student mathematics participation including:	
	1. Students repeating mathematics courses	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	2. Number and percentage of students who successfully complete a three-year mathematics sequence of either Algebra I, Geometry, Algebra II or an integrated sequence of courses	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	3. Students enrolled in IB, AP, AICE, or dual-enrollment mathematics and science courses as well as the scores on the externally moderated exams	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
Use data to inform course-taking policies.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed	

School wide Change	Action Steps	Implementation Progress
<p>Text Complexity and Informational Text: The Florida Standards signify an intentional return to placing reading and text (including print and digital formats) at the center of classroom instruction, including an increase in text complexity and the inclusion of much more informational text.</p>	<p>Ensure that teachers are aware that a shift to more informational text does NOT mean an abandonment of literature.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Analyze library books, teacher supplied texts, textbook, and supplemental text resources in print and digital formats to determine level of complexity based on quantitative, qualitative, and reader/task considerations.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Analyze available formative and summative assessment data to identify the current expected reading comprehension level of students.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>

<p>Close Reading and Text-based Questioning: Students must learn to cite specific evidence to support their points and opinions about a text. Building close reading skills in students is the ultimate goal of the Florida Standards, a skill that will most likely be assessed through writing as well as speaking and listening.</p>	<p>Work with the school leadership team to plan professional development for teachers.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Analyze teacher developed formative assessments to determine the degree to which students are asked to engage in close reading and to construct responses that refer to evidence contained in the text.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>

School wide Change	Action Steps	Implementation Progress
<p>Writing In the Content Areas: The Florida Standards seek to create a literacy rich environment in which reading and writing become a shared responsibility of all teachers and a normal part of every lesson in every classroom.</p>	<p>Ensure that the importance of writing across a variety of genres/text types and for a variety of purposes and audiences is emphasized with <u>all</u> teachers.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Work with the school leadership team to develop an agreed upon school wide approach to writing instruction that includes the process of writing.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Increase the amount of time that students spend writing in the content areas.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Expect student elaboration and the citation of evidence in responses to questions and prompts.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Infuse the F.I.N.D.S. (Focus-Investigate-Notes-Develop-Score) research process into writing activities to ensure the continued use of evidence citation in student work.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>
	<p>Expect students to reflect upon their writing across all content areas.</p>	<p><input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed</p>

School wide Change	Action Steps	Implementation Progress
<p>Assessment: There is a considerable amount of interest focused on the development of common formative and summative assessments and effective analyses of the resulting quantitative and qualitative data.</p>	Work with the school leadership team to form content and cross-content teams.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Make use of FLORIDA STANDARDS assessment-related supplemental tools.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	<p>Ask the teams to collaboratively develop a common syllabus, as well as common formative and summative assessments that include the following:</p>	
	1. Questions that simulate the Florida Standards sample questions and performance tasks	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	2. A focus on both application of mathematics and demonstration of conceptual understanding in both shorter and longer tasks	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	3. The reading of multiple related text selections across a variety of genres in both print and digital formats and the analysis and written response to these readings.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	4. Embedded critical academic vocabulary	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
	Ask teacher leaders to review and discuss teacher-developed assessments in relation to high-order thinking skills and the quality of the constructed responses, as they align or do not align to the Florida Standards.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed
Create a school wide culture of collaboration for analyzing student data to effectively design targeted, personalized instruction.	<input type="checkbox"/> Not started <input type="checkbox"/> Being developed <input type="checkbox"/> In progress <input type="checkbox"/> Completed	

Notes

School wide Change	Strengths	Weaknesses
Professional Learning		
Technology Integration		
Student Engagement and Collaboration		
Instructional Time		
Create & Learn		

Notes

School wide Change	Strengths	Weaknesses
Literacy Instruction		
Text Complexity and Informational Text		
Close Reading and Text-based Questioning		
Mathematics Instruction		
Writing in the Content Areas		
Assessment		

Resources

In addition to the resources and professional learning found at the Broward County Public School's *Defining the Core* website (www.definingthecore.com), the following sites provide a wealth of information and tools pertaining to the implementation of the Florida Standards:

Achieve: <http://www.achieve.org>— a nonprofit, bipartisan organization supporting states as they implement policies to ensure students graduate prepared for college and career.

ASCD: <http://www.ascd.com>

The Aspen Institute: <http://www.aspeninstitute.org/publications?program=27>

College Summit: <http://www.collegesummit.org>— a national education non-profit supporting schools and districts in increasing college enrollment rates and creating college-going cultures

Florida Standards (FLORIDA STANDARDS): <http://www.corestandards.org>

Doing What Works: <http://dww.ed.gov/>

Hunt Institute: <http://www.hunt-institute.org>— a nonprofit supporting many areas of education

Illustrative Mathematics: <http://www.illustrativemathematics.org>— a website devoted to illustrating standards for mathematics

Institute of Educational Sciences (IES), What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

MetLife Foundation: <http://www.metlifefoundation.org>

National Association of Elementary School Principals (NAESP): <http://www.naesp.org>

National Association of Secondary School Principals (NASSP): <http://www.nassp.org/commoncore>

Partnership for Assessment of Readiness for College and Careers (PARCC): <http://www.parcconline.org> — an assessment consortium of 23 states building a common assessment system

Smarter Balanced Assessment Consortium (SBAC): <http://www.smarterbalanced.org> — a second assessment consortium of 25 states building a common assessment system

Student Achievement Partners: www.achievethecore.org

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