

# Bringing the Florida Standards to Life in Every Classroom

Summary of Comprehensive Diagnostic

May 6, 2015

---

**Our diagnostics have aimed to answer one core question:**

A photograph of four people in a meeting. A woman with glasses is on the left, a woman with curly hair is in the center, and a man is on the right. A fourth person is partially visible in the foreground. A large, semi-transparent circular overlay with a grid pattern is centered over the image, containing the text.

**To what extent are  
current practices at the  
classroom, school and  
district levels  
supporting or hindering  
efforts to ensure  
rigorous, standards-  
aligned instruction for  
all students?**

---

**To answer this question, we took a snapshot of classroom, school and district practices using a range of data sources.**



### Classroom

- 455 **lesson observations** across 31 schools
- 1,985 **samples of student work**



### School

- **Surveys** of 16,970 teachers, 1,576 school leaders, and 201 coaches
- **Focus groups** with 94 coaches and 303 teachers
- **Interviews** with 31 principals
- **Observations** of 25 PLC meetings and 12 coaching sessions



### District

- Over 70 district **leadership interviews**
- **Teacher performance and human capital data**
- **ELA and Math curricular resources** in grades 1, 3, 6, 7, 8 and 10
- Hundreds of pages of teacher, coach and school leader development **materials and trainings**

# TNTP used two nationally-vetted tools, written by authors of the Common Core State Standards, to assess if instruction and student work match changes shifts in instruction and student expectations.



**Educators Evaluating Quality Instructional Products (EQuIP) Rubric:** Tool for reviewing student work samples for alignment with standards.



ACHIEVETHECORE.ORG

**Instructional Practice Guides:** Tools for observing lessons and whether they make the instructional shifts required by standards.

**equip** EQuIP Quality Review Process  
EQuIP Quality Review Rubric for Lessons & Units: Mathematics

Reviewer Name or ID: \_\_\_\_\_  
Grade: \_\_\_\_\_ Mathematics Lesson/Unit Title: \_\_\_\_\_

**I. Alignment to the Depth of the CCSS**

The lesson/unit aligns with the letter and spirit of the CCSS:

- Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.
- Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.
- Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.

Summary of Observations and Suggestions for Improvement:

**Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3; if rating is 0 or 1 then the reviewer does not continue.**

Rating:  3  2  1  0

**Rating Scale for Dimensions I, II, III, IV:**

- 3: Meets most to all of the criteria in the dimension
- 2: Meets many of the criteria in the dimension
- 1: Meets some of the criteria in the dimension
- 0: Does not meet the criteria in the dimension

The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Missouri, North Carolina and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike license.

**INSTRUCTIONAL PRACTICE GUIDE: COACHING**

ELA / LIT    3–12    LESSON  
SUBJECT    GRADES    GUIDE TYPE

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS) aligned instruction. Designed as a developmental tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in Instruction for ELA/Literacy provides the learning for this tool.

- Regular practice with complex text and its academic language.
- Reading, writing, and speaking grounded in evidence from text, both literary and informational.
- Building knowledge through content-rich nonfiction.

The guide provides examples of what implementing the CCSS for English Language Arts and Literacy in grades 3-12 look like in daily planning and practice. It is organized around three Core Actions which encompass the shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tests and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the CCSS Standards for English Language Arts and Literacy (ccstandards.org/ELA-Literacy) as necessary.

Companion tools for Instructional Practice Guide include:

- Instructional Practice Guide: Coaching (Digital) - a digital version of the print tool, view at [achievethecore.org/coaching-tool](http://achievethecore.org/coaching-tool)
- Instructional Practice Guide: Lesson Planning - designed for teachers to support them in creating lessons aligned to the CCSS, view at [achievethecore.org/lesson-planning-tool](http://achievethecore.org/lesson-planning-tool).

Date: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Observer Name: \_\_\_\_\_  
Grade / Class Period / Section: \_\_\_\_\_  
Topic / Lesson / Unit: \_\_\_\_\_  
Standard(s) Addressed in this Lesson: \_\_\_\_\_

---

## DIAGNOSTIC FINDINGS

---

- 1 Teachers observed are not yet adjusting their instructional practices to meet the demands of the Florida Standards.
  - 2 Teacher and leader confidence in their ability to teach the Florida Standards doesn't match up with what was observed at schools.
  - 3 Instructional materials, evaluations and professional development opportunities provided to teachers could be better aligned, as they are not yet doing enough to support teachers to raise the rigor of their instruction.
-

---

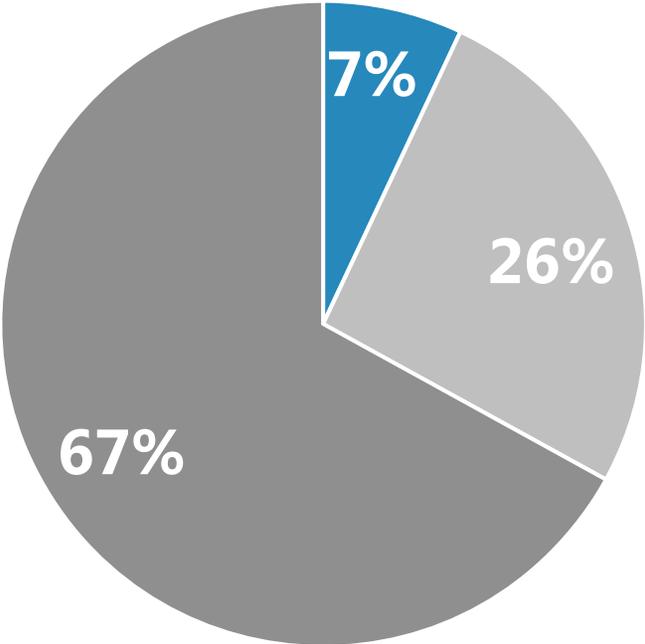
## FINDING 1

Teachers observed are not yet adjusting their instructional practices to meet the demands of the Florida Standards.

---

**As is consistent with national trends, most classrooms that we visited are not yet making the changes required by the Florida Standards.**

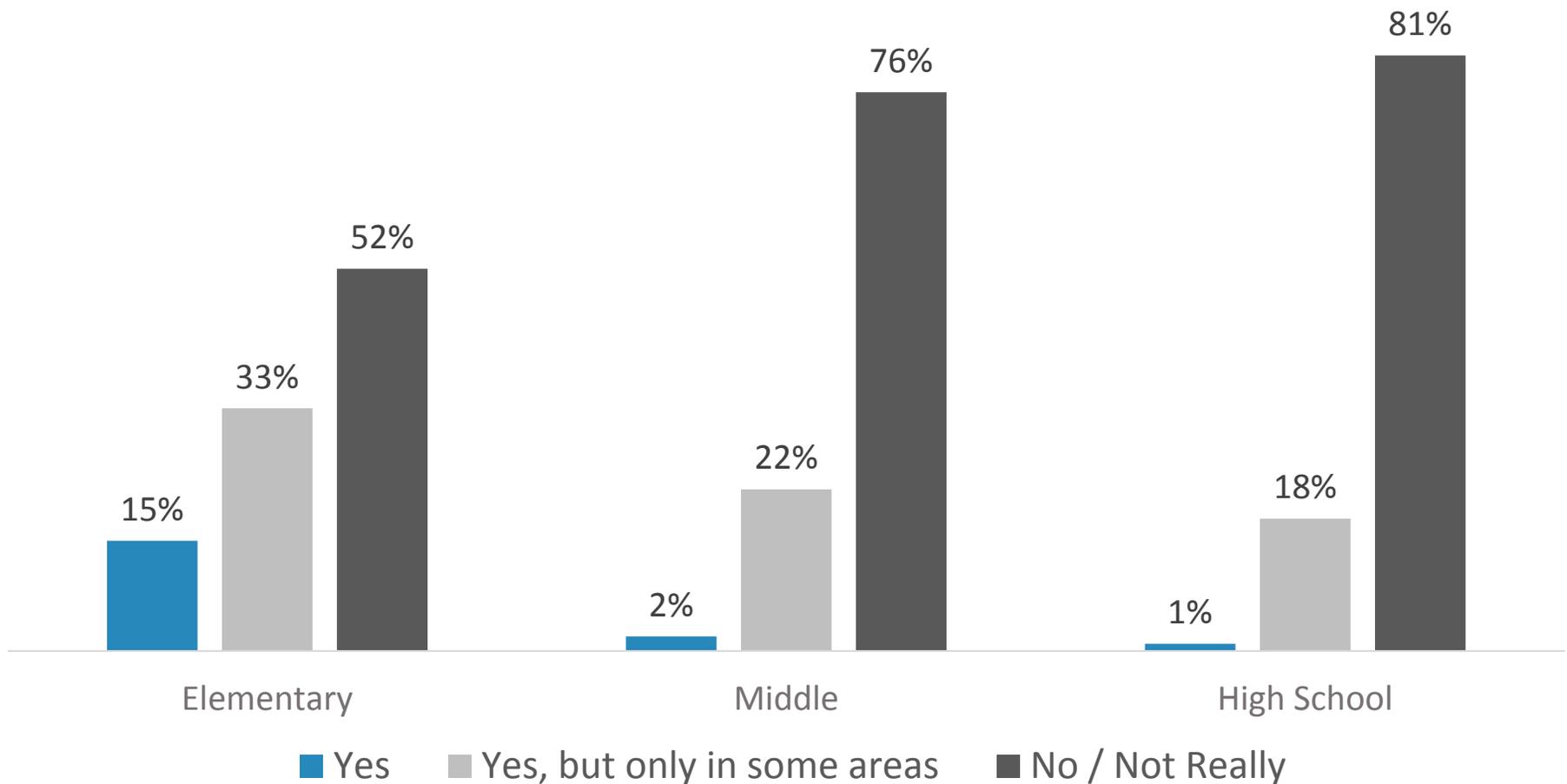
Overall, did this lesson indicate that the teacher is making the instructional changes required by the Florida Standards?



■ Yes    ■ Yes, but only in some areas    ■ No / Not really

**Of the classrooms we visited, elementary classrooms showed more evidence of making changes than middle or high school classrooms, which reflects early investments in Florida.**

Overall, did this lesson indicate that the teacher is making the instructional shifts required by the standards?

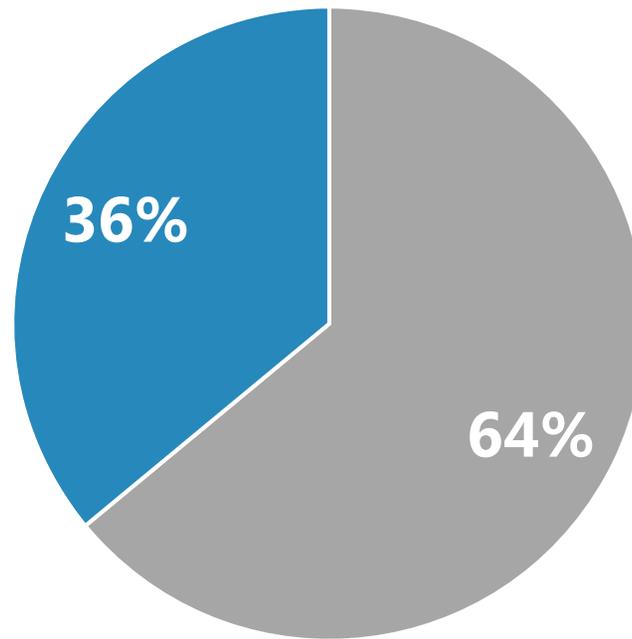


n = 455 lessons

---

**Less than half of assignments reviewed showed strong or excellent alignment to the new Florida Standards, which is consistent with national trends.**

Overall, did this assignment indicate alignment to the standards?

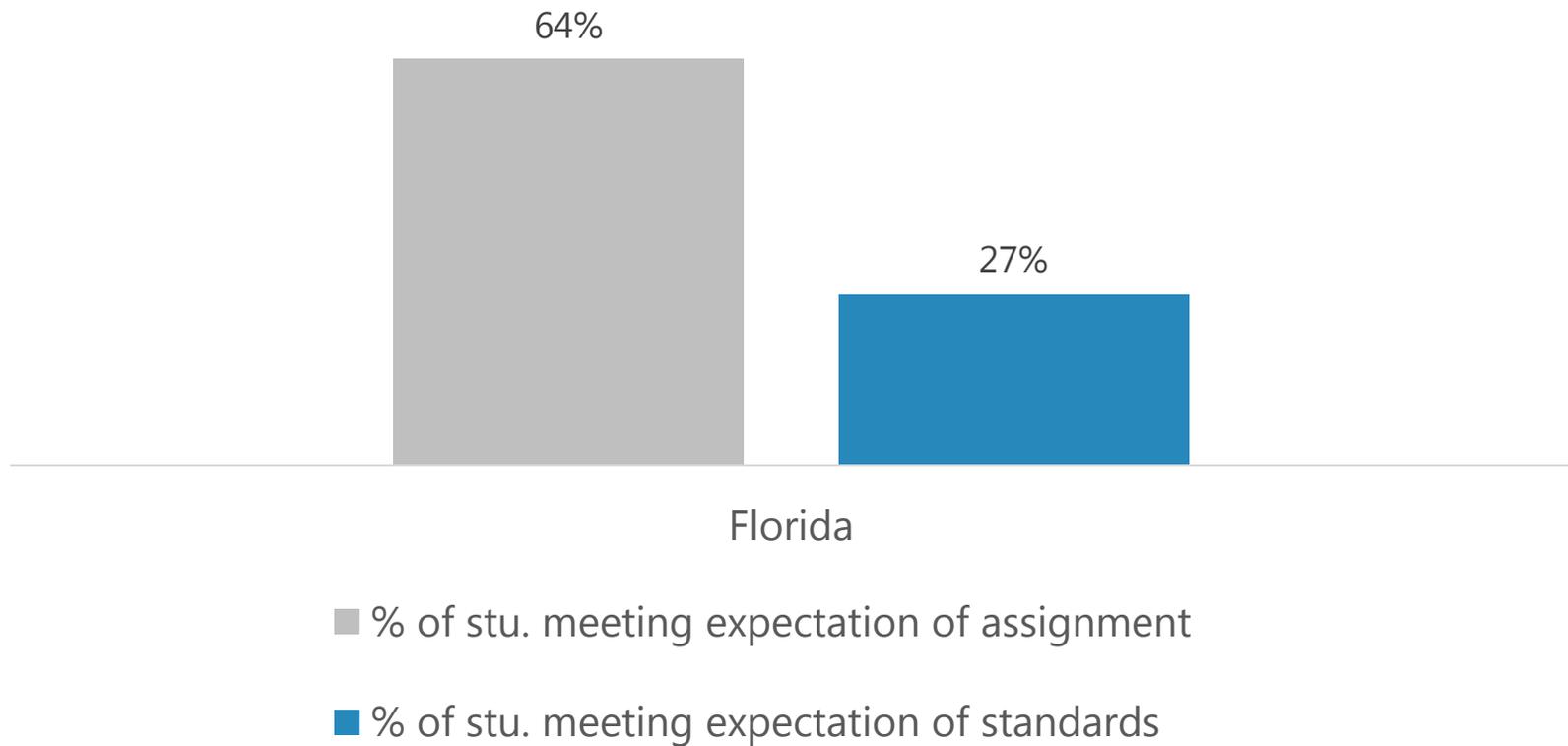


- % Assignments with weak or no alignment
- % Assignments with strong or excellent alignment

---

## Most students are meeting their assignment expectations, but not the expectations of the new standards.

Students Meeting Expectations of the Assignment  
vs. Expectations of the Standards



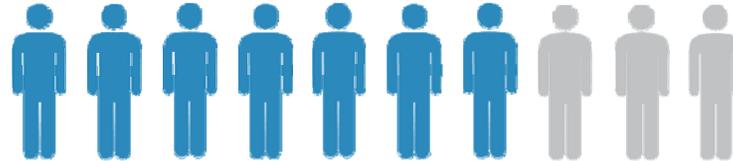
---

## FINDING 2

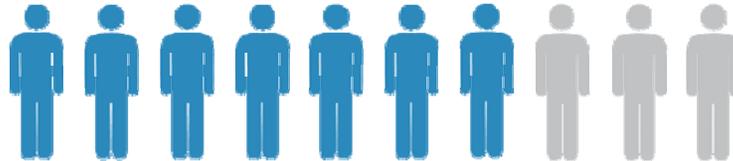
Teacher and leader confidence in their ability to teach the Florida Standards doesn't match up with what was observed at schools.

# There's a perception versus reality gap among teachers and school leaders.

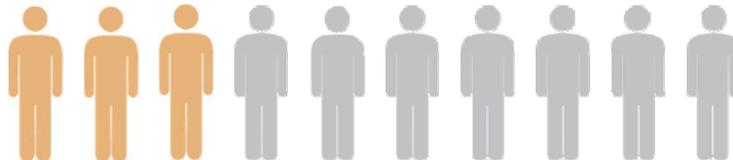
**70%**  
of school leaders\* are  
confident in their ability to lead  
teachers to shift instruction



**70%**  
of teachers\*\* believe their  
school is prepared to shift to  
the new standards



But only  
**32%**  
of teachers we observed\*\*\*  
were demonstrating even *some*  
of the shifts



And only  
**27%**  
of students met the expectations  
of the standards in their  
assignments\*\*\*\*



Note: Data are averages across districts

\*n= 972 total administrator survey respondents; \*\*n= 16,970 total teacher survey respondents; \*\*\*n= 455 observed lessons; \*\*\*\*n= 1,985 student work samples collected

---

## FINDING 3

**Instructional materials**, evaluations and professional development opportunities provided to teachers could be better aligned, as they are not yet doing enough to support teachers to raise the rigor of their instruction.

---

**TNTP used adapted versions of the IMET and EQuIP rubrics to assess whether textbooks and unit materials align to the expectations of the standards.**



**Educators Evaluating Quality  
Instructional Products (EQuIP) Rubric**

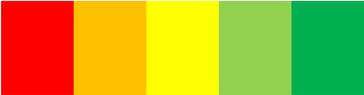


**Instructional Materials Evaluation Tool  
(IMET)**

---

## District adopted textbooks are not consistently aligned to the Florida Standards.

### District Adopted Textbooks

Not aligned  Fully-aligned

K-5 ELA	6-12 ELA	K-5 Math	6-12 Math
Journeys	Collections	Go Math!	Core Math
ReadyGen			

Yet despite this uneven alignment to the standards

**80% of teachers**

believe they implement a rigorous curriculum.

---

## FINDING 3

Instructional materials, **evaluations and professional development opportunities** provided to teachers could be better aligned, as they are not yet doing enough to support teachers to raise the rigor of their instruction.

---

**Evaluation system design and implementation are not leading to feedback that is supporting teachers and helping them to improve.**

## CURRENT CHALLENGES

### DESIGN

Too many competencies and overly complex rubrics

Limited focus on content and student actions in observations

Summative rating cut-scores mask true performance

### IMPLEMENTATION

Inflated ratings from observations

Not enough focus on standards-aligned feedback to support teacher development

Rubrics are not implemented consistently

---

**As a result, evaluation ratings can hide the distinction between teacher performance, and fail to recognize high performing teachers.**

## The Story of Two Effective Teachers in District X

### Teacher A



- Fewer than 25% of students meeting expectations for growth over three years.
- Rated “Applying” on six elements and “Beginning” on four elements
- Final score: 2.5-3, rounded up to 3 = *Effective*

### Teacher B

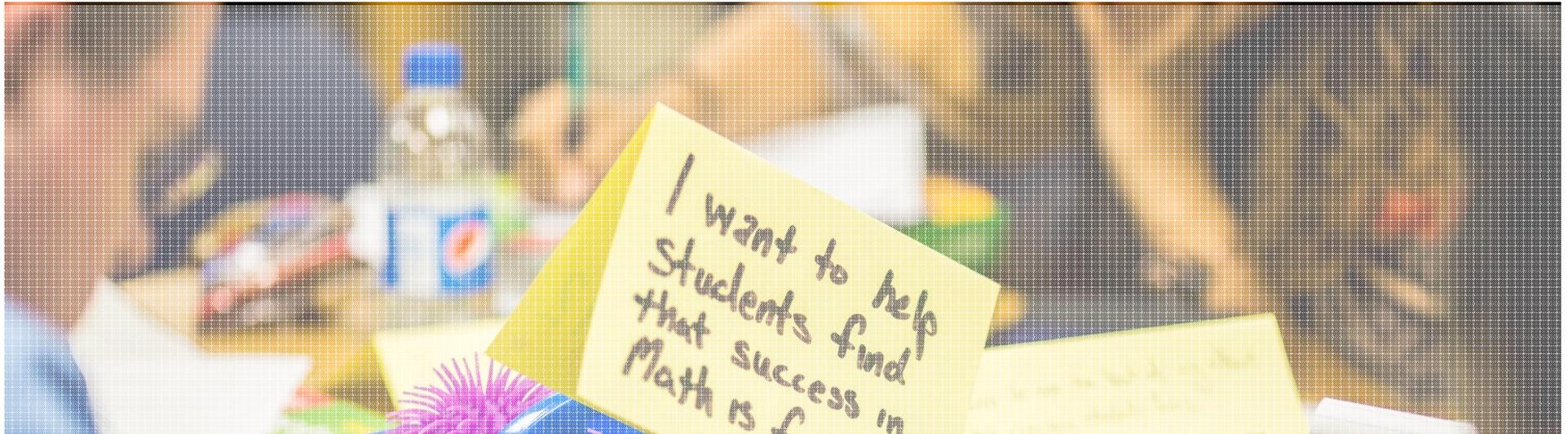


- More than 80% of students meeting expectations for growth over three years.
- Rated “Applying” on eight elements and “Beginning” of seven elements.
- Final score: 3-3.4, rounded down to 3 = *Effective*

**In District X, among teachers for whom fewer than 50% of their students met expectations for growth, 85% were rated “highly effective.”**

---

**Professional development systems are not yet fully supporting teachers to make changes to their instruction.**



**Instructional Coaching**

- Variability in coach skill and understanding of the standards
- Variability in how coaches are used in schools and classrooms

**Professional Learning Communities**

- Focused more on logistics and planning, rather than on standards-alignment and implementation

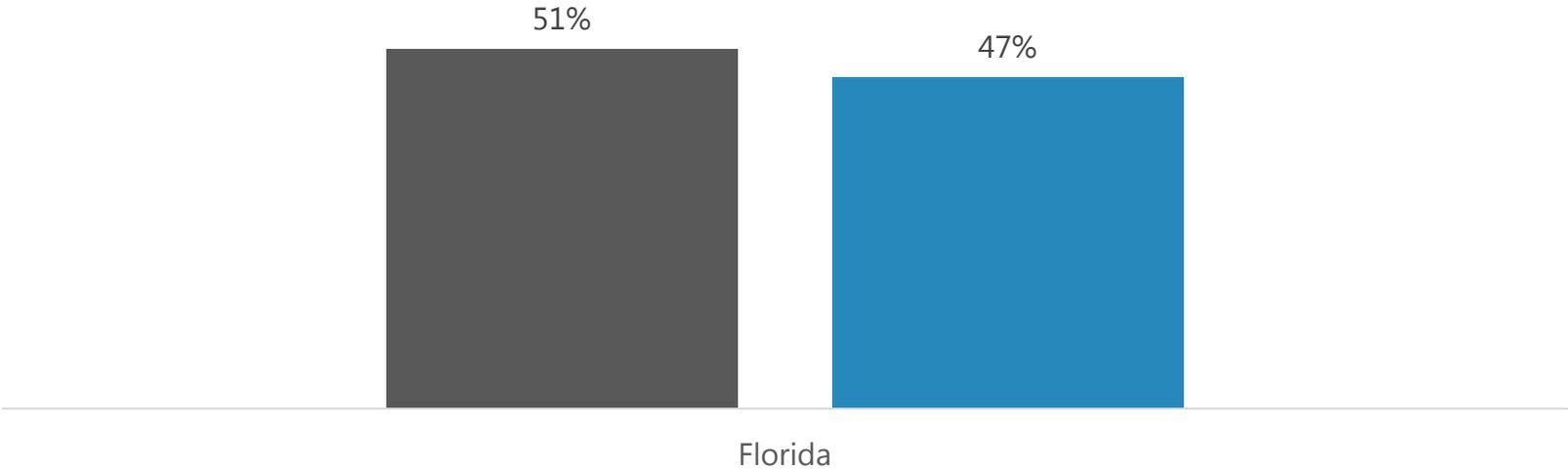
**PD Sessions**

- Content missing some key elements of the FL Standards
- Lack of PD for all levels of the system

---

**Only about half of teachers report that professional development they receive has been effective at helping them to implement the Florida Standards.**

Percentage of teachers



■ agree that training on the Florida Standards improves their practice

■ report that PD includes time practicing teaching techniques outside of the classroom

---

## DIAGNOSTIC FINDINGS

---

- 1 The sample of Florida teachers are not yet adjusting their instructional practices to meet the demands of the Florida Standards.
  - 2 Teacher and leader confidence in their ability to teach the Florida Standards doesn't match up with what was observed at schools.
  - 3 Instructional materials, evaluations and professional development opportunities provided to teachers could be better aligned, as they are not yet doing enough to support teachers to raise the rigor of their instruction.
-