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:

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.

Instructional Practice Guides: Tools for observing lessons and whether they make the instructional shifts required by standards.
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: 67%
- Yes, but only in some areas: 26%
- No / Not really: 7%

n = 455 lessons
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?

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Yes, but only in some areas</td>
<td>33%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>No / Not Really</td>
<td>52%</td>
<td>76%</td>
<td>81%</td>
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</tbody>
</table>

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?

- 36% Assignments with weak or no alignment
- 64% Assignments with strong or excellent alignment

n = 404 assignments
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

- 64% of stu. meeting expectation of assignment
- 27% of stu. meeting expectation of standards

n = 1,985 student work samples collected
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.
District adopted textbooks are not consistently aligned to the Florida Standards.

### District Adopted Textbooks

<table>
<thead>
<tr>
<th></th>
<th>K-5 ELA</th>
<th>6-12 ELA</th>
<th>K-5 Math</th>
<th>6-12 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journeys</td>
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<tr>
<td>ReadyGen</td>
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<td></td>
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<tr>
<td>Collections</td>
<td></td>
<td></td>
<td>Go Math!</td>
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</tr>
<tr>
<td>Core Math</td>
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</tbody>
</table>

Yet despite this uneven alignment to the standards **80% of teachers** believe they implement a rigorous curriculum.

n=16,970 teachers surveyed
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.

- Variability in coach skill and understanding of the standards
- Variability in how coaches are used in schools and classrooms
- Focused more on logistics and planning, rather than on standards-alignment and implementation
- 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

- 51% agree that training on the Florida Standards improves their practice
- 47% report that PD includes time practicing teaching techniques outside of the classroom

n= 16,970 total survey respondents
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.