

IMPLEMENTATION OF FLORIDA STANDARDS

In 2014, Florida Standards were adopted and students are being tested with Florida Standards Assessments. TNTP, a national nonprofit founded by teachers that works alongside educators in schools and district offices, partnered with Florida districts the same year to assess implementation of the new standards. TNTP set out to answer “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?”

10,000 teachers surveyed

1,350 pieces of student work evaluated

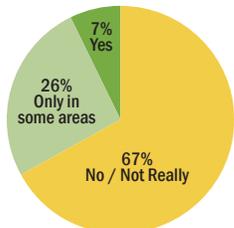
300 classrooms observed

300 interviews with teachers, principals and district staff members

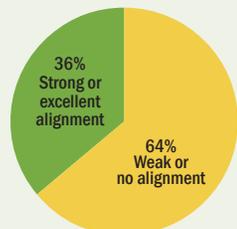
CHANGE IS HAPPENING AT DIFFERENT PACES¹

Instructional practices have not yet been adjusted to meet the demands of the Florida Standards.

Are teachers making the instructional changes required by the Florida Standards?



Are assignments aligned with Florida Standards?



64% Students meeting expectation of assignment

27% Students meeting expectation of Standards

Despite 64% of students meeting assignment expectations, less than a third were meeting standards expectations.

PERCEPTION VS. REALITY¹

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



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

YET ONLY



32%

of teachers TNTP observed were demonstrating even some of the shifts



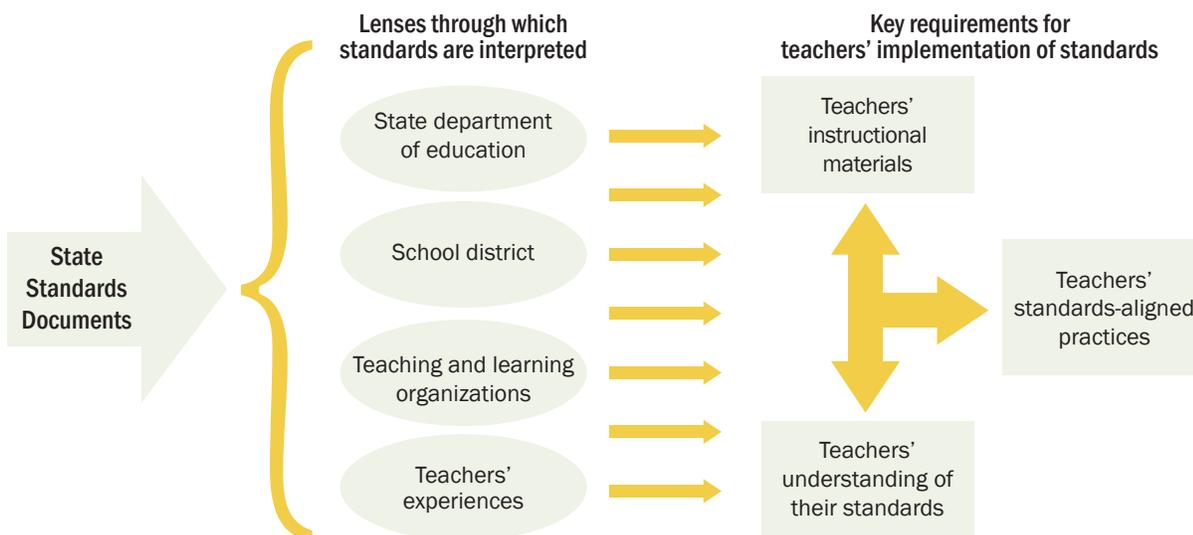
27%

of students met the expectations of the standards in their assignments

FACTORS INFLUENCING TEACHERS' IMPLEMENTATION OF STATE STANDARDS²

In 2016 RAND Corporation published “Implementation of K–12 State Standards for Mathematics and English Language Arts and Literacy,” which examined teachers' implementation of state standards.

Several factors influence teachers' preparedness to implement standards, including access to high-quality instructional materials, comprehension of content standards and willingness to adjust instructional approach.



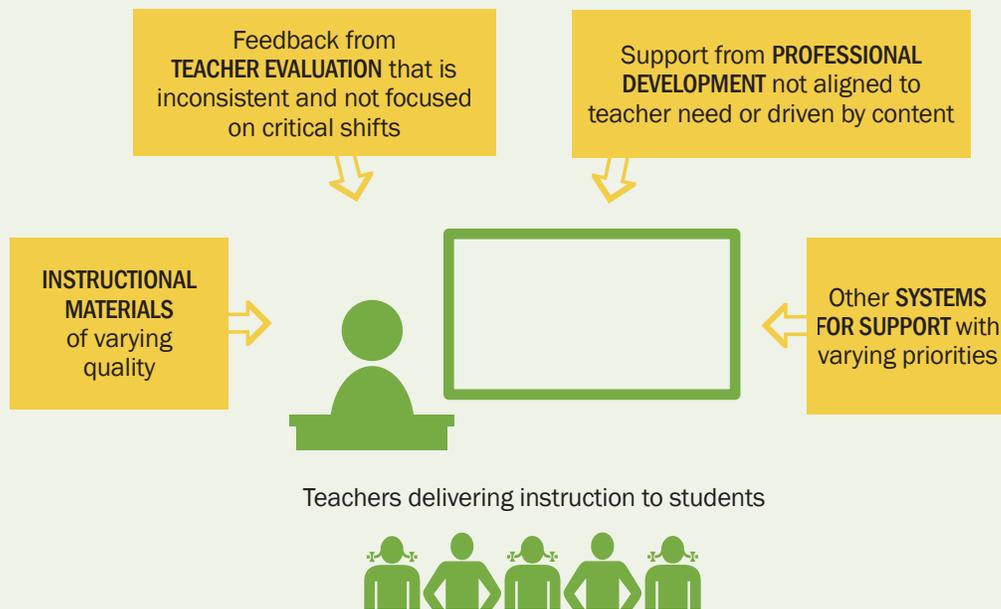
1. 2014. Florida: Assessing Classroom Instruction. Case Study, TNTP.

2. Opfer, V. Darleen, Julia H. Kaufman and Lindsey E. Thompson. Implementation of K–12 State Standards for Mathematics and English Language Arts and Literacy: Findings from the American Teacher Panel. Santa Monica, CA: RAND Corporation, 2016. http://www.rand.org/pubs/research_reports/RR1529.html.

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THE RESULTS WHEN SYSTEMS ARE MISALIGNED¹

Systems that support effective teaching and learning are often “siloe,” resulting in inconsistent support, and ultimately, an unmet goal of student success.



Principals and teachers are making progress understanding what the standards are (**WHAT TO TEACH**), but not:

- **HOW TO TEACH**, i.e. the instructional shifts required, or
- How to have supportive **STUDENT ARTIFACTS, SKILLS AND BEHAVIORS**, i.e. what learning looks to show that students have mastered the standards.

Misalignment creates a guessing game for teachers and principals.

- Curricular materials not helping to understand the instructional shifts
- No distinction between elements that are “necessary but insufficient” vs. “strongly aligned” to the new standards

Current professional development is **not helping** to change instructional practice.

- Teacher quote: “Most of the coaches and district staff coming in to provide training have never taught the standards.”

SUPPORTING SUCCESSFUL IMPLEMENTATION

FPN and the Education Funders Affinity Group (EAG) have been supporting higher standards for education, as exemplified by the Florida Standards and as measured by the Florida Student Assessment, since 2013.

ADOPTION OF FLORIDA STANDARDS IS JUST THE FIRST STEP.

To have a lasting impact, the Florida Standards also must be implemented with full fidelity (i.e. instructional practices, curricula materials, etc.). School districts and teachers are working hard on this and there is promising progress.

Over the next year FPN will work with its members to explore how the philanthropic community can accelerate progress. We will build off work of experts in the field and partner with others to:

-  Share more, deep learning opportunities on philanthropy’s role in implementing standards
-  Develop frameworks to strengthen grantmaking
-  Provide dynamic toolkits to dive more deeply into how to work more effectively
-  Explore best practices in partnering with local school districts and schools with programs such as TNTP’s Pilot Florida Implementation Network

EAG members support a culture of high expectations for all students, in and out of school, from early childhood to postsecondary education, leading to career success.

The Jacksonville Public Education Fund, an FPN member, is leading a collaborative effort intended to surface and support the pressing needs of teachers, school officials and district staff working to implement the instructional shifts required to effectively teach the Florida Standards.

Through an initial landscape analysis, this work aims to identify opportunities to support implementation in local communities and districts and inform statewide strategies of support, including:

- Increasing teacher knowledge and growth
- Improving awareness of and usage of high-quality curriculum and materials
- Strengthening instructional leadership at the school and district levels, and
- Growing public understanding for needed systemic changes.

There will be ongoing communications and education about implementation in 2017.

To learn more about these efforts, contact Bill Hoffman, FPN Education Consultant, at Bill@BillHoffmanAndAssociates.com or 813-956-6453.

