

Florida's New Standards

Rigorous

Measurable

Clear and Concise

Increased Student Achievement in Florida

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Background

- **1996:** Sunshine State Standards written
- **2005:** First revisions began
- **2006:** Six-year review and revise cycle approved
- **2007:** Transition to newly revised SSS to begin
- **2007-08:** First year the newly revised standards will be taught

Why Revise the Sunshine State Standards?

- To ensure students are globally competitive
- To increase the level of rigor
- To provide grade-level specificity

What do students say about rigor?

A Public Agenda study from 1997 revealed the following:

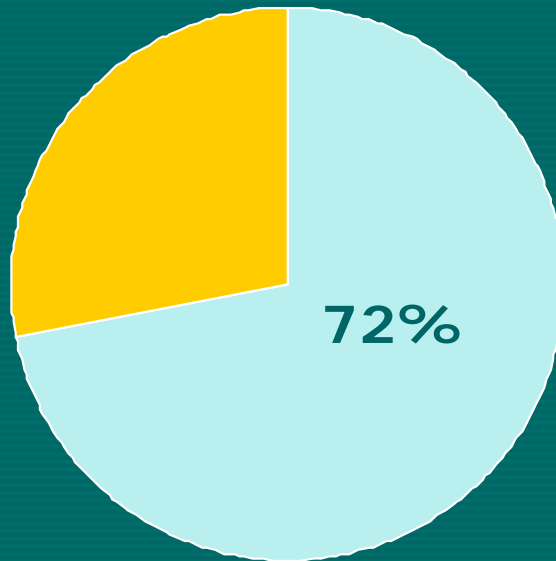
- 65% of students readily admit they could do much better in school if they tried.
- 75% think students should only pass if they have learned the required materials.
- 79% say they would learn more if schools enforced being on time, along with the completion of homework.

When asked whether they thought that students would pay greater attention and study harder if they were required to learn more and be tested in order to graduate, vast majorities of students answered “yes:”

- 79% of all students
- 65% of the hard core disengaged students
- 74% of white students
- 80% of African American students
- 82% of Hispanic students
- 71% of adults

Current students agree

Percentage of students who feel strongly that they would have worked harder if schools had demanded more of students, set higher academic standards and raised course requirements for graduation



Source: The Horatio Alger Association of Distinguished Americans, *The State of Our Nation's Youth, 2005–2006*, 2005.

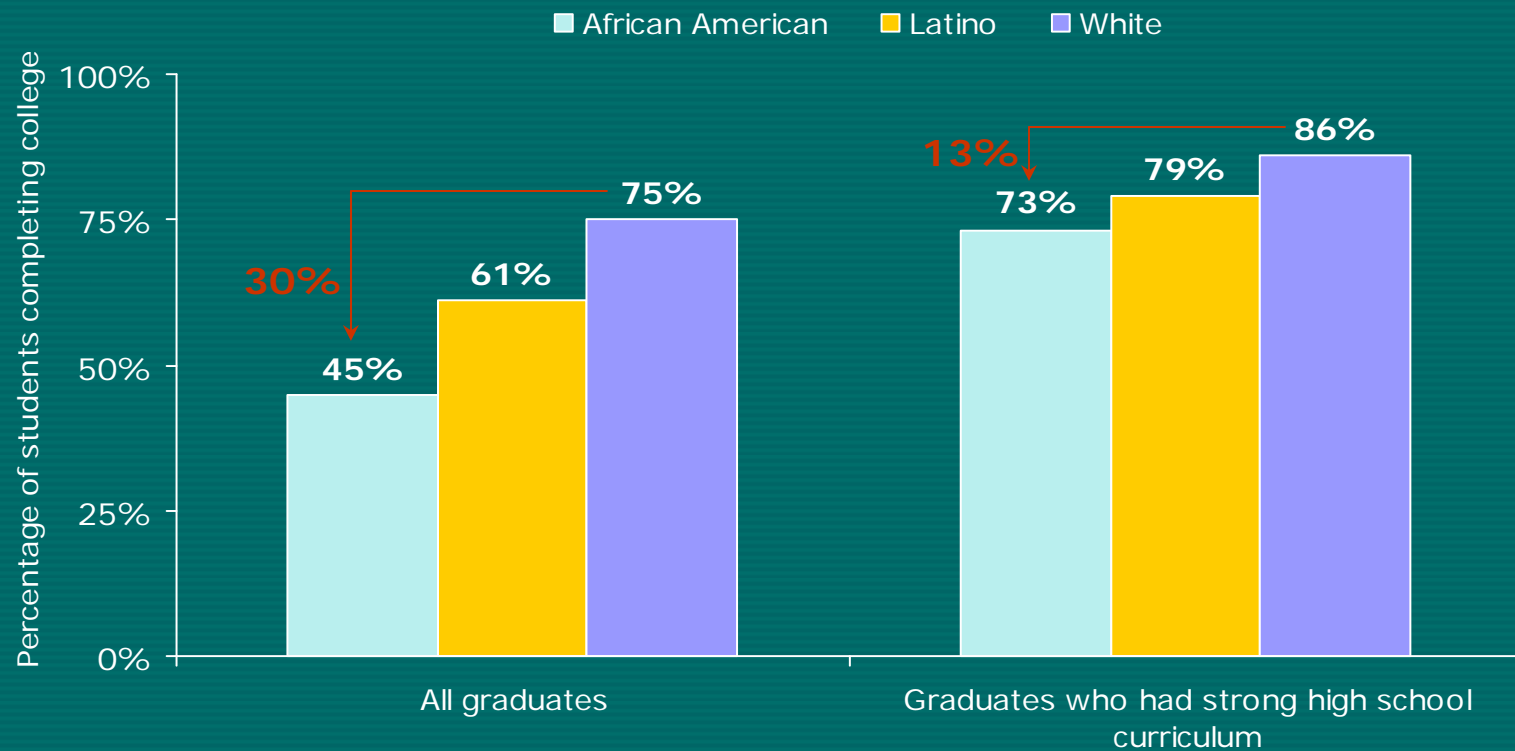
Changing the Culture: Increasing the Level of Rigor

- The impact of a high school curriculum of *high academic intensity and quality* on degree completion is far more pronounced—and positively—for African-American and Latino students than *any other* pre-college indicator of academic resources.
- Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than *doubles* the odds that a student who enters postsecondary education will complete a bachelor's degree.

- Academic Resources (the composite of high school curriculum, test scores, and class rank) produces a much steeper curve toward bachelor's degree completion than does socioeconomic status.
- Students from the *lowest* two SES quintiles who are also in the *highest* Academic Resources quintile earn bachelor's degrees at a higher rate than a majority of students from the top SES quintile.

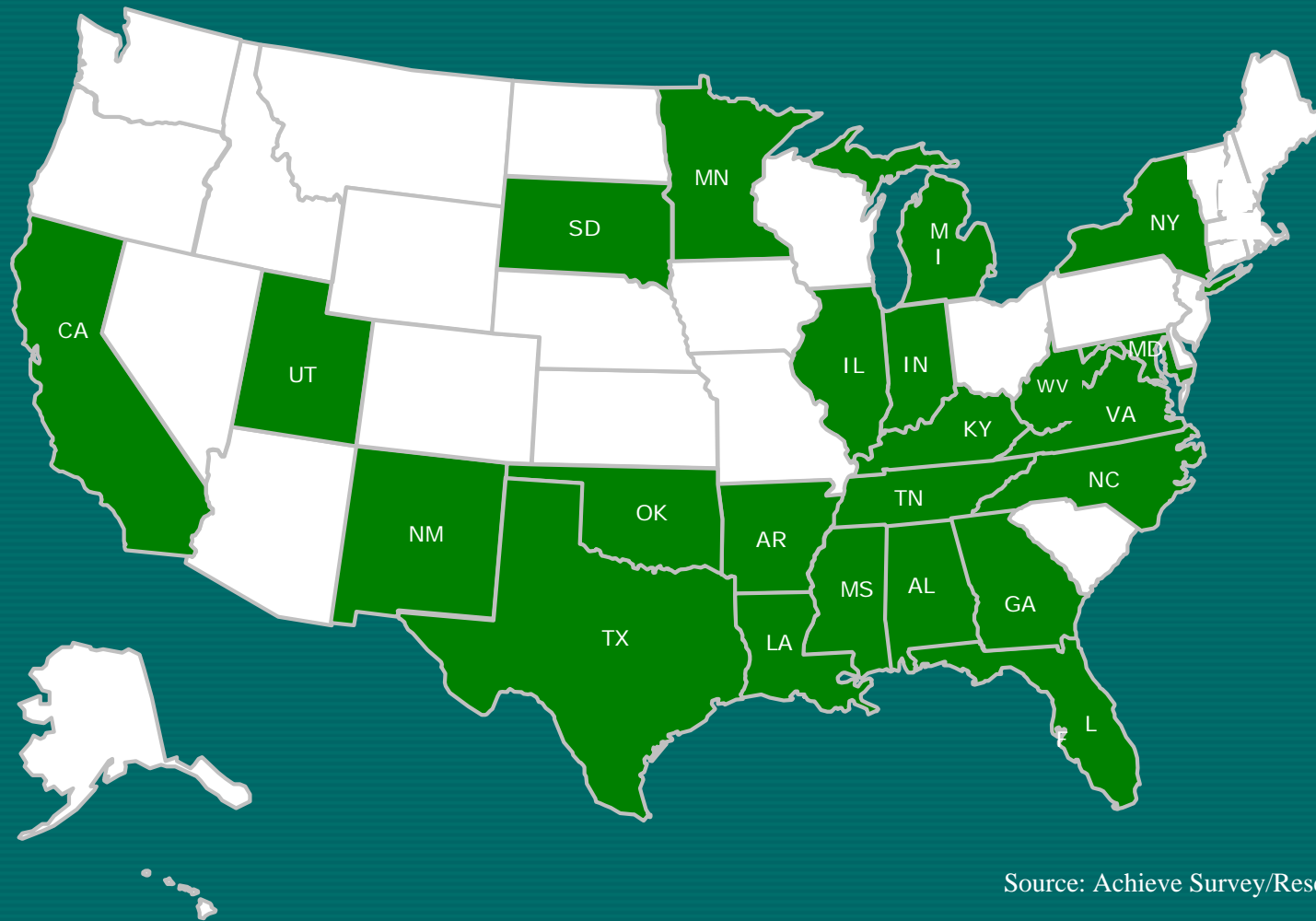
Adelman, C. (1999). *Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: U.S. Department of Education

Taking challenging courses closes college completion gap between whites and minorities



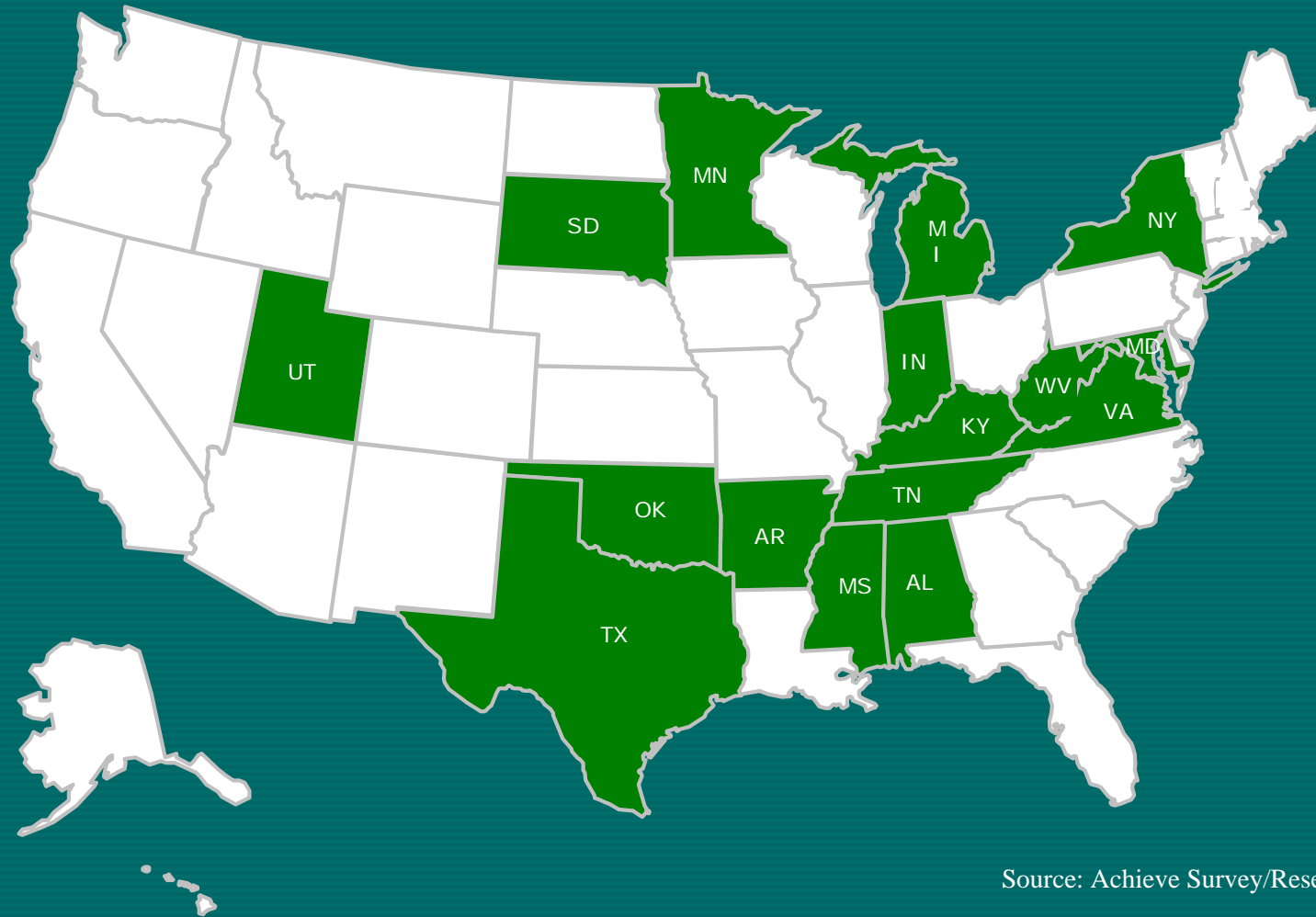
Source: Adelman, C. *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*, U.S. Department of Education, Office of Educational Research and Improvement, 1999.

23 states require Algebra I



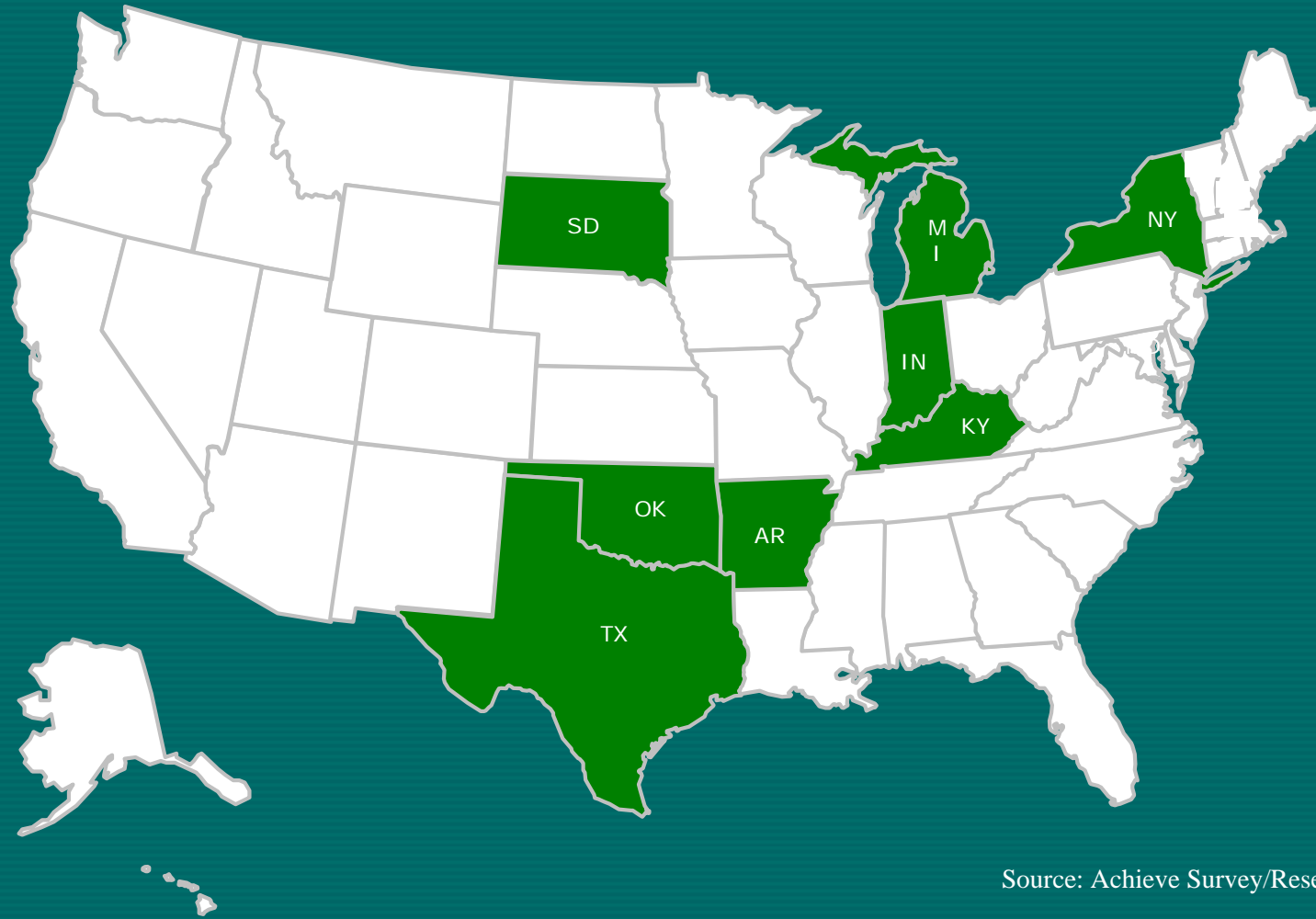
Source: Achieve Survey/Research, 2006.

16 states require Geometry



Source: Achieve Survey/Research, 2006.

Only eight states require Algebra II



Source: Achieve Survey/Research, 2006.

Goals for the Revision

- Streamline the standards
- Organize the revision by specific grade level
- Restructure the numerical identification system
- Use clear and concise language in standards and benchmarks
- Ensure the rigor across the grade levels
- Address the lack of cognitive complexity across all grades
- Include those skills needed for postsecondary success and work related skills.

Reading and Language Arts Stakeholders

- Alternative Assessment Advisory Committee,
- Bureau District Partners for Exceptional Student Education,
- Florida Association for Media in Education,
- Florida Association of Supervisors of Media,
- Florida Center for Reading Research,
- FCAT Reading Content Advisory Committee,
- FCAT Writing Content Advisory Committee,
- Florida Council of Teachers of English,
- Florida's Council of Language Arts Supervisors,
- Reading Supervisors of Florida, and
- Statewide Advisory Committee for the Education of Exceptional Students.

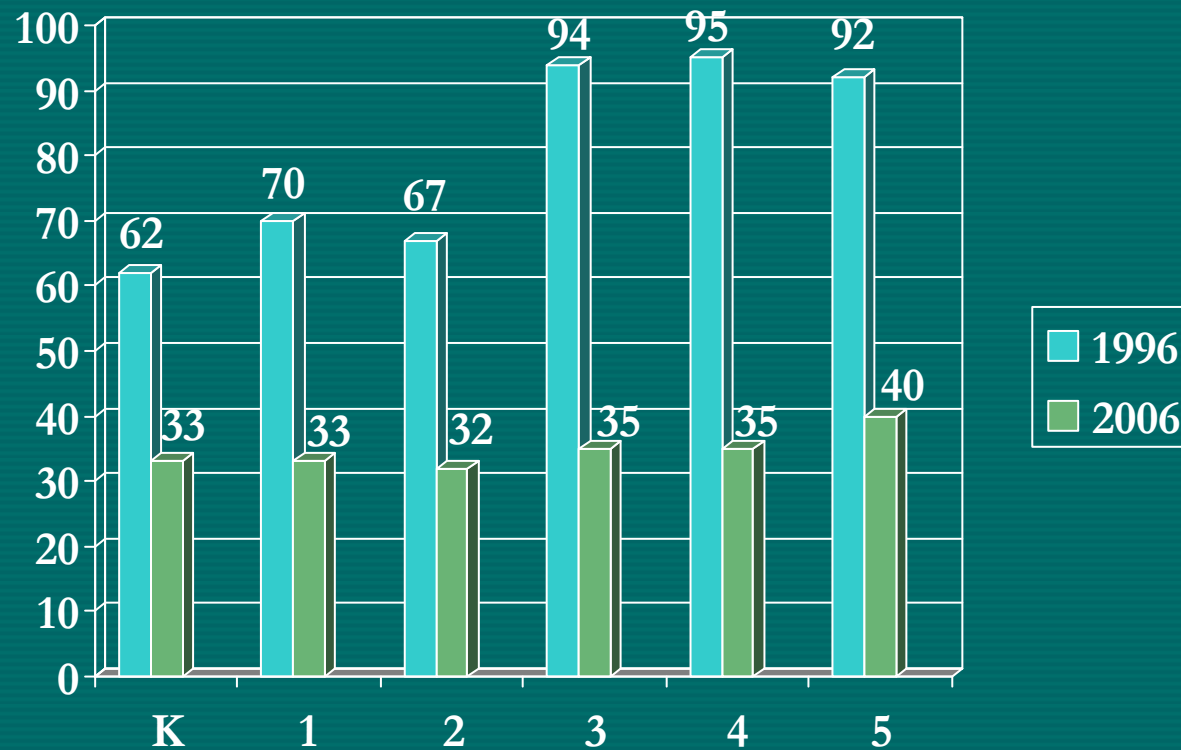
Florida's New Reading Standards: Guiding Research

- 1998 Preventing Reading Difficulties in Young Children
- 2000 Report of the National Reading Panel
- Basic findings essential components of reading mastery:
 - phonemic awareness,
 - phonics,
 - fluency,
 - vocabulary, and
 - comprehension.

Key Differences

1996	2006
Reading	Reading Process
Literature	Literary Analysis
Writing	Writing Process
Language	Writing Applications
Listening, Viewing & Speaking	Communication
	Information & Media Literacy

Key Differences: GLEs and Benchmarks. 1996-2006



Reading Process

- **Concepts of Print**
 - Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.
- **Phonological Awareness**
 - Standard: The student demonstrates phonological awareness.
- **Phonemic Awareness**
 - Standard: The student demonstrates phonemic awareness.

Reading Process (continued)

- **Phonics/Word Analysis**
 - Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
- **Vocabulary Development**
 - Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
- **Reading Comprehension**
 - Standard: The student uses a variety of strategies to comprehend grade level text.

Literary Analysis

- **Fiction**
 - Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
- **Non-Fiction**
 - Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

Writing Process

- **Pre-Writing**
 - Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
- **Drafting**
 - Standard: The student will write a draft appropriate to the topic, audience, and purpose.
- **Revising**
 - Standard: The student will revise and refine the draft for clarity and effectiveness.

Writing Process (continued)

- **Editing for Language Conventions**
 - Standard: The student will edit and correct the draft for standard language conventions.
- **Publishing**
 - Standard: The student will write a final product for the intended audience.

Writing Applications

- **Creative**
 - Standard: The student develops and demonstrates creative writing.
- **Informative**
 - Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.
- **Persuasive**
 - Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Communication

- **Penmanship**
 - Standard: The student engages in the writing process and writes to communicate ideas and experiences.
- **Listening and Speaking**
 - Standard: The student effectively applies listening and speaking strategies.

Information and Media Literacy

- **Informational Text**

- Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

- **Research Process**

- Standard: The student uses a systematic process for the collection, processing, and presentation of information.

Information and Media Literacy (continued)

- **Media Literacy**
 - Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
- **Technology**
 - Standard: The student develops the essential technology skills for using and understanding conventional and current.

Access Points

Students with Significant Cognitive Disabilities

- Independent
- Supported
- Participatory

LEP Students and Gifted Learners

- Forthcoming for *all* subjects

Developing World Class Curriculum

- **Curriculum**

- Rigorous content standards for all students
- Redesign of the course code system
- Alignment of instructional materials with standards

- **Assessment**

- Florida Comprehensive Achievement Test
- Alternative assessment for Exceptional Student Education
- Comprehensive English Language Learning Assessment (CELLA)

- **Educators**

- Educator Certification
- Teacher Preparation
- Professional Development

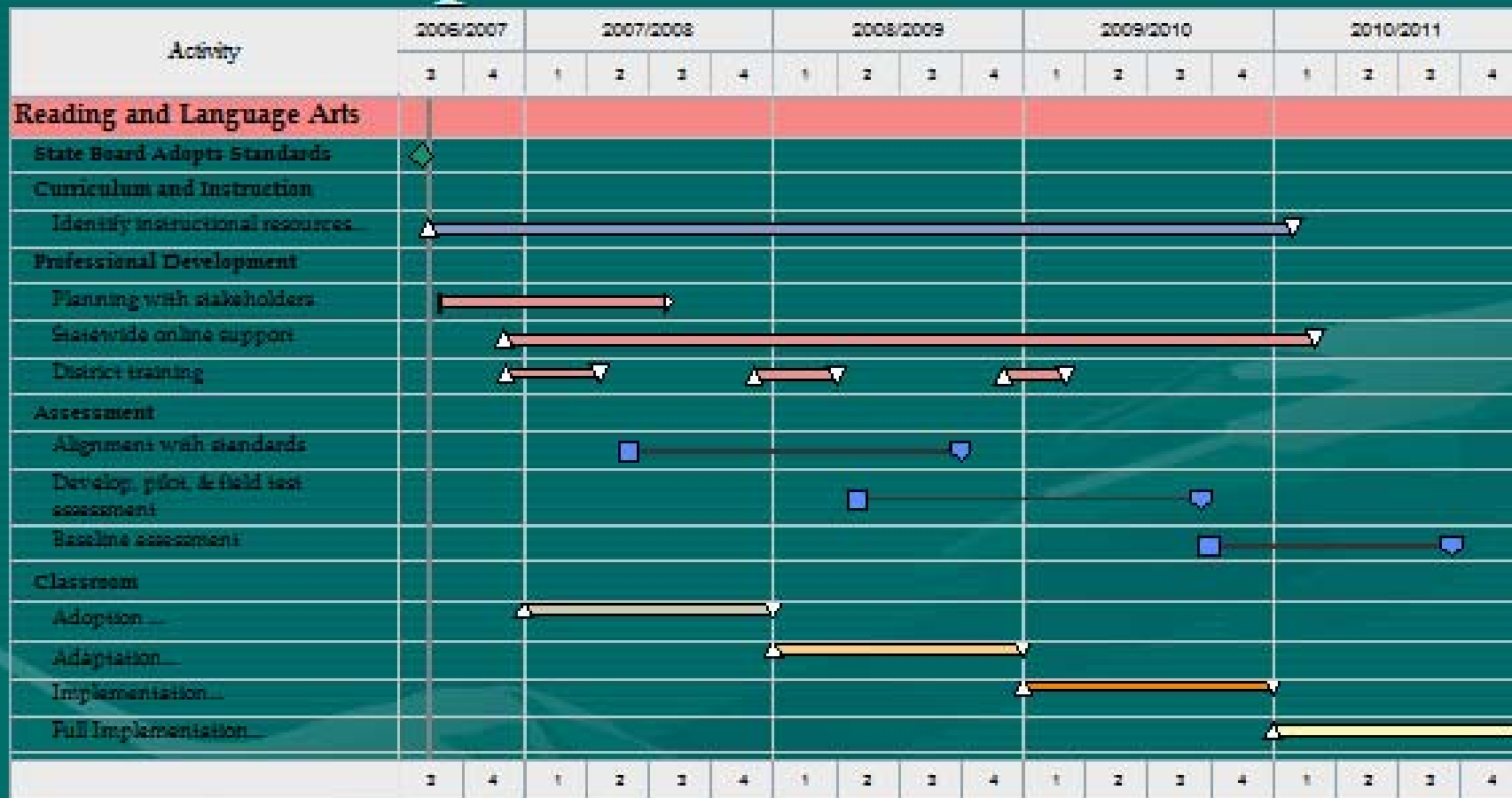
Implementation Components

- **State:**
 - Instructional materials specifications & adoption
 - Course descriptions
 - Professional development
 - Alignment of the assessment
- **District:**
 - Curriculum realignment
 - Instructional materials adoption
 - Professional development
- **Classroom:**
 - Proactively moving from old to new
 - Embracing higher levels of rigor

Implementation Challenges

- Transitioning into the 21st century classroom
- This is the first major curriculum change in a decade – process changes needed at all levels
- Legislative changes needed regarding textbook adoption
- Creating new professional development
- Realigning the assessment

Implementation Plan



Adoption Phase

The teacher becomes aware of the new standards, resulting in increased knowledge of the new standards and with limited use of new standards into existing lesson plans.

Adaptation Phase

The teacher gains additional information on the standards and makes a deliberate effort to use the new standards in their lesson plans.

Implementation Phase

The teacher looks for benefits of the standards and routinely integrates into their lesson plans.

FLORIDA STANDARDS

flstandards.org

Welcome to our new *Sunshine State Standards* search page.

SUNSHINE STATE STANDARDS

A keyword search may be performed using the form provided below.

Search Hint: Any extra characters such as, quotation marks, commas, periods, and exclamation points will skew/limit the results. Using a keyword such as *read* will return standards matching the keywords: read, reads, reading, readiness, etc.

1. Select Subject Area:

2. Select Grade Level:

3. Enter Keyword, if desired

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Lesson Plans ETC

Home :

The **FCIT Lesson Plans** are provided as online tools for teachers. Lessons may be created, saved, and edited at a later date. All you need is a Lesson Plans ETC account. If you are not currently a member of the Lesson Plans ETC family, please click on the **New Member** link below.

***Note:** Lesson Plans are linked to your email address and password. If you have forgotten your password, click on the **Forget Password?** link to retrieve your password. Creating a new Lesson Plans ETC account will not retrieve your previously saved lesson plans.

Member? Log in.

Username (Your email address.):

Password (4 number pin.) :

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What would be the economic value in closing the achievement gap...

...in Florida?

“If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about \$15.3 billion higher, and the state would realize an estimated \$5.4 billion in additional tax revenues.”

Measuring Up: The State Report Card on Higher Education
(National Center for Public Policy and Higher Education, 2004).

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