



PreK-12 Quality Subcommittee

February 15, 2017

3:30 PM

Reed Hall (102 HOB)

Meeting Packet

**Richard Corcoran
Speaker**

**Jake Raburn
Chair**



AGENDA

PreK-12 Quality Subcommittee
Wednesday, February 15, 2017
3:30 PM – 6:00 PM
Mashburn Hall – 306 HOB

- I. Call to Order
- II. Roll Call
- III. Opening Comments
- IV. Chair's Remarks
- V. Presentations - Civics Education
 - Dr. L. Douglas Dobson, Executive Director, Lou Frey Institute, University of Central Florida
 - Ms. Annette Boyd Pitts, Executive Director, Florida Law Related Education Association
 - Ms. Naomi Sleaf, Legislative Analyst, Legislature's Office of Program Policy Analysis & Government Accountability (OPPAGA)
- VI. Panel Discussion – Teacher Certification
 - Dr. Brian Dassler, Ed. D., Deputy Chancellor for Educator Quality at the Florida Department of Education (DOE)
 - Dr. Don Pemberton, Director, Lastinger Center for Learning, University of Florida
 - Mr. Ben Jackson, Partner, The New Teacher Project
- VII. Closing Comments/Remarks

Civic Education in Florida

Implementation of the 2010 Justice Sandra Day O'Connor Civics
Education Act

Lou Frey Institute, University of Central Florida, February 2017



Existing Framework for Civic Education in Florida

- 2006 – HB 7087 requires at least a semester of civics
- 2008 – Next Generation Sunshine State Standards in Social Studies initially adopted through statewide writing process (Revised standards 2014)
 - Civics defined by four standards requiring that students be able to
 - Demonstrate an understanding of the origins and purposes of government, law, and the American political system
 - Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system
 - Demonstrate an understanding of the principles, functions, and organization of government
 - Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy
 - Implemented by Instructional Benchmarks defined for each grade level
 - 54 benchmarks in elementary school
 - 44 benchmarks in middle school (40 in 7th grade)
 - 40 benchmarks in high school
- 2010 – Taking note of the state’s exceptionally weak civic culture (www.floridacivichealth.org), the Legislature unanimously adopted HB 105, *the Justice Sandra Day O’Connor Civics Education Act (SDO)*, requiring that
 - Students take a statewide Civics End-of-Course Assessment, that counts for 30% of the course grade
 - Student Civic EOC scores be used in calculating school grades
 - The reading portion of the Language Arts curriculum include civics content for all grade levels

Supporting Implementation

- Three central requirements to support of the O'Connor Act
 - Professional development for teachers
 - High quality instructional materials using best-practices
 - Test preparation support for students
- Partners at UCF, UF, FSU, USF, National Archives have worked together
 - Professional Development: Workshops and Internet-based
 - Strong focus on 7th grade
 - Offered in response to district requests
 - Range from a few hours (mostly) to several weeks (fewer)
 - On-demand online professional development integrated with middle school instructional materials support (www.floridacitizen.org)
 - Limited school-based technical assistance providing individual coaching & mentoring
 - Currently about 1,000 teachers per year in face-to-face workshops
 - An average of about 6,400 online teacher sessions per month during 15-16 school year

Supporting Implementation

- Lessons and student assessment materials available to teachers
 - Middle School
 - Applied 7th Grade Civics - full year of middle school instruction
 - Elementary School
 - K-5 Civics Modules for Language Arts & Reading - full Lessons covering all K-5 civics benchmarks, aligned to ELA
 - Civics in a Snap - ~20 minute lessons targeted at the core idea in each K-5 civics benchmark, aligned to ELA.
 - High School
 - The Civics Connection - video-based lessons for AP US Government developed with the US Association of Former Members of Congress and College Board
 - Currently experimenting with an adaption of Knowledge in Action, a PBL approach to high school US Government
 - All Grades
 - Students Investigating Primary Sources (SIPS) In partnership with National Archives, building manageable lessons that build civic and historical literacy skills by examining a wide variety of historical documents (e.g. Declaration of Independence, Presidential speeches, historical editorial cartoons, etc.)

Supporting Implementation

- **Student EOC Preparation Website**

- Videos lessons, readings, practice test items
- Developed initially with Escambia County Schools
- Transitioning this spring to Civics360 – functions on all devices, new student friendly videos, readings available in Spanish and Haitian Creole

- **Utilization**

- **Middle School - ~1,900 of ~2,400 civics teachers maintain active online accounts**
 - 79,000 online sessions last year
 - Analysis of EOC results indicate that when these instructional resources are used with fidelity, students score 20 to 25 percent higher than students of non-users
- **Elementary has been more of a challenge**
 - Full lessons, integrated with ELA reading objectives, provide a solid foundation in civics
 - Use has been spotty
 - Available instructional time & leadership support
 - Lack of civics content background needed to teach the lessons
 - Civics in a Snap has shown improved use; perhaps 2,000 of ~70,000 elementary teachers
- **Student site heavily used – for class as well as EOC preparation**
 - Over 500,000 student sessions; about 79,000 hours of instructional time

A Perspective on Progress and Challenges

- Progress

- Florida's approach to and success with civic education has become a national model
 - Articles by National Council on Social Studies, the Education Commission of the States, the Council of State Governments, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University, and the National Conference on Citizenship.
 - Invited presentations in Illinois, California, Colorado, Pennsylvania, Washington, D.C, Virginia, Massachusetts
 - Legislation in Illinois, plans in California

- Challenges

- Persistent low EOC performance in schools with high poverty and large numbers of minority students
- Improving early civics preparation in elementary school
 - Strengthened teacher content preparation
 - Strategies to overcome barriers to civics instruction in elementary classes
- Online professional development to support a large number of new middle school civics teachers each year due to high rates (~38%) of turnover
- Strengthened pre-service civics preparation for Social Studies Education students
- Integration of civics with literature in high school

**FL Law Related
Education Association**

STATUS OF CIVIC EDUCATION IN FLORIDA

PRESENTED BY ANNETTE BOYD PITTS

STAFF@FLREA.ORG

FEBRUARY 2017

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC.



- Dedicated to civic and law related education/ education for democracy;
- Spanning three decades of respected programs;
- Nonpartisan, law-focused, grassroots.

www.flrea.org

SURVEYS IN THE SCHOOLS: 2003-2005

- Elementary Grades
 - Surveys conducted by FLREA found that school districts in Florida reported little time available in **elementary grades** to teach civics or any social studies subject, mainly because of other conflicting priorities.
- Middle Grades
 - Found that less than 10 percent of school districts reported offering a separate, stand alone civics course in **middle school**
 - Miami-Dade County Public Schools required a yearlong middle school civics course.

2006 ORIGINAL LEGISLATIVE LANGUAGE: MIDDLE SCHOOL CIVICS REQUIREMENT

- Three middle school or higher courses in social studies, **one semester of which must include the study of state and federal government and civics education.**
 - Later changed to at least one semester



SAMPLE MS CIVICS BENCHMARKS

- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- Analyze media and political communications (bias, symbolism, propaganda).
- Compare the constitutions of the United States and Florida.
- Identify America's current political parties, and illustrate their ideas about government.

ALSO ASSESSES

- Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- Conduct a service project to further the public good.
- Illustrate the lawmaking process at the local, state, and federal levels.
- Simulate the trial process and the role of juries in the administration of justice.

BENCHMARK SS.7.C.2.9

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
Also Assesses	SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
Benchmark Clarifications	<p>Students will identify the constitutional requirements to run for federal political office.</p> <p>Students will recognize the requirements to run for state and local political offices.</p> <p>Students will be able to analyze and/or evaluate the qualifications of candidates for public office based on their experience, platforms, debates, and political advertisements.</p>
Content Limit	Items will not require students to recall the qualifications of specific candidates.
Stimulus Attribute	Items addressing candidates for political office may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

FLREA Middle School Civics Curriculum

CIVICS CURRICULUM

SECTION 1: THE CITIZEN AND THE UNITED STATES CONSTITUTION

SECTION 2: CIVIC PARTICIPATION

SECTION 3: FOUNDATIONS OF GOVERNMENT, LAW, AND THE AMERICAN POLITICAL SYSTEM

SECTION 4: US CONSTITUTION AND BILL OF RIGHTS

SECTION 5: THE STRUCTURE, FUNCTIONS, POWERS, AND LEVELS OF GOVERNMENT

GETTING TO THE POINT LESSONS

GETTING TO THE POINT: STANDARD 1

GETTING TO THE POINT: STANDARD 2

GETTING TO THE POINT: STANDARD 3

GETTING TO THE POINT: STANDARD 4

- Free civics curriculum for teachers throughout the State of Florida
 - Includes lessons and PowerPoints for each benchmark
- Interactive lessons using best practices in civics instruction
- Aligned to the benchmarks in the Next Generation Sunshine State Standards and the Florida Civics EOC Test Item Specifications
- Professional development in use of resources available through FLREA

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION SIMULATED CONGRESSIONAL HEARINGS



- Constitutional studies curriculum
- Culminating simulation: mock congressional hearing on Constitutional principles
- We the People students scored 36% higher than their peers and 30% higher on average than college students on a comprehensive test of political knowledge.

EXPERIENCING PUBLIC POLICY



SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

OTHER FLREA STUDENT PROGRAMS AND PROFESSIONAL DEVELOPMENT



**United States Senate
Youth Program**



**Florida High School and
Middle School Mock Trial
Competition**



**High School Moot Court
Competition**



2017 Student Panel
Sydney Honeycutt - Alachua County
Sterling Alic - Miami Dade County

The image shows a screenshot of the iCivics website. At the top, there is a navigation bar with the text "2017 Student Panel" and the names "Sydney Honeycutt - Alachua County" and "Sterling Alic - Miami Dade County". Below this is a large orange button with a game controller icon and the text "Don't just learn civics - play civics! Run for president. Pass new laws. Argue real cases." and "PLAY". To the right of the button is a grid of six game cards, each with a title, play time, and a brief description.

Game Title	Play Time	Description
ARGUMENT WARS	0-15 min	Ever tried to win a disagreement? In Argument Wars, you will try out your persuasive abilities by...
LAWCRAFT	15-30 min	Want to make some laws? You can in LawCraft, where you play a member of Congress from the state of...
EXECUTIVE COMMAND	15-30 min	Ever wanted to be President for a day? In Executive Command, you can be President for four years!
COURT QUEST	15-30 min	In Court Quest, people from around the country need your help to navigate our court system.
REPRESENT ME!	0-15 min	In Represent Me!, you work as a legislator trying to meet the needs of your constituents. The people...
ACTIVATE	30+ min	Do you have a great idea about how to make positive change in your community?



JAMES MADISON Legacy Project

PROVIDING CIVIC EDUCATION TO HIGH-NEEDS SCHOOLS

Funded by the U.S. Department of Education



ABOUT THE JAMES MADISON LEGACY PROJECT

JMLP is a three-year nationwide initiative of the Center for Civic Education that focuses on providing professional development programs useful in enhancing the knowledge and skills required of teachers to promote high-need and other students' attainment of state standards in civics and government.

Designed for secondary teachers serving:

- Students at Title I Schools
- At-risk students
- Students with disabilities
- ESL students
- Rural students
- Incarcerated students

Funded by the U.S. Department of Education and facilitated nationally by the Center for Civic Education, this is the largest civic education study of its kind.

OBSERVATIONS AND RECOMMENDATIONS

Examining and Applying EOC Data

TREND: INCREASE IN PERFORMANCE ON CIVICS EOC FROM 2014-2016

Year	Grade	Percentage Passing (Level 3 or Above)	Percentage of Students in Each Achievement Level				
			1	2	3	4	5
2014	7	61	19	20	27	19	15
2015	7	65	16	19	26	20	18
2016	7	67	15	18	27	20	20

RECOMMENDATIONS

- Increase professional development opportunities statewide for both content and methods
- Expand civic education professional development and resources throughout grades Kindergarten – postsecondary institutions
 - Require demonstration of civic literacy competence in post-secondary institutions.
- Increase access to resources for teachers, students, and parents
- Strengthen civic content in language arts component of SDO
- Examine course progression in middle grades

MIDDLE SCHOOL COURSE PROGRESSION: THREE MODELS

6th Grade
World History

7th Grade
Civics

8th Grade
U.S. History

6th Grade
U.S. History

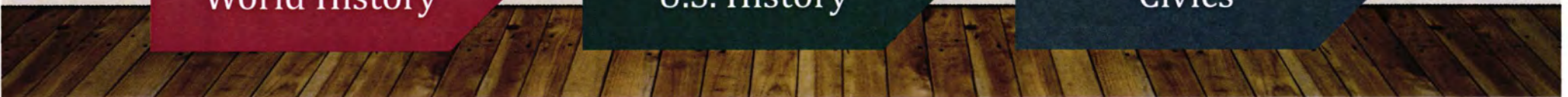
7th Grade
Civics

8th Grade
World History

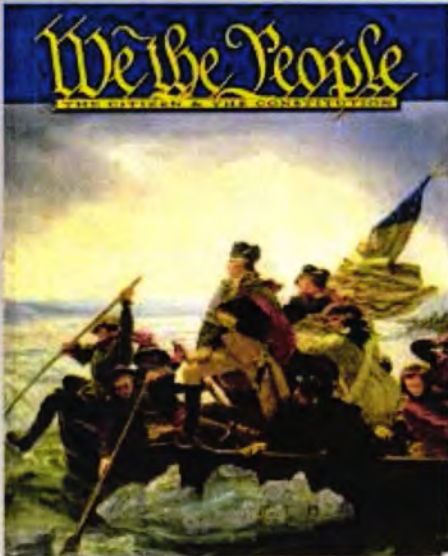
6th Grade
World History

7th Grade
U.S. History

8th Grade
Civics



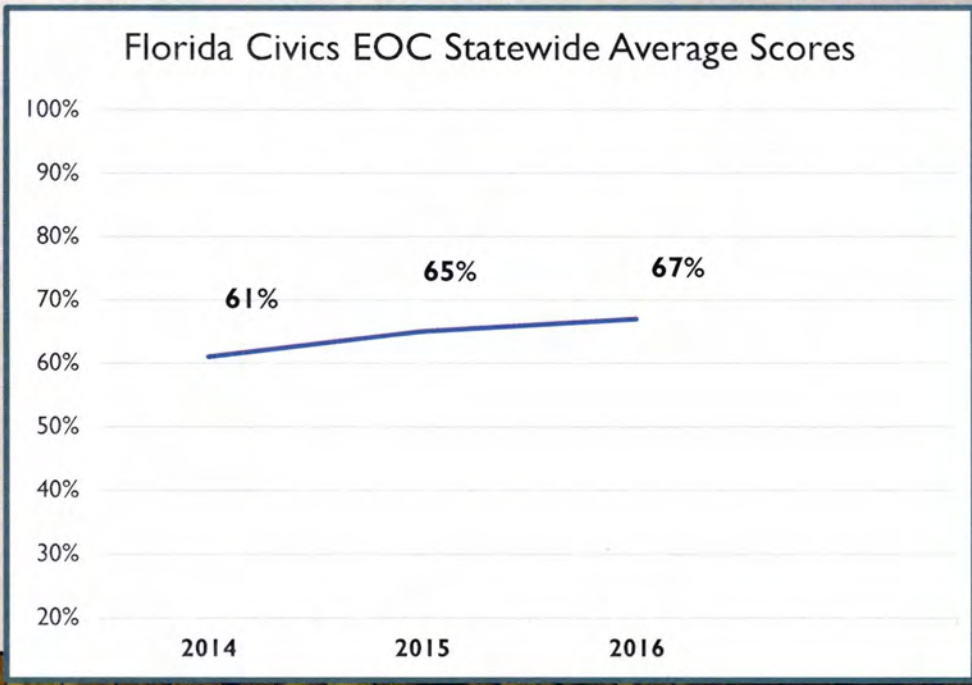
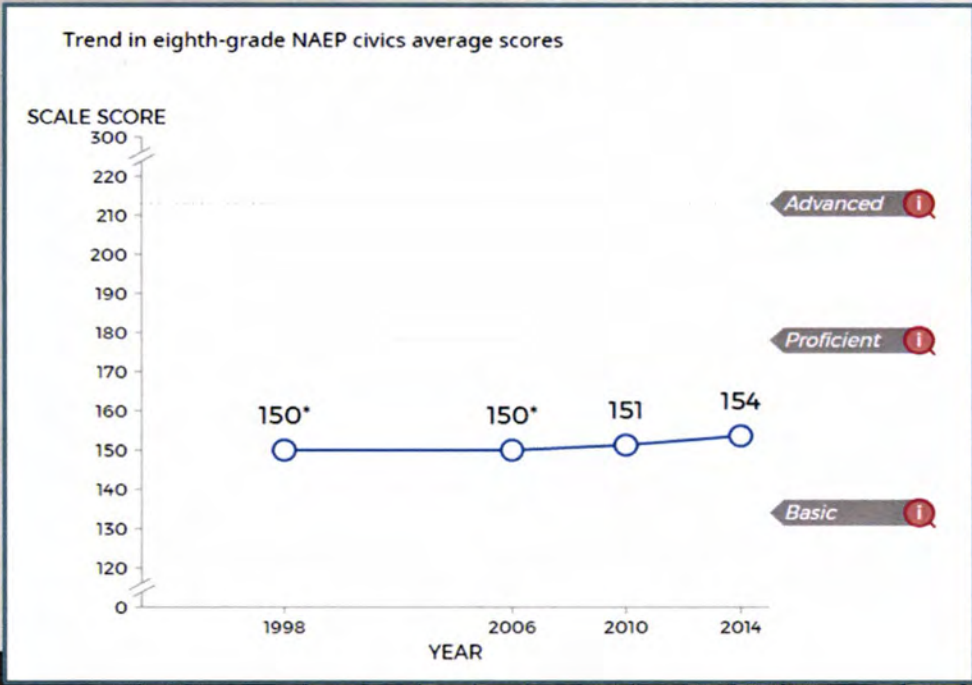
RECOMMENDATIONS: CIVICS EMPHASIS IN ELEMENTARY GRADES



- **Integrate civics into language arts curriculum:** Beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels (*per Florida Statute; Justice Sandra Day O'Connor Civic Education Act*)
- **Increase professional development** in civic content related to the elementary Next Generation Sunshine State Standards for civics
 - Make civics a priority at all grade levels, not just in the middle grades
- **Provide and train in quality resources** that have been proven to increase knowledge, skills, and dispositions in students

COMPARING ASSESSMENTS

NAEP AND THE FLORIDA END OF COURSE ASSESSMENT



FOR ADDITIONAL INFORMATION,
PLEASE CONTACT ANNETTE BOYD PITTS
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OPPAGA Research on Postsecondary Civics Education

House PreK-12 Quality Subcommittee

Naomi Sleaf,
Legislative Analyst

February 15, 2017

Overview

1

Current Civics Awareness

2

Florida Civics Requirements

3

Other States With Postsecondary Civics Requirements

4

Policy Options for Consideration

Current Civics Awareness

Research on Current Civics Awareness

Recent surveys conducted of adults, ages 18 and older, indicate a general lack of knowledge and awareness regarding civics in our nation



Examples of Surveying Organizations

American Council of Trustees and Alumni

The independent-non-profit organization has been conducting civics related research and surveys since 1999

Annenberg Public Policy Center

The center, located at the University of Pennsylvania, has been involved in political communication and research since 1993

Recent Survey Results Reveal a Lack of Civics Awareness¹

26%

Adults ages 18 and over correctly identified all three branches of government²

49%

College graduates correctly identified the process by which a U.S. president is impeached³

53%

College graduates correctly identified the lengths of terms for members of Congress³

54%

College graduates correctly identified the current president of the U.S. Senate³

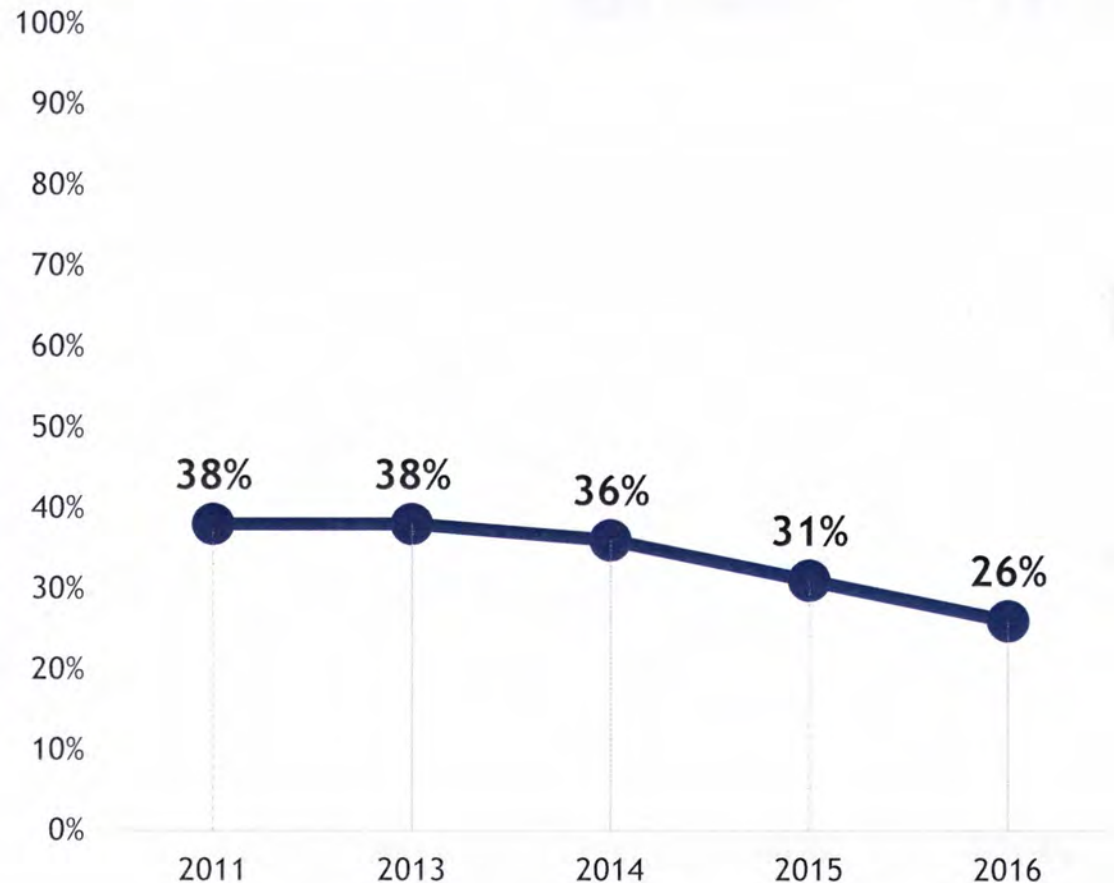
¹ The research is a representative national sample and is not Florida specific.

² 2015 survey, American Council of Trustees and Alumni.

³ 2016 survey, Annenberg Public Policy Center.

Knowledge of Some Basic Concepts Is Declining Over Time

Since 2011, there has been a 12 percentage point decline in the percentage of adults who can correctly identify all three branches of government



Source: The Annenberg Public Policy Center survey of adults 18 years and older. The survey includes a representative national sample and is not Florida specific.

Florida Civics Requirements

■ No Postsecondary Civics Requirements in Florida



Florida Includes Civics Requirements in K-12

Middle School (Grades 6-8)

Section 1003.4156(c), *F.S.*, requires that once during middle grades 6, 7, or 8 students complete a one semester civics education course that includes

- The roles and responsibilities of federal, state, and local governments
- The structures and functions of the legislative, executive, and judicial branches of government
- The meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States

The course is required for promotion and includes an end of course assessment

High School (Grades 9-12)

Section 1003.4282(3)(d), *F.S.*, requires a student to earn three credits in social studies to be eligible for a standard high school diploma

- One credit in U.S. History
- One credit in World History
- One-half credit in Economics
- One-half credit in U.S. Government

Students must take a U.S. History end of course assessment

Students Have Exposure to Civics in Florida's Postsecondary Institutions



Students across the Florida College System and State University System are offered opportunities to study civics through courses in their general education core curriculum¹, as well as in civics courses in specific programs of study

Students may also participate in civic awareness activities offered at the institution²

General Education Core Curriculum¹

The general education core includes 6 courses in the social sciences subject area. Students are required to complete at least 1 of the courses. 3 of the 6 courses cover civics-related topics:



AMH X020³ - American History: Introductory Survey Since 1877



ECO X013³ - Economics: Principles of Macroeconomics



POS X041³ - Political Science: American Government

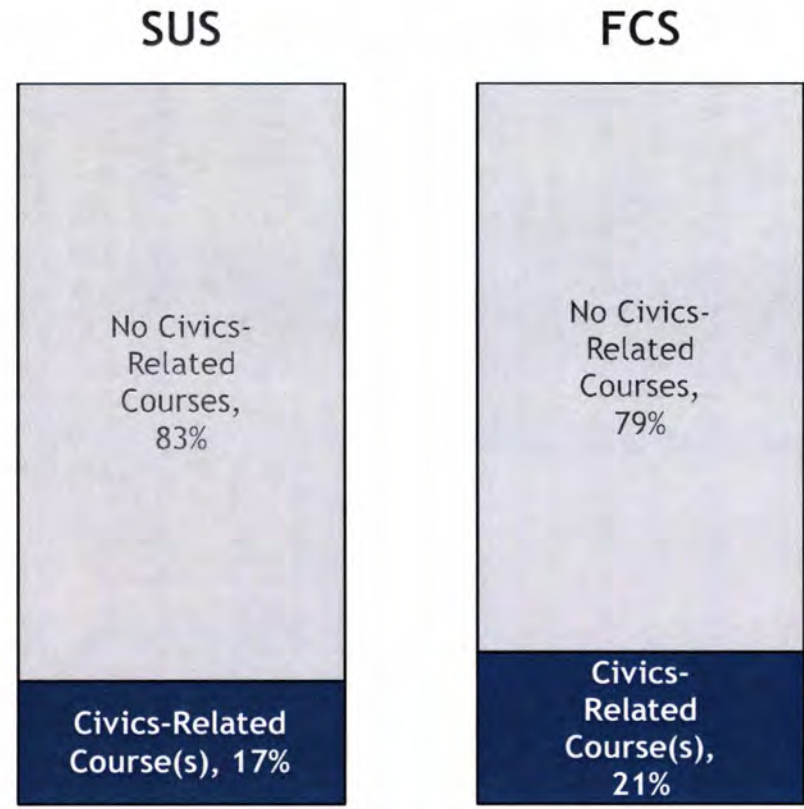
¹ The general education core required per s. 1007.25(3), F.S., and found in State Board of Education Rule 6A-14.0303 and Board of Governors Regulation 8.005.

² Activities vary by institution, see slide 18.

³ The first digit of the course denotes the course level (freshman, sophomore, etc.) recommended by each institution, for example POS 1041 or POS 2041.

What Percentage of Florida Students Took Any Civics-Related Course in 2014-15?

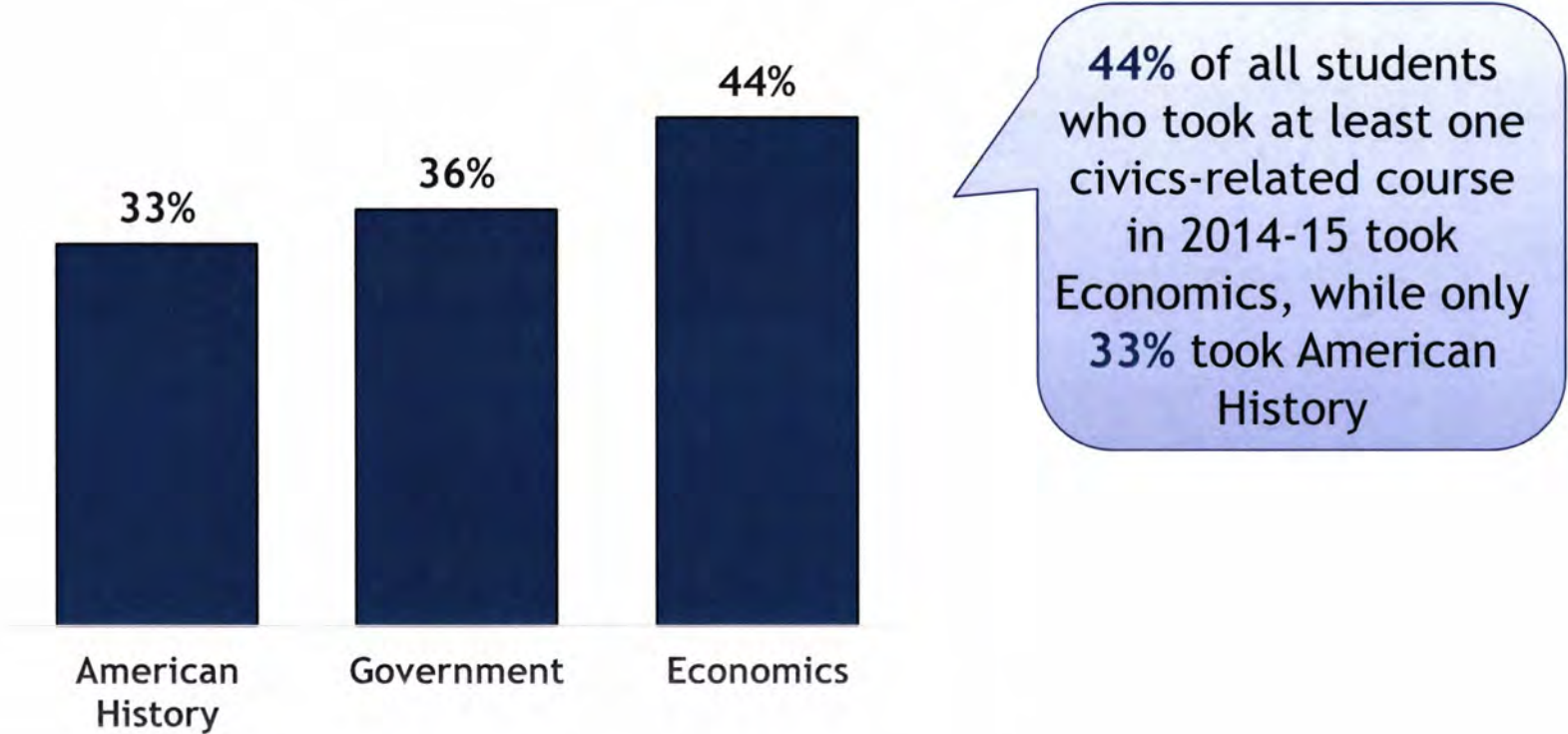
17% of all university undergraduates and 21% of all college students enrolled in credit-bearing courses took at least one civics-related course in 2014-15¹



¹ Civics-related courses included 177 courses that focused on American and/or Florida History, Government, or Economics based on OPPAGA's review of course descriptions from Florida's Statewide Course Numbering System; 115 of these courses had enrollment in 2014-15. Students who enrolled in more than one of these courses were counted only once.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

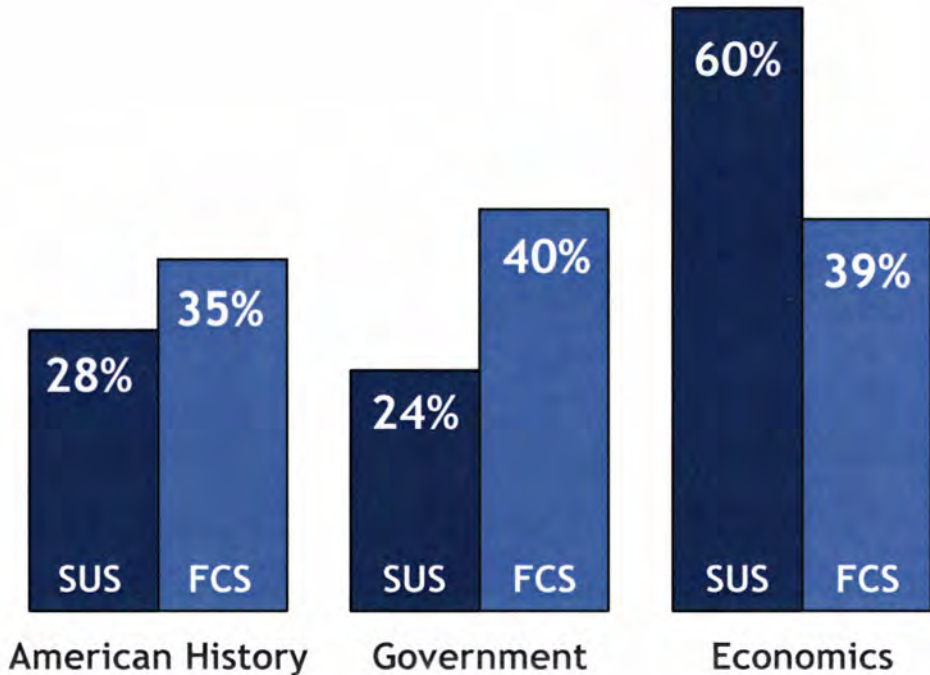
Of Those Who Took a Civics-Related Course, Which Subject Area Did Students Take?



Note: The figures include both SUS and FCS students. Students could have enrolled in more than one of the three subject areas depicted; in these cases, the student was included in each category in which they enrolled for at least one course.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Within Each System, Which Civics-Related Subjects Did Students Take?



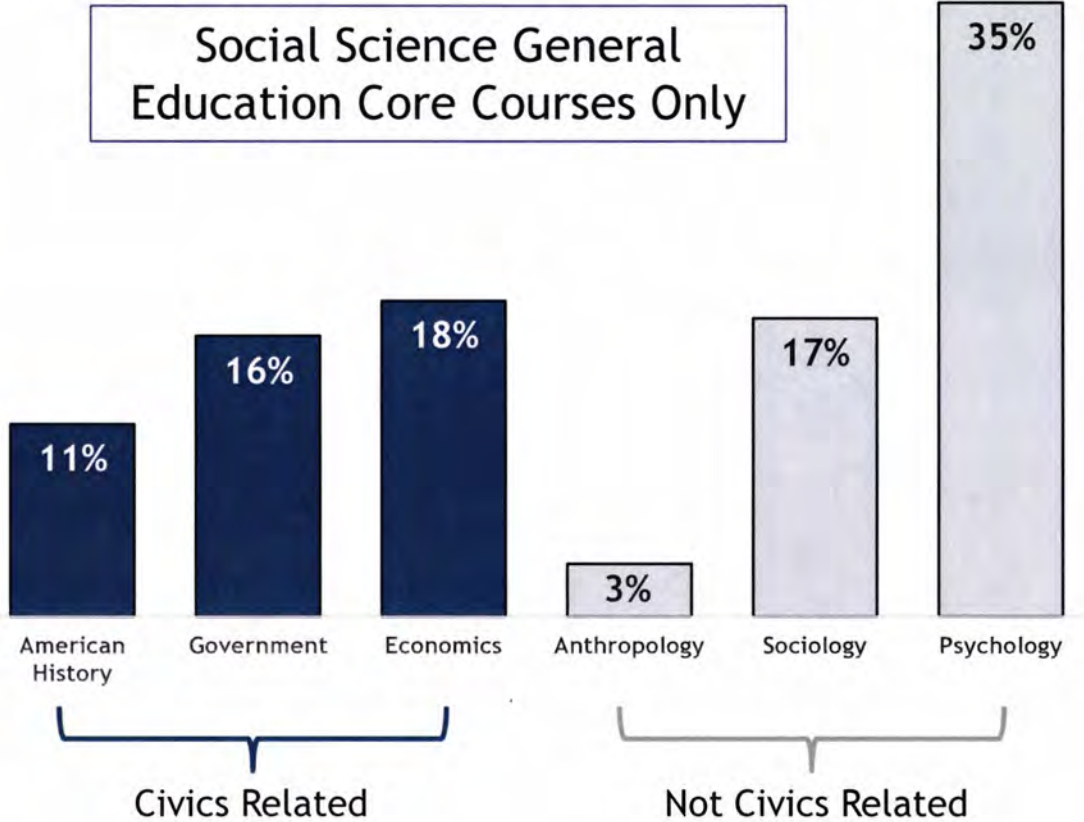
More than half (60%) of the SUS students who enrolled in a civics-related course in 2014-15 chose Economics; FCS students' course choices were more evenly distributed across the three subject areas

Note: Students could have enrolled in more than one of the three subject areas; in these cases, the student was included in each category in which they enrolled for at least one course.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Which Social Science General Education Core Courses Did Students Take?

45% of the Social Science General Education courses students took in 2014-15 were civics-related; Psychology was the most popular course taken



Note: The exhibit includes courses taken by both SUS and FCS students. Students could have enrolled in multiple courses in each subject area or courses in more than one of the six subject areas; in these cases, all courses taken were included.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Other States With Postsecondary Civics Requirements

States with Postsecondary Civics Education Requirements



We identified **9** states with civics education requirements for postsecondary institutions



State-required civics education topics include

- Economics
- U.S. Constitution/State Constitution
- American/State History
- American/State Government



States varied in civics topics addressed, total hours required, and exemptions to the requirement

Examples of States with Postsecondary Civics Education Requirements

	Credit/Hour Requirements	U.S. History ¹	U.S. Government ¹	State History and/or Government ²	Economics
Texas	✓	✓	✓	✓	
Oklahoma	✓	✓	✓		
Utah	✓	✓	✓		✓
Arkansas		✓	✓		
California ³		✓	✓	✓	
Georgia		✓		✓	
Massachusetts ⁴		✓	✓		
Missouri ⁵		✓	✓	✓	
Nevada			✓	✓	

¹ Could include the study of the U.S. Constitution.

² Could include the study of the state constitution.

³ Applies to the California State System and not to the University of California system.

⁴ A course identified as having a civics learning focus.

⁵ Optional for institutions to include as part of their general education requirement.


Other States' Post Secondary Civics Requirements



Requirements	Civics Topics	Exemptions
<p>12 hours</p> <ul style="list-style-type: none">● 6 hours of Government To include instruction in the U.S. Constitution and Texas Constitution● 6 hours of American History	<ul style="list-style-type: none">● Government● American History● Texas History● U.S. Constitution● Texas Constitution	<ul style="list-style-type: none">● American History may be partially satisfied with a course in Texas History● Successful completion of an advanced standing examination● Up to 3 hours for equivalent work in an R.O.T.C. unit

¹Requirements apply to colleges and universities receiving state support or state aid from public funds granting a baccalaureate degree or a lesser degree or academic certificate.

Other States' Post Secondary Civics Requirements

	Requirements	Civics Topics	Exemptions
Oklahoma¹ 	6 hours <ul style="list-style-type: none">Hours are earned through courses in U.S. History and U.S. Government <p>The courses must be general in nature as specialized courses do not satisfy the policy</p>	<ul style="list-style-type: none">American HistoryGovernment	<ul style="list-style-type: none">Showing competency by passing a satisfactory examinationFulfillment of the requirement via a concurrent enrollment program

¹Requirements apply to students graduating from institutions in the State System and awarded the associate or baccalaureate degree of any type.

Other States' Post Secondary Civics Requirements




Requirements	Civics Topics ³	Exemptions
<p>3 credits²</p> <ul style="list-style-type: none">● Credits may be earned through a course in varying subject areas e.g., Economic History of the United States; or United States 1877 to Present; or American/US National Government	<ul style="list-style-type: none">● American History● American Principles● Government● Economics	<ul style="list-style-type: none">● Passing a satisfactory examination● Fulfillment of the requirement via a concurrent enrollment program

¹Requirements apply to Utah's public colleges and universities.

²Required credit hours range from 3-6 credits depending on the courses used to fulfill the requirement.

³A student shall demonstrate reasonable understanding of the topics.

Other States' Post Secondary Civics Requirements¹

	 Arkansas ²	 California ³	 Georgia ⁴	 Massachusetts ⁵	 Nevada ⁶
Requirements	Pass a course in:	Complete courses in:	Receive instruction in:	Civic learning is an expected outcome for undergraduates	Receive instruction in:
Civics Topics	American History Government	American History to include the U.S. Constitution Government to include state & local	American History Georgia History U.S. Constitution Georgia Constitution	American History Government	U.S. Constitution Nevada Constitution
Exemptions	Institutional-level exemptions may apply	Passing comprehensive examinations in the civics topics	Passing a satisfactory examination Completion of an institution designed assessment for Georgia civics topics	Campuses should engender civics through academic coursework, co-curricular activities, and off-campus civic engagement	Institutional-level exemptions may apply

¹ Policies of the states in this exhibit did not identify credit hours/units associated with their requirements.

² Applies to college or university, normal school, or chartered institution under the authority of the State of Arkansas granting a student a baccalaureate degree.

³ Applies to students receiving a baccalaureate degree; system institutions may permit up to six semester units or eight quarter units to meet the requirement.

⁴ Applies to all colleges and universities sustained or supported by public funds for any credentials.

⁵ Requirements are defined in the Massachusetts Board of Higher Education Policy on Civic Learning for implementation across community colleges and state universities, and invites the participation of the University of Massachusetts.

⁶ Applies to institutions within the Nevada System of Higher Education and students who will receive a system-issued certificate or diploma of graduation.

Policy Options

Policy Issues

Issues That the Legislature Might Need to Address if It Wishes to Establish a Civics Awareness Policy for Postsecondary Education

Definition

Which civics subjects and issues should postsecondary students know?

Courses

Are current courses/requirements sufficient to ensure postsecondary students are adequately knowledgeable about civics?

Competency

Should postsecondary students be required to demonstrate civics knowledge as part of their graduation requirements?

Roles

What are the roles of the Legislature and other stakeholders in making necessary changes to the current requirements?

Policy Options for Consideration

Option

1

Require successful completion of one or more currently offered civics-related courses

Option

2

Require successful completion of a newly created course on civics

Option

3

Require successful completion of a knowledge-based civics assessment

Option 1: Require Successful Completion of One or More Currently Offered Civics-Related Courses

- ❑ Students would earn civics-related credit without the development of a new course
- ❑ Current civics-related general education core courses:
 - American History (AMH X020), Economics (ECO X013), American Government (POS X041)
 - Institutions could identify other civics-related courses offered in their curriculum as well
- ❑ Selected course(s) might not cover all civics issues and the option might reduce students' ability to take other courses considered important to their general education
- ❑ States that implemented similar civics policies include: Arkansas, California, Georgia, Nevada, Oklahoma, Texas, and Utah

Option 2: Require Successful Completion of a Newly Created Course on Civics

- ❑ Students would earn civics related credit via the development of a new comprehensive civics course
- ❑ A comprehensive civics course could include the study of:
 - U.S. History, American Government, and the American Economy
 - Florida-specific civics topics
- ❑ Consensus on the civics topics to include and instructional staff to teach the new course may present challenges, and the option might reduce students' abilities to take other course offerings
- ❑ We did not identify any states that specifically mentioned the creation of a new comprehensive civics course to meet their requirements¹

¹ Brigham Young University, a private postsecondary institution in Utah, offers an American Heritage course, which draws from three disciplines: political science, economics, and history.

Option 3: Require Successful Completion of a Knowledge-Based Civics Assessment

- ❑ Students would complete a knowledge-based civics assessment
- ❑ The civics assessment might include an off-the-shelf exam (such as the U.S. Citizenship Test) or a newly developed assessment
- ❑ Requires no changes to current course requirements; however, consensus on the assessment and specific civics topics to include might be challenging, and students might have difficulty attaining the civics knowledge on their own
- ❑ We did not identify any states that exclusively utilized a knowledge-based civics assessment requirement; however, several states such as California, Georgia, Oklahoma, Texas, and Utah use an examination to allow students to be exempt from the requirement

Contact Information

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Pathways to the Professional Certificate

House PreK-12 Quality Subcommittee
February 15, 2017

Brian Dassler, Ed.D.
Deputy Chancellor for Educator Quality



Types of Certificates

- Temporary
- Professional
- Athletic
- Local/Adjunct



Requirements

To receive a professional certificate, all teachers must demonstrate

- Mastery of General Knowledge
- Mastery of Subject Area Knowledge
- Mastery of Professional Preparation and Education Competence

Source: 1012.56(2)(g-i), F.S.



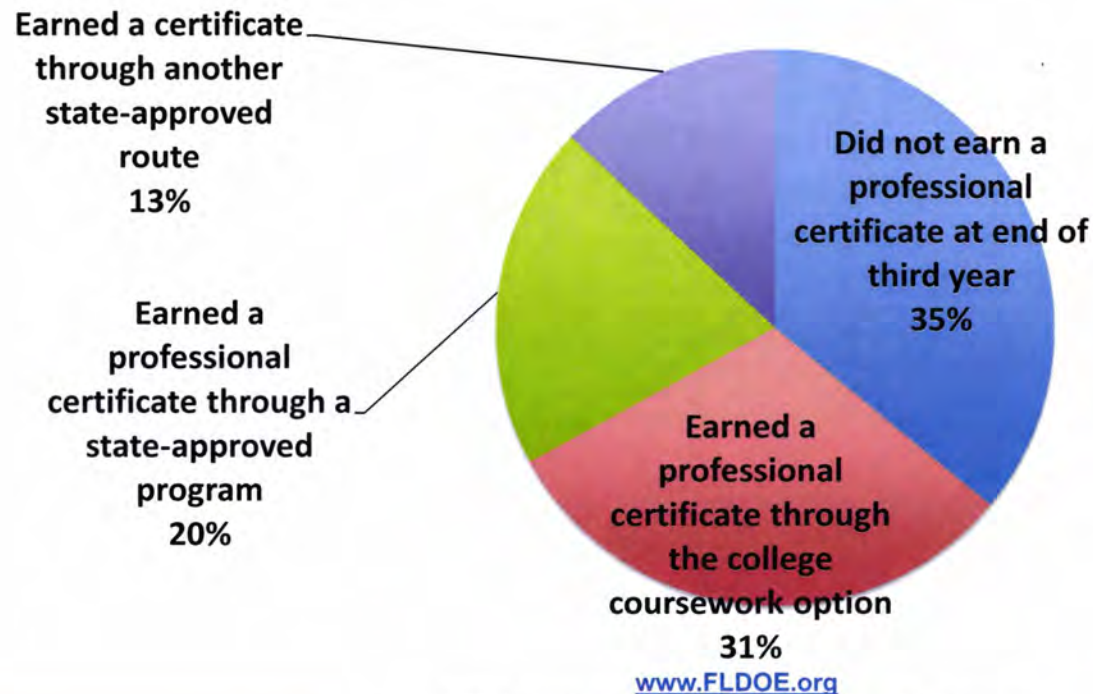
Routes to a Professional Certificate

- Teacher Preparation Programs
 - Initial Teacher Preparation Program
 - District Professional Development Certification Program
 - Educator Preparation Institute
- Reciprocity
 - Out-of-State Certificate
 - Out-of-State Approved Teacher Education Program
 - National Board for Professional Teaching Standards
 - American Board for Certification of Teacher Excellence
- Other Options to Complete Teacher Training
 - College Teaching Experience
 - Professional Teaching Option
 - Professional Preparation College Coursework Option

Routes to a Florida Professional Certificate

<p><u>Initial Teacher Preparation (ITP) Program</u></p> <ul style="list-style-type: none"> Florida state-approved initial teacher preparation program at the undergraduate or graduate level AND Passing scores on the General Knowledge (GK) Tests, the Professional Education (Prof Ed) Test, and the Subject Area Examination (SAE) http://www.fldoe.org/profdev/teachprep/teachprep.asp 	<p><u>Educator Preparation Institute (EPI)</u></p> <ul style="list-style-type: none"> Florida state-approved Educator Preparation Institute program at the post-baccalaureate level AND Passing scores on the GK, Prof Ed and SAE www.teachinflorida.com 	<p><u>Professional Training Option (PTO)</u></p> <ul style="list-style-type: none"> Professional Training Option at the undergraduate or graduate level AND An approved Professional Education Competence (PEC) demonstration program at a Florida public, state-supported, or state-approved private school while employed as a teacher under a valid Temporary Certificate AND One year of full-time teaching experience in an elementary or secondary public, state-supported, or state-approved private school OR six semester hours earned in college student teaching or a supervised internship AND Passing scores on the GK, Prof Ed and SAE
<p><u>Out-of-State Approved Teacher Education Program</u></p> <ul style="list-style-type: none"> Teacher preparation program from an accredited or approved college or university in another U.S. state or territory AND Passing scores on the GK, Prof Ed and SAE 	<p><u>National Board for Professional Teaching Standards (NBPTS)</u></p> <ul style="list-style-type: none"> A valid certificate issued by the National Board for Professional Teaching Standards http://www.nbpts.org/florida 	<p><u>College Teaching Experience</u></p> <ul style="list-style-type: none"> Two (2) semesters of acceptable college teaching experience AND Passing scores on the Professional Education Test and the Subject Area Examination
<p><u>District Professional Development Certification Program (PDCP)</u></p> <ul style="list-style-type: none"> Florida state-approved District Professional Development Certification Program provided by a Florida public school district AND Passing scores on the GK, Prof Ed and SAE AND Participate while employed as a teacher in a Florida public school district under a valid Florida Temporary Certificate http://www.altcertflorida.org/ 	<p><u>American Board for Certification of Teacher Excellence (ABCTE)</u></p> <ul style="list-style-type: none"> A valid certificate issued by the American Board for Certification of Teacher Excellence AND An approved Professional Education Competence (PEC) demonstration program at a Florida public, state-supported, or state-approved private school while employed as a teacher under a valid Florida Temporary Certificate http://www.abcte.org/teach/florida <p><u>Science, Technology, Engineering, & Math (STEM)</u></p> <ul style="list-style-type: none"> Hold a master's degree in a STEM field Teach an approved high school STEM course with a 6-12 STEM certification Passing scores on the GK, Prof Ed and SAE Earn a highly effective rating based in part on student performance on a national or state assessment (AP, AICE, EOC, IB) for the STEM high school course 	<p><u>Professional Preparation – College Coursework</u></p> <ul style="list-style-type: none"> A minimum of 15 semester hours of education courses as specified in State Board of Education Rule 6A-4.006 at an accredited or approved college or university AND An approved Professional Education Competence (PEC) demonstration program at a Florida public, state-supported, or state-approved private school while employed as a teacher under a valid Temporary Certificate AND One year of full-time teaching experience in an elementary or secondary public, state-supported, or state-approved private school OR six semester hours earned in college student teaching or a supervised internship AND Passing scores on the GK, Prof Ed and SAE http://www.fldoe.org/edcert/mast_prof.asp

What happens to teachers who enter the profession in Florida with a temporary certificate?



“Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional preparation and education competence program pursuant to paragraph (8)(b), and a achievement of a passing score on the professional education competency examination required by state board rule,” (1012.56(6)(f), F.S.).



House PK-12 Quality Subcommittee Presentation

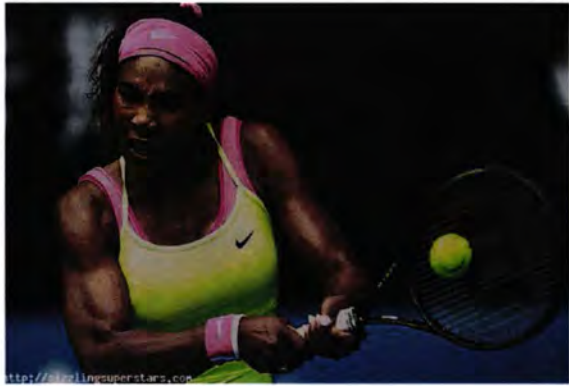
February 15, 2017

Dr. Don Pemberton, Director
Dr. Phil Poekert, Assistant Director

UF

The footer features a decorative horizontal band with a pattern of small blue and green dots. In the center of this band is a dark blue square containing the white letters 'UF' in a bold, sans-serif font.

What do these people have in common?



Teacher Coaching

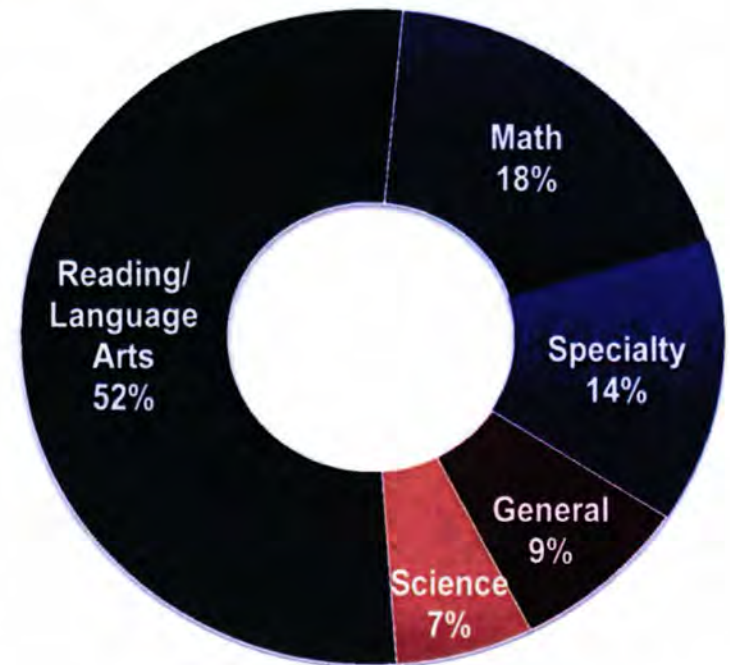
- Builds teacher capacity to improve instructional quality and student outcomes
- Collects and analyzes data to create individualized teacher professional development, models and shares high-impact instructional strategies, provides resources and supports



Teacher Coaching in Florida

Widespread:

- 65/67 districts used 4,231 instructional coaches in 2014-2015 school year
- Most districts average one coach per school
- Coaches in many subject areas and grade levels



Teacher Coaching in Florida

Variance:

- **Selection** – district-level or school site depending on district
- **Standards/Requirements**
 - Minimum requirements by state: Bachelor's degree, professional certificate, 3 years of teaching experience
 - Additional qualifications vary by district
- **Training/preparation** – combination of in-house and/or outside training
- **Work** – only 22% of coach's time is spent on coaching

Investment: \$259 million on instructional coach salaries

Impact: Impact on student performance not measured



6 Pillars to Create Coaching for Impact



1
**System Vision
and
Commitment**



2
**Recruitment
and
Selectivity**



3
**Shared
Responsibility**



4
**Development
and
Support**



5
**Role Clarity,
Time,
and Culture**



6
**Compensation
and
Sustainability**



UF Lastinger Certified Coaching Programs

Certification Programs

- Instructional Coaching
- Literacy Coaching
- STEM Coaching
- Early Childhood Coaching
- Instructional Leadership Coaching

District Partners

- Miami-Dade
- Palm Beach
- Duval
- Seminole
- Orange
- Indian River

Early Learning Partners

- All Early Learning Coalitions
- FLAEYC
- CDEA

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Literacy Coaching

Literacy Coaches build teacher capacity and improve teacher retention by providing individualized supports needed to effectively teach diverse learners.

- 48% of 3rd -10th grade students in Florida cannot read on grade-level¹
- Teacher preparation programs have varying approaches to literacy instruction
- Non-traditional teachers lack knowledge and skills on high-impact literacy teaching strategies



1 – FLDOE 2016 Florida Standards Assessment Scores

Literacy Coaching

Literacy Coaches:

- Assess needs of teachers to determine teacher knowledge gaps
- Use research-based adult learning principles and developmentally appropriate practices in literacy instruction
- Understand best practices in how to integrate reading and writing
- Utilize job-embedded professional development to educate teachers on implementing high-impact literacy strategies

Reading Specialists/Interventionists:

- Focus on curriculum development and spend more time providing interventions directly to students

Lastinger by the Numbers

Certified Coaches

980

K-12 Coaches

350

Early Learning Coaches

Teacher Quality

90% of principals reported improvement in teacher practice¹

11% increase in teacher retention rate¹

25% increase on CLASS instructional support domain²

Student Achievement

22% increase in percentage of students performing at or above grade level^{1,3}

25% improvement in student achievement on 5th and 8th grade science EOC³

School Performance

60% of participating schools improved school grade by at least 1 letter¹

¹ – Duval County Turnaround School Program

² – Early Learning Performance Funding Pilot Project Evaluation Report

³ – Palm Beach County STEM Initiative

**The New Teacher
Project**

Data and Effective Teaching

Presentation to the Florida House of Representatives
PreK-12 Quality Subcommittee

February 15, 2017

Agenda



Who is TNTP and what are the key elements of our teacher preparation program?

What do we know about the implementation of the Florida Standards?

TNTP is a national nonprofit and great teaching is at the core of what we do.



Rigorous Academics

Are students studying challenging, engaging and relevant content?



Talented People

Are educators in the right roles with the right skills to help students thrive?



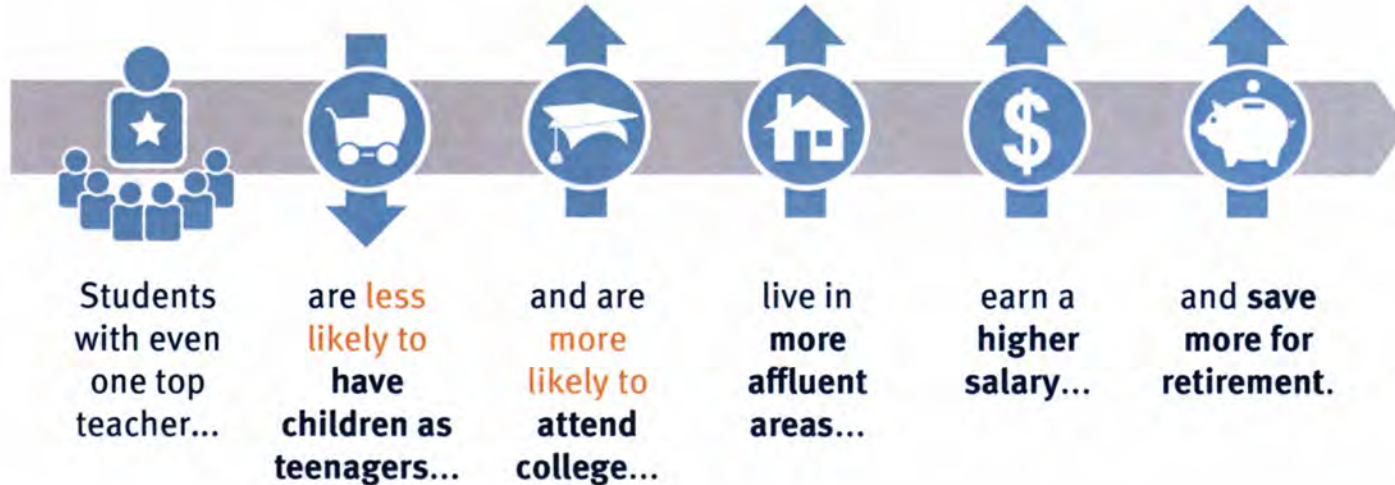
Supportive Environments

Are policies, systems and communities supporting great schools for all?

We have trained 34,000 teachers, and have learned that it takes a holistic approach to ensure teachers succeed and students thrive.

The benefits of having even a single strong teacher persists throughout a student's academic career – and into life beyond.

Even one year with a highly effective teacher has a lifelong impact on students

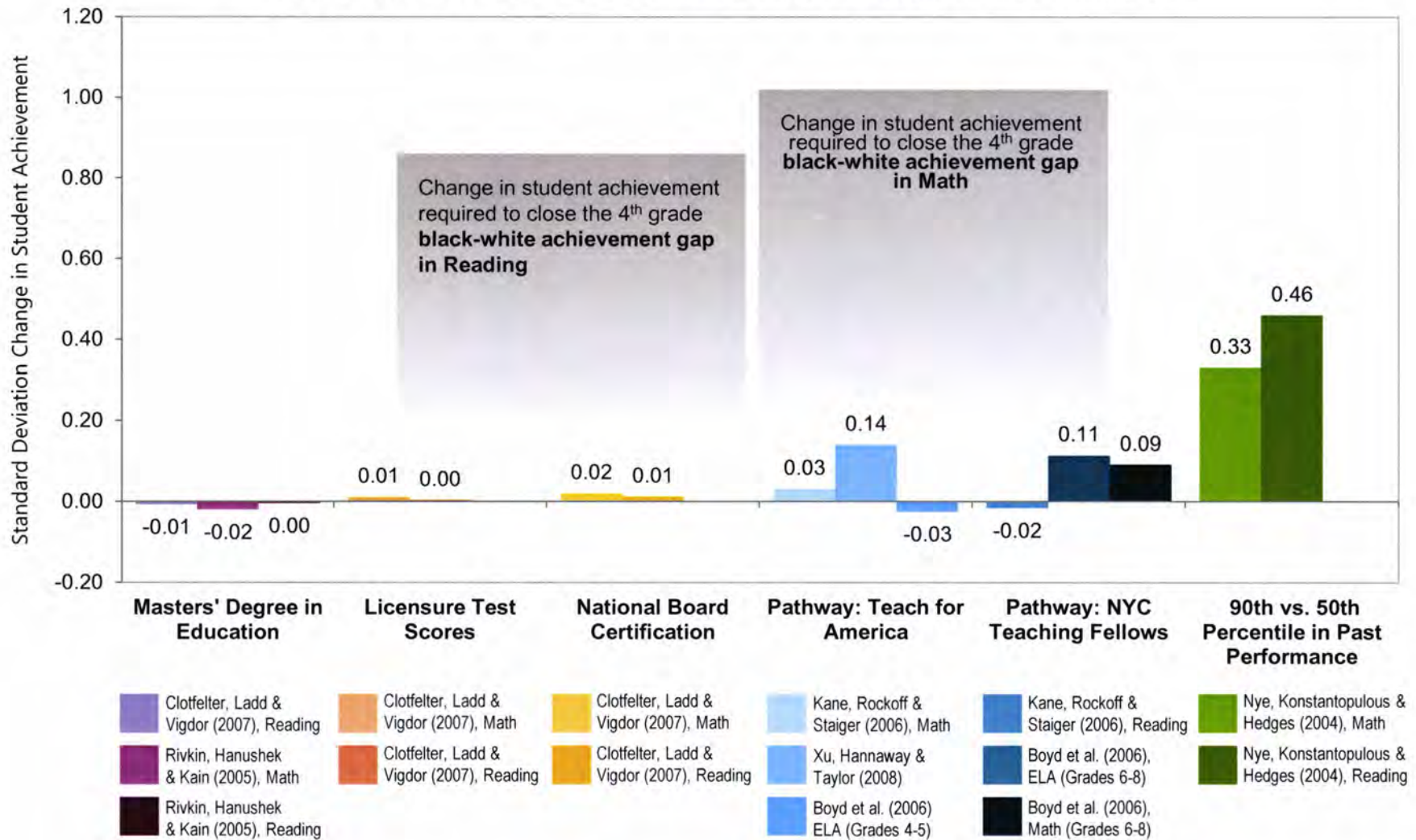


Source: Analysis of 20 years of data on 2.5 million students in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.

Note: Strong teacher = 84th percentile teacher instead of at the median, 1 standard deviation improvement in teacher value-added in a single grade.
Source: Chetty, Friedman, and Rockoff. "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." NBER, 2012.

When searching for effective teachers, qualifications provide some insight – but past performance is by far the best indicator.

Effects of Teacher Characteristics on Student Performance



Note: Results depicted above are limited to those that are statistically significant.

TNTP has a unique approach to teacher training that we have tested and continuously improved based on our teacher and student outcomes data.



Focus

Training should focus on critical skills most closely linked to first-year success and be content and context-specific.



Practice

Teachers learn by doing. So, they need multiple attempts to try instructional moves, get immediate feedback, and try again both in training sessions and in front of students.



Feedback

Frequent feedback and an accurate, clear understanding of performance accelerates teacher development and **inform who continues in the program and who receives certification.**

Since 2000, we've recruited and trained more than 34,000 teachers for high-need schools and subjects.

By providing us with meaningful data across multiple measures, ACE helps us understand how our training translates into real performance with kids.

Multiple Measure Assessment

- ✓ Principal Ratings
- ✓ Classroom Observations
- ✓ Student Surveys (if available)
- ✓ Student Achievement Data (if available)



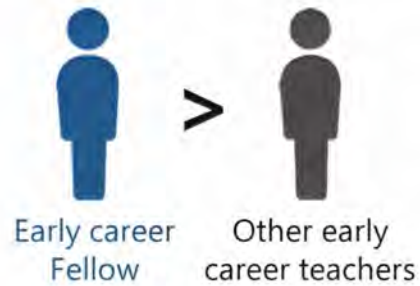
Since 2011-12, we've linked new teacher performance to permanent certification.



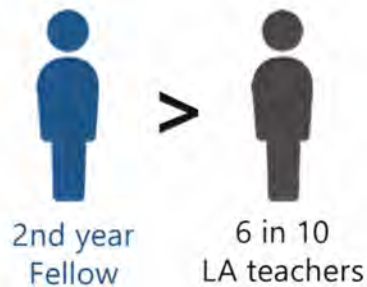
Approximately **80 percent** of teachers each year have been recommended for certification.

We predict early in a teacher's first year how they'll do in subsequent years—and recommend certification accordingly.

Where we have value-added data—the most robust measure of student learning—there are promising signs that our teachers are raising achievement.



In Tennessee in SY 2014-15, early career Fellows in Nashville, on average, **significantly outperformed other beginning teachers across the state in both elementary and secondary subjects.** And, they performed about the same as average grade 4-8 math and high school teachers in the state, regardless of experience.



In Louisiana in SY 2013-14 (our most recent data), second-year teachers with value-added scores **outperformed more than 60% of all teachers statewide, regardless of experience level.**



In 2013, Mathematica found that TNTP-trained novice secondary math teachers were significantly more effective—**generating roughly 4.5 months more learning for students compared to other novices.**

Agenda

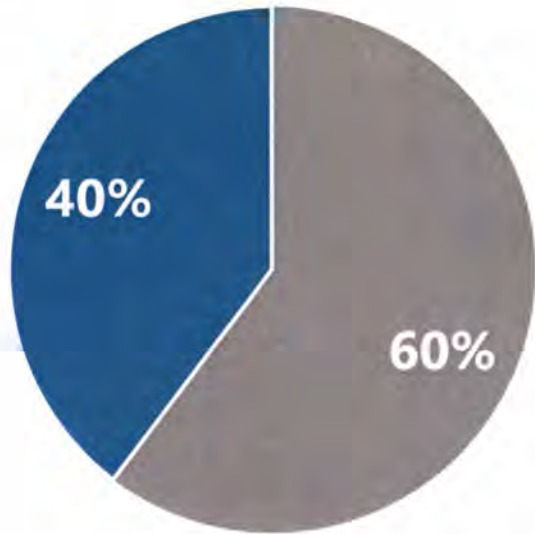
Who is TNTP and what are the key elements of our teacher preparation program?



What do we know about the implementation of the Florida Standards?

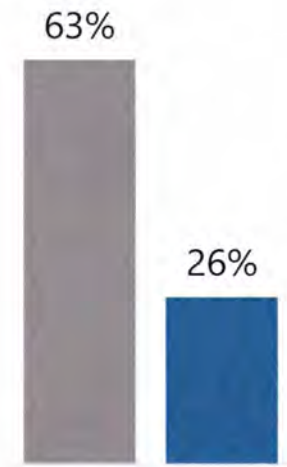
In 2015, TNTP conducted diagnostics in several districts and found that what students are often asked to do does not meet the rigor of the Florida Standards.

Overall, did this assignment indicate alignment to the standards?



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

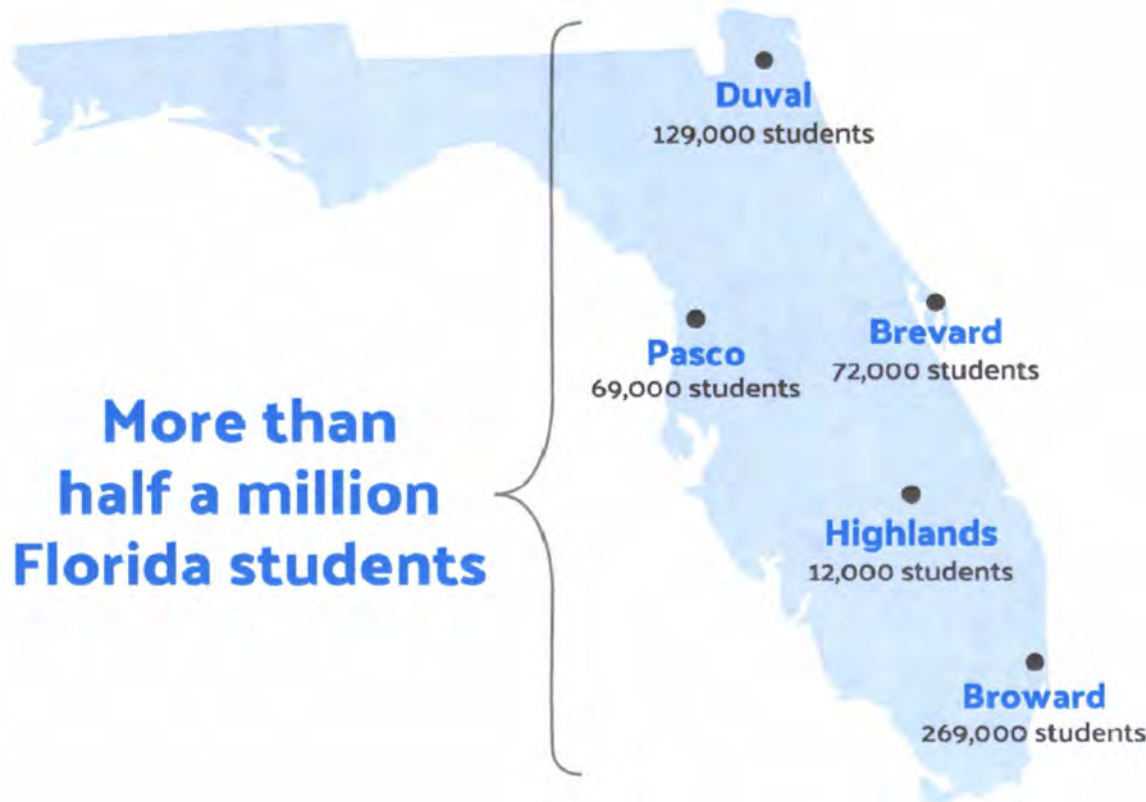
Students Meeting Expectations of the Assignment vs. Expectations of the Standards



Total

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

The Pilot Florida Implementation Network consists of five districts working together to address the challenges of effectively implementing the Florida Standards—with TNTP as the “hub.”



Clear definitions of great teaching and learning



Aligned instructional materials



Leaders who can support the implementation of those materials



Teaching and Learning Aligned to the Florida Standards

Connect with us.



ben.jackson@tntp.org



tntp.org



facebook.com/thenewteacherproject



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Appendix

A 5-7 week pre-service training emphasizes four “launch” skills that are essential to leading focused, engaged classrooms.

Launch Skills

DELIVERS LESSONS

Clearly communicates academic material.

MAINTAINS HIGH ACADEMIC EXPECTATIONS

Ensures full and purposeful student engagement at all times

MAINTAINS HIGH BEHAVIORAL EXPECTATIONS

Ensure that student behavior is positive, respectful, and productive

MAXIMIZES INSTRUCTIONAL TIME

Ensure that classes use time well and almost never waste time.

Program Structure

SKILL-BUILDING SESSIONS

Study and intensively practice proven teaching techniques until they become second nature

RESPONSIVE COACHING

Expert teachers provide in-class coaching as well as post-lesson feedback based on classroom observations

FIELD EXPERIENCE

Teachers have ample opportunity to practice launch skills and related *Teach Like a Champion* techniques in actual classrooms

EFFECTIVENESS

Candidates must score developing or better on: *Culture of Learning*; *Essential Content*; and *Demonstration of Learning*

Research on TNTP training programs has deepened our understanding of new teacher performance over time—but we still have work to do to reach our goals.

Research on our established programs shows that 6 weeks of TNTP training led to first-year teacher performance equal to that of teachers who received 2-4 years of traditional training.

- In **NYC**, TNTP-trained teachers performed as well as their traditional route peers between 2000 and 2010. On average, TNTP's NYC teachers and traditionally trained teachers produced similar student outcomes both early in their careers and as they gained experience ([Boyd et al. 2012](#)).
- Across **9 TNTP sites**, secondary math TNTP-trained teachers were, on average, as effective as comparison teachers—and more effective than certain groups. Students taught by novice TNTP-trained teachers outscored students of novice comparison teachers by roughly 4.5 months of additional learning. Experienced Fellows were as effective as their peers ([Clark et al. 2013](#)).

In states that analyze prep effectiveness, our programs have received positive evaluations.

- In **Louisiana**, TNTP's 2011-12 teachers earned "Effective Proficient" ratings—the highest possible—in 4 out of 5 subject areas ([LA Annual Report 2013](#)).
- In **Texas**, TNTP-trained teachers had a positive effect on student outcomes as compared to other pathways, in the range of 0.05 to 0.10 standard deviations in math ([Lincove et al. 2014](#)).
- In **Nashville**, TNTP-trained teachers were more effective than teachers statewide on end-of-course assessments for grades 4-8, with mixed performance in other areas ([TN Report Card 2014](#)).

While these results are promising, we're still working to improve so we are training teachers who are *consistently more effective* than their peers.