



THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

MISSION

Our MISSION is to provide quality services, resources, guidance and professional development to our educational partners.

BUREAU OF STANDARDS &
INSTRUCTIONAL SUPPORT

VISION

Our VISION is that all stakeholders are equipped and empowered to guide students to reach their full potential.

CPALMS

Lesson Study through CPALMS

CPALMS is dedicated to supporting educators by providing professional development opportunities, an online lesson study support system within iCPALMS and interactive resource kits.

Lesson study is a peer-to-peer, job-embedded, collaborative form of professional development that engages small teams of teachers in:

- Setting long and short term learning goals for their students;
- Researching problem areas in the content and pedagogy related to their subjects;
- Planning an instructional unit and research lesson related to the chosen content focus;
- Teaching the research lesson to students and collecting student data on their interactions with the lesson;
- Discussing the data on student learning and improving the lesson; and
- Reflecting on their professional learning within the context of the lesson study cycle.

The CPALMS Lesson Study Support System (LSSS) provides teams of teachers engaged in lesson study with a systematic, step-by-step platform for collaborating in the research, design, implementation and analysis of standards-based instructional units that serve as vehicles for researching student learning.

To learn more about lesson study and the resources provided through CPALMS, visit <http://www.cpalms.org/resource/lsss.aspx>. Here you will find tutorials on how to get started with a lesson study, how to document the team's study, the importance of reflection on the team's planning and teaching and how to use the resource kits.

If you have questions about CPALMS or FloridaStudents.org, or if you have comments or suggestions, please contact Ashley Palelis at Ashley.Palelis@fldoe.org.

For research-based evidence that teacher professional development increases student achievement, see: Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007), *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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Bureau Chief
Dr. Kathy Nobles
LaKeesha Parker
Scott Gann

Healthy Schools Director
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Petricia Sailor

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Office of Math & Science Director
Katrina Figgitt
Heidi Brennan
Rashad Bennett
Shelly Miedona
April Drennan
Ashley Palelis
Patricia Duncan

School Counseling Consultant
Helen Lancashire

**For more information,
contact:
850-245-0423**



FLORIDA DEPARTMENT OF
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English Language Arts

Understanding the Scoring of the Florida Statewide Assessment (FSA) Writing Component

The FSA English Language Arts (ELA) Writing component in grades 4-10 contributes 10 raw score points to the overall FSA ELA total raw score. However, the weighted score is more important when considering a student's overall performance.

FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Instead, pattern scoring is applied. Students correctly answering the more difficult items receive more credit than students answering less challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly. As indicated by numerous publications in the field of educational measurement, pattern scoring produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills.

Because each test item, including the Writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Grades 9-10 English Language Arts

The Writing task has a Depth of Knowledge of 3. In grades 9-10, the task will be either argumentative or informative/explanatory, and may address the following Language Arts Florida Standards: **LAFS.910.W.1.1, LAFS.910.W.1.2, LAFS.910.W.2.4, LAFS.910.W.2.5, LAFS.910.W.2.6, LAFS.910.W.3.8, LAFS.910.W.3.9, LAFS.910.L.1.1, LAFS.910.L.1.2, LAFS.910.L.2.3, LAFS.910.L.3.4, LAFS.910.L.3.5 and LAFS.910.L.3.6.**

For more information, please visit www.FSAssessments.org.

Fine Arts

Student Opportunities

Scholastic Art and Writing Awards

Applications are now being accepted for the Scholastic Art and Writing Awards. The Scholastic Awards look for work that demonstrates technical skill, personal voice or vision, and originality. Every category has specific requirements, so please read the guidelines and category descriptions carefully. The deadline for the Southeast Art Region-at-Large is Thursday, December 15. More information about the program can be found at <http://www.artandwriting.org/what-we-do/the-awards/guidelines-deadlines/>.

National Portfolio Day

National Portfolio Day is an event specifically for visual artists and designers. It is an opportunity for those who wish to pursue an education in the visual and related arts to meet with representatives from colleges accredited by the National Association of Schools of Art and Design. Representatives will be available to review artwork, discuss their programs and answer questions about professional careers in art. Two events are scheduled to take place in Florida during 2016-2017: Miami on January 21, 2017 and Sarasota on January 22, 2017. More information about the program can be found at <http://www.portfolioday.net/>.

Teacher Workshops and Opportunities

Arts Education Resource Documents

Resource documents specific to fine arts education are in the process of being developed and uploaded to the Fine Arts Education page of the Florida Department of Education's (FDOE) website. Currently, the website has been updated with a Visual Arts K-12 Standards Progression Map and a resource document that contains information on how to access the Florida Next Generation Sunshine State Standards (NGSSS) for the Arts, legislation regarding Fine Arts Education and a brief list of available online resources. Similar documents for music, theatre and dance will be coming soon! Available documents can be accessed at <http://fldoe.org/academics/standards/subject-areas/fine-arts.stml>.

Upcoming Conferences

Florida Music Education Association (FMEA)

2017 FMEA Professional Development Conference – Diversity in Music Education: Music for ALL!

January 11-14, 2017

Tampa Convention Center, Tampa, FL

<http://fmea.flmusiced.org/conference/>

National Art Education Association (NAEA)

2017 NAEA National Convention, The Challenge of Change

March 2-4, 2017

Hilton New York and Sheraton New York Hotel and Tower, New York, NY

<https://www.arteducators.org/events/national-convention>

Gifted Education

Duke Talent Search

Duke University Talent Identification Program (Duke TIP) is a nonprofit organization dedicated to serving academically gifted and talented youth. According to Duke TIP, the grades 4-6 talent search is the entry point for TIP benefits that can motivate gifted students to realize their full potential. As part of the talent search enrollment, Duke TIP registers eligible seventh graders to take either the ACT (no Writing) or SAT (no Essay) as an above-level test.

During the past year in the grades 4-6 talent search, 3,338 Florida students applied. Of those, 1,046 students went on for testing, and 42 students qualified for state recognition. In the grade 7 talent search, 6,421 Florida students applied. Of those, 2,738 students took the ACT, and 3,683 took the SAT. Based on the results of their test scores, 2,579 students qualified for state recognition, and 263 students qualified for grand recognition. Congratulations to all of our participants!

Enrollment for the 2017 Duke TIP talent search began October 1, 2016, and runs through March 31, 2017. If you need more information, ask either the gifted specialist or guidance counselor at your school or go to the Duke TIP website at <https://tip.duke.edu/>.

Health

Child Abuse Prevention

Did you know that 90 percent of the time a child is being harmed, it's at the hands of someone they and their parents know and trust? Children who receive school-based education about child abuse are 3.4 times more likely to report if they had been/were being abused, compared to children who did not receive that education.

The Lauren's Kids Safer, Smarter Schools curriculum is the country's first pre-kindergarten through grade 12 school-based prevention and personal safety curriculum series. The curriculum contains educationally sound content for children, parents, teachers and administrators. The [Safer, Smarter Kids](#) program spans pre-kindergarten through grade 5, as well as special education; [Safer, Smarter Teens](#) provides lessons for middle and high school students. The education program uses developmentally appropriate information to equip children with the tools and language they need to better protect themselves from abuse. For more about Lauren's Kids free resources, please click <https://laurenskids.org/about/>.

To learn more, review the FDOE Child Abuse Prevention Sourcebook for Florida School Personnel: A Tool for Reporting Abuse and Supporting the Child at <http://sss.usf.edu/resources/format/pdf/chiabuse2015.pdf>.

Child Human Trafficking

Human trafficking is a hidden crime, and the first step to combating it is to identify victims so they can be rescued and help bring the perpetrators to justice. Victims of human trafficking include men, women, boys, girls and transgender individuals. If the sex trafficking victim is under the age of 18, it is human trafficking regardless of whether force, fraud and/or coercion exist. For more resources, please visit <https://www.dhs.gov/blue-campaign/awareness-training>.

For more anti-trafficking information and resources, please visit the [FDOE Human Trafficking webpage](#).

Comprehensive Health Education

Health education addresses 12 required component areas for instruction under [s. 1003.42\(2\)\(n\), Florida Statutes](#) . Community health is a spotlighted component area.

- **Community Health** focuses on individual responsibility; healthy work, school and community environments; community health resources and facilities; community and state agencies; health service careers; safety hazards; community laws and policies related to health issues; data and trends regarding health issues; social marketing and norming; emergency/crisis response plans; community involvement; current issues; trends in medical care; community health planning; private resources; and volunteer resources and organizations (e.g., American Red Cross, American Cancer Society).

December Health Observances

- **World AIDS Day** is held on December 1 each year and is an opportunity for people worldwide to unite in the fight against HIV, show their support for people living with HIV and commemorate people who have died. World AIDS Day was the first ever global health day, held for the first time in 1988. For information and resources, please visit AIDS.gov.
- **National Influenza Vaccination Week** is December 4-10, and it is a national awareness week focused on highlighting the importance of influenza vaccination. For information and resources, please visit <http://www.cdc.gov/flu/nivw/>.

For more information about Comprehensive Health Education, please visit the [FDOE Comprehensive Health Education webpage](#).

Instructional Materials

Reviews are currently under way for the 2016-17 Instructional Materials Adoption, which includes course bids in social studies.

The announcement and specifications are posted on the FDOE website at <http://www.fldoe.org/academics/standards/instructional-materials>, along with course information. Updated course descriptions may be found online at www.cpalms.org. The course categories included in the adoption are Social Studies K-5, M/J United States History, M/J Civics, M/J World History, United States History, Economics with Financial Literacy, World Cultural Geography, United States Government, Psychology and World History.

Mathematics & Science

Mark Your Calendars for Computer Science Education Week

During December 5-11, get involved and host your own Hour of Code. Get more information at <https://csedweek.org>.

Students and teachers can choose from a variety of activities for kindergarten and up. Activities work on any modern browser, tablet, smartphone or even with no computer at all.

Nominations Open for 2017 Grades 7-12 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Who can apply?

Teachers may initiate the application process themselves or be nominated at www.paemst.org.

Each applicant must:

- Teach mathematics or science (including computer science) as part of his or her contracted teaching responsibilities at the 7-12 grade level in a public (including charter) or private school;
- Hold at least a bachelor's degree from an accredited institution;
- Be a full-time employee of the school or school district as determined by state and district policies, with responsibilities for teaching students no less than 50 percent of the school's allotted instructional time;
- Be a U.S. citizen or permanent resident; and
- Not have received the PAEMST award at the national level in any prior competition or category.

If you need more information on this program, visit www.paemst.org or contact the state coordinator, Heidi Brennan, at Heidi.Brennan@fldoe.org.

Elementary Science

Teaching Science in Grades 3 and 4 is critical to a student's success on the Grade 5 Statewide Science Assessment (SSA). To give more exposure to the important content covered in Grades 3 and 4, we will share a resource each month. For November, we would like to share PBS Learning Media and Learning.org. These are free resources. This month we highlight structure and functions of plants limited to stem, leaf/needle, root, flower, seed and fruit (**SC.3.L.14.1**). To show mastery of this standard, students should be able to describe the structures in plants and their roles in food production, support, water and nutrient transport and reproduction. This is grade 3 content that falls under Big Idea 14/Organization and Development of Living Organisms.

You can access student resources that support **SC.3.L.14.1** at:

- [Plant Structure Think Garden](#)
- [Parts of a Plant](#)

Secondary Science

Mastery of elementary and middle grades science standards is crucial for a high school biology student's success. In that regard, as a biology teacher, it is important to understand the foundational standards that your students have been taught in prior grades. This month we will highlight the challenging concept of photosynthesis and its relationship with cell respiration. Students are first introduced to the structures and functions of plants in grade 3 (**SC.3.L.14.1**) and the concept of photosynthesis in grade 8 (**SC.8.L.18.1**). In biology, one related standard that students are learning is the interrelated nature of photosynthesis and cell respiration (**SC.912.L.18.9**). This standard is annually assessed on the Biology End-of-Course (EOC) exam. It is wise to address common misconceptions in regards to photosynthesis and cell respiration at the beginning of your instruction, e.g., plants photosynthesize and animals respire.

Please refer to the [test item specifications](#) and the sample test items for this standard to further clarify how your students will be assessed.

You can access student resources that support **SC.912.L.18.9** at:

- [Just Breathe!](#)
- [Mirror Processes](#)

Elementary Mathematics

Teaching cohesive standards at the same time.

MAFS.3.OA.1.1, MAFS.3.OA.1.3, MAFS.3.MD.3.5, MAFS.3.MD.3.6

Conceptual understanding of multiplication and division begins in third grade with the exploration of area and rectangular arrays. The four standards above are interconnected and should be taught together as a cohesive unit of instruction. These standards are teaching multiplication conceptually using rectangular arrays and area. **MAFS.3.OA.1.3** is addressing multiplication in word problem situations. This is one way to teach all four standards at the same time. Create real-world problems for students to solve using square tiles to represent the problem.

Below are CPALMS lessons to support teaching multiplication in this way. When using these activities, always bring it back to a real-world situation when giving them additional problems to work with.

MAFS.3.OA.1.1

- [Amazing Arrays](#)
- [Let's Multiply using Groups and Arrays](#)

MAFS.3.OA.1.3

- [Cookies for All](#)
- [How Many Seeds in a Pumpkin?](#)

MAFS.3.MD.3.5 and MAFS.3.MD.3.6

- [Area Architects, Lesson 1](#)
- [Area Designers](#)

Secondary Mathematics-Algebra I

For students to be successful in Algebra I, they must know how to create and manipulate equations and inequalities. Equations and inequalities are both mathematical sentences formed by relating two expressions to each other. In an equation, the two expressions are considered equal, which is denoted by the symbol $=$. In an inequality, the two expressions are not necessarily equal, which is denoted by the symbols $>$, $<$, \leq or \geq . An equation or an inequality that contains at least one variable is known as an open sentence. Algebraic inequalities are advantageous for describing real-world situations.

This month, **MAFS.912.A-CED.1.1** will be highlighted: "Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions." To show mastery of this standard, students will write and solve equations and inequalities in one variable that represents a real-world context.

You can access student resources that support [MAFS.912.A-CED.1.1](#) at:

- [State Fair](#)
- [Solving Mixture Problems with Linear Equations](#)
- [Writing Absolute Value Inequalities](#)
- [Writing Absolute Value Equations](#)
- [Buying a Car](#)

Social Studies

Text Coding

Text coding is a literacy strategy that can be implemented to support the teaching and learning of the Social Studies NGSSS. Text coding may also be referred to as annotation, coding for comprehension monitoring, text marking or thinking notes. Applying this strategy establishes a purpose for reading and helps students slow down and go more deeply into a text. During a text coding activity, students read a text and annotate the text using pre-determined codes where pertinent. For example, if a student is coding a text for political concepts, then that student might place a “P” next to related lines of text.

To select quality codes, teachers must consider the purpose for reading the text and the characteristics of the text itself. If the purpose for reading a text is to gain basic understanding, then shallow coding may be appropriate; however, deep coding may be more effective to facilitate critical thinking. Understanding the structure and complexity of a text is also helpful when developing codes since these considerations affect readability and student comprehension.

Shallow codes may include opportunities for students to monitor their own comprehension and/or reactions to a text. Some shallow codes may include “I” for I know this, “?” for I don’t understand or “J” for I like this. To facilitate critical thinking, some deep codes may include “P” to identify a problem, “S” to indicate a solution or “G” to indicate that an action made a great contribution to a problem or solution.

Deep codes can be derived directly from a standard. For example, the codes “SP” for separation of power, “N” for natural law and “SC” for social contract can be used to code founding documents and are derived from **SS.7.C.1.1**: “Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.”

Text codes can also be used to analyze political cartoons and images. When viewing a political cartoon, students may be tasked with coding “W” for words, “A” for actions, “V” for visuals and “E” for emotions, thereby assisting students in deconstructing the political cartoon. Ultimately, the teacher must determine if the codes will work with a text; therefore, it is critical for the teacher to try the coding scheme before assigning it to students.

A webinar on text coding was conducted on October 12, 2016. To view the webinar and its related resources, visit <http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.html>. For more information or to share your ideas, contact Michael DiPierro, social studies education specialist, at Michael.DiPierro@fldoe.org or 850-245-9773.

Technology

Taking the Technology Plunge: Tips for Getting Started

In last month’s issue, we promised more ideas about how to bring technology into the classroom. The suggestions below are particularly relevant to those who are new to using technology and don’t quite know where to start.

Idea #1: Focus on one subject area at a time.

The idea of using new technology for every subject may seem daunting. This is especially true for veteran elementary teachers who have years of lessons and materials already created. If changing your whole mode of teaching for everything seems like too much, try focusing on using technology tools for a single subject such as mathematics. Once you feel comfortable using technology to teach one subject, add a new one. Continue this process until you are using appropriate technology tools throughout the day. Keep in mind that this may be a slow process, but you will get there!

Idea #2: Make one class your guinea pig.

This idea is a variation of the first one. For middle and high school teachers who teach one or two subjects over several class periods, the idea of using technology with one hundred or more students across six class periods can be intimidating. To make this more manageable, choose one class period for piloting new technology tools before using them with all of your classes. In fact, it may be helpful to let your students in on the experiment and ask for their help. By demonstrating to students that you are taking a risk to learn something new, you are modeling the importance of the learning process. By asking them for their help, you are showing them you trust and respect them for what they have to contribute to the class.

Idea #3: Become an expert on a single tool.

Determine the tool that will give you the most bang for your buck in the classroom and perhaps your school and learn everything there is to know about that one tool. For example, maybe your school has a Learning Management System and most teachers only know how to use a few of the basic features such as using email or keeping an online gradebook. Learning how to take advantage of other less commonly used features will open you up to many new possibilities in terms of what you and your students can do in your class. You may then teach others about these additional features. This strategy works especially well in a group of teachers such as a grade-level team, where each teacher chooses a different tool to learn. Each person becomes an expert and then serves as a resource for teaching others how to use the tool in their classrooms.

If you have questions about using technology in the classroom, or you have comments or suggestions, please contact April Drennan at April.Drennan@fldoe.org or 850-245-5153.