THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

The Bureau of Standards and Instructional Support
exists to maximize student achievement by enhancing student
capacity to learn and teacher capacity to individualize learning.

Social Studies

Welcome Michael DiPierro!

The Bureau is pleased to welcome Michael DiPierro as our new social studies education specialist. Michael comes to us from Broward County Public Schools where he was a district office specialist in the area of social studies for four years and a social studies teacher in Broward County for seven years previous to that. He has a Master's degree in Educational Leadership and will soon complete course work toward his Ph.D. in K-12 Educational Leadership and Research Methodology. Michael looks forward to working with educators throughout the state. You may reach Michael at Michael.DiPierro@fldoe.org or by phone at 850-245-9773.

2016 Florida History Fair

The 2016 Florida History Fair state contest will take place on Monday, May 2, at Tallahassee Community College. Students from across the state will be in Tallahassee showcasing their projects. This year's theme is Exploration, Encounter and Exchange in History. Categories include Historical Paper, Documentary, Performance, Exhibit and Website. Winners from the state contest may compete at the national event held at the University of Maryland, College Park, June 12–16, 2016. For more information regarding the state-level Florida History Fair, visit http://floridahistoryfair.com/index.cfm.

CPALMS

CPALMS Features

U.S. History student tutorials are now available on CPALMS!

Twelve U.S. History student tutorials aligned to benchmarks in the high school U.S. History course can be viewed on CPALMS and will soon be available on FloridaStudents.org. These tutorials cover topics such as immigration, the Second Industrial Revolution, the Supreme Court and the "Roaring Twenties." Students can review concepts covered in class or learn something new. The tutorials provide content-specific information and practice opportunities that are interactive.

To access the U.S. History tutorials, visit www.cpalms.org and search by subject, grade and type (Original Tutorial).

FLORIDA DEPARTMENT OF
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Health

Healthy Schools Summer Academy

The 2016 Healthy Schools Summer Academy is June 23-24 at the University of Florida's Straughn Extension Center in Gainesville, Florida. This seventh annual professional development event is for teachers of health education and physical education content with special emphasis on subject area courses with integrated health education benchmarks. District administrators, school nurses and all other subject-area teachers are encouraged to attend this informative two-day event. Academy sessions will provide information and resources focusing on Florida standards for physical education and health education, safe and supportive environments, health literacy, nutrition, exemplary sexual health education, physical activity and subject-area integration.

Registration opened March 11, 2016. Those educators interested in attending can register at www.healthyschoolssummeracademy.org.

Florida Green School Network Recognizes Excellence in Nine School Districts and Four Schools

The Florida Green School Awards Program (FGSA), sponsored by the Florida Green School Network, recognizes the efforts of schools and school districts that reduce environmental and economic impact, improve health and wellness, and increase environmental and sustainability education. This school year, nine districts and four schools were honored for their documented 2014-2015 green school accomplishments at the opening ceremony of the 7th Annual Learn Green: Florida's Green Schools Conference. The newest Florida Green Schools and School Districts are:

Exemplary Schools

Kirby Smith Middle School and Twin Lakes Elementary School, Duval County Public Schools
Pine Jog Elementary School, Palm Beach County Public Schools
Odyssey Charter School, Brevard County Public Schools

Awarded School Districts

Gold : Alachua, Palm Beach
Silver: Broward, Duval, Orange
Bronze: Lake, Pasco, Seminole, Walton

In its seventh year, more than 117,000 people were directly reached by green school initiatives, and the collective efforts of all the FGSA participants generated over $18 million in gross cost savings. Since its beginning in 2008, the program has reported more than $104 million in costs savings. To learn more about Florida green school initiatives go to: http://www.fldoe.org/schools/safe-healthy-schools/healthy-schools/green-schools.stml.

Library Media

April is School Library Month

Each year, school districts and Florida citizens take time to recognize the programs, services and resources provided by school libraries. This celebratory month provides opportunities across the state to highlight school library contributions to Florida public education. School library programs make a measurable difference in student academic achievement, prepare students for lifelong learning and enhance their reading enjoyment. Additionally, School Library Month coincides with National Library Week (April 10 through 16), sponsored by the American Library Association, which highlights the resources and contributions of all types of libraries across the country.

Fine Arts

Student Opportunities

American Society of Marine Artists
The 2016 Young Marine Artist Search National Competition is open to students ages 16 to 23. Students are to submit a digital image of their work depicting any maritime subject in any media of their choice. All applications are due by Friday, July 1. More information about the competition, application and guidelines can be found at: http://americansocietyofmarineartists.com/page-18362.

Teacher Workshops and Opportunities

ArtUK
ArtUK is the online home for art from every public collection in the United Kingdom and is a joint initiative between the BBC, the Public Catalogue Foundation (now known as ArtUK), 3,000 museums and other art collections. Access to the website can be found at: http://artuk.org/.

Classics for Kids Foundation
If your school or non-profit organization believes in the role of fine instruments in your program and can show evidence of need and commitment to raising matching funds, you are a strong candidate for the Classics for Kids matching grant program. Grant applications are accepted quarterly, with the next deadline being Thursday, June 30. More information about the program and the grant application can be found at: http://classicsforkids.org/apply-for-a-grant/.

Very Special Arts (VSA) Florida Student of the Month Program
VSA Florida's Annual VSA Florida Student of the Month Recognition Program strives to increase public awareness of the impact arts make on students with disabilities. Students who participate in the arts develop creativity, have increased self-confidence, understand teamwork, have increased language and math skills and are generally more engaged. Students are recognized in one of two different age groups, 5-13 and 14-22. Applications are accepted on rolling basis now through May 1, 2016. More information about the program can be found at: http://vsafl.org/programs/student-of-the-month.

Free VSA Webinars from the John F Kennedy Center
Tuesday, May 24, 3:00-4:00 p.m.
Music & Math in Motion: A New Learning Approach to Counting in 4/4 Time and Tempo Concepts for Students on the Autism Spectrum
Presented by Maya Singh and Cecilia Smith

Tuesday, June 21, 3:00-4:00 p.m.
Successfully Teaching Students with Disabilities: Supports that Make a Difference
Presented by Sharon Malley

More information about these and other upcoming webinars offered can be found at:
http://vsafl.org/free-vsa-webinars-john-f-kennedy-center.

Literacy

Complex Text – Part 2: Qualitative Considerations

In part 1 of this series, we looked at what is meant by "complex" text and why it matters in student learning. We also recognized that text complexity is comprised of several factors—**quantitative, qualitative** and **reader/task** considerations—and looked more closely at quantitative approaches to determining a text's complexity.

Quantitative measures must not be the sole consideration when selecting grade-appropriate texts**.** However, **qualitative** considerations are harder to measure than quantitative ones and require a certain amount of educator judgment, but they must be given at least equal consideration. For example, "As I Lay Dying" by William Faulkner clocks in with a Lexile of 870, right about mid-year of grade 5. Yet it is unlikely that many fifth graders, however easily they may decode the words, will be able to fully make sense of this novel or any of Faulkner's work. Because of its qualitative features, this is a text that more appropriately belongs in grades 11 or 12.

Qualitative considerations include: genre, format and layout, cohesion, levels of meaning, reasoning needed, requisite prior knowledge, tone and author's purpose.

- Physical features such as type size and font, margin width, white space, headings and subheadings, drawings and other graphic devices affect the ease with which we are able to make sense of text.

- In general, a story will offer less complexity than a poem or a work of non-fiction because we are very familiar with the structure of story. However, stories that jump around in time, use multiple narrators or points of view, or leave a great deal to be inferred will represent a greater challenge.

- Writing quality and style also play a role. Where ideas are logically organized, concisely expressed and clearly signposted with the aid of transitions, even complex or abstract thoughts can be accessible. Where those qualities are missing, we need to put forth more cognitive effort.

- The degree of critical thinking and prior knowledge needed to understand a text also contribute to its complexity. Multiple levels of meaning or purpose and use of metaphor, allusion or satire are among the features that can make a text more challenging to understand.

This helpful resource from the Aspen Institute provides a framework for considering text complexity: **Text Complexity Analysis Worksheet.**

Next month, we will examine the third factor in evaluating text complexity: **reader and task considerations.**

For more information about literacy, contact Julia Somers-Arthur at Julia.Somers-Arthur@fldoe.org.

Gifted Education

Exciting Gifted Education Opportunities in Florida

Collaborative Curriculum Challenge Grant

School districts and community partners should start thinking about applying for the Collaborative Curriculum Challenge Grant that provides funding for gifted education through the annual legislative budget. This school year, there was $60,000 available, and we had four districts apply and receive funding (two single-district applications and one joint application). This year, we hope to see even more applications. Districts may want to start thinking about their applications, even though the actual request for proposals will not be sent out until the budget amount is confirmed.

Section 1011.75, Florida Statutes, states that the purpose of the Collaborative Curriculum Challenge Grant is "to enhance the advanced academic performance of students who are gifted through the innovative and imaginative redesign of instruction and collaboration to develop higher level skills through challenging activities."

The priorities for funding projects are:

1. Provide a redesign of instructional strategies for students who are gifted to more appropriately meet their learning needs.
2. Provide information concerning the number of students, teachers and other personnel to be involved in the program.
3. Provide for evaluation of the program and for its integration into the general curriculum and financial program of the school district or districts at the end of the funded period.
4. Provide a rigorous and challenging curriculum based on the specific needs of the students that align with the Florida Standards with appropriate differentiation in the content areas.
5. Provide clearly stated goals and objectives expressed, to the maximum extent possible, in measurable terms.
6. Establish collaboration with a community college or public or private college or university that is a joint intellectual effort to enhance the academic achievement of students who are gifted.
7. Provide evidence of clear intent to show scalable, measurable student academic gains as a result of the project.
8. Provide appropriate professional development opportunities for teachers of the gifted to ensure an effective redesign of instructional strategies for students who are gifted.
9. Provide appropriate dissemination to share the outcome of the project.
10. Provide a method through which the project is replicable statewide and sustainable after the conclusion of the funding period.

National Association for Gifted Children (NAGC) Conference

Another exciting opportunity is the NAGC annual conference that will take place in collaboration with the Florida Association for the Gifted in November 2016 in Orlando. For more information, go to www.NAGC.org.

Technology

Tech Tools for Teachers

You've decided to dive into the world of integrating technology into your classroom. Congratulations! So how do you get started? The first step may be to stick your toe into the water rather than do a cannon ball into the deep end. In other words, start small.

First, determine your primary goal for this transition. Why is it important to integrate technology now? For example, perhaps you are having an issue with student engagement in your classroom. Once you have determined your goal, take an inventory of the resources at your disposal. Ask your administration or technology coach about new programs that are being considered or get more information about what materials have already been purchased. Also, consider what technology you currently have in your classroom. For instance, do you have computers in the back of the classroom that aren't being used? Maybe your class only has a designated time in a computer lab once or twice a week.

Once you determine what resources you have to work with, you can come up with a realistic plan to begin to incorporate more technology into your classroom instruction on a small scale. Choose one technology tool to use for a particular assignment that is congruent with meeting your overall goals. Practice using the tool to become more comfortable with it before introducing it to students. Design your lesson and implement it to see what works well and what needs improvement. Try using the tool a few more times before adding something else to the mix. Before you know it, your students will be choosing from a variety of tools to complete assignments, giving them the opportunity to learn content and practice using 21st century skills.

STEM

Science Classroom Observation Guide

The following instruments have been developed and provided through a National Science Foundation (NSF) funded program in Bellingham, Washington. An observation guide, overview notes and a note-taking guide to assist in the development of quality science instruction K-12 have been created and are being used successfully in the Boston Public Schools.

These tools provide a research-based approach to quantifying effective science teaching that allows for the development of a shared understanding of quality science instruction. The Science Classroom Observation Guide can be used by individual teachers to provide an inventory for effective instruction while planning lessons and provide a focus for discussion with colleagues and administrators. It can also be used as a collaborative tool to provide structure for professional learning communities, peer classroom observations and lesson study. The links to these documents are provided below:

Overview and uses: http://bpsscience.weebly.com/uploads/2/2/1/3/2213712/ncosp_overview_and_uses.pdf

Observation guide (short form): http://bpsscience.weebly.com/uploads/2/2/1/3/2213712/ncosp_classroom_observation_guide.pdf

Observation guide (long form – note taking version) can be accessed from the Boston Public Schools Science Department: http://bpsscience.weebly.com/additional-science-observation-tools.html

Learn more about this NSF funded initiative at: https://www.ncosp.wwu.edu/Tools/index.php?toolID=4

Technology Integration in Mathematics and Science

Professional development modules are being developed to assist in the implementation of technology for enhanced student achievement. This module is the first in the series and provides an overview of best practices for integrating technology into classrooms and schools. You will learn how to use technology effectively to help students meet academic goals and gain 21st century skills. http://www.cpalms.org/uploads/sections/352/player.html