Welcome

Please sit with others from your district, and please have one representative from your district come to the front to get a folder for your district.

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Improving Instruction to Improve Outcomes

Brian Dassler

@brian_dassler

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

"As much as the working-class and poor parents loved their children, not one of them was able to set their child firmly on the road to a college degree, the foundation of stable and lucrative employment ... Among the girls and boys I studied, crucial pieces of the puzzle were already in place by the time they were ten years old, making it likely that they would end up in situations similar to those of their parents - and most did so. It is not impossible for individuals to significantly change their life positions, but it is not common" (Lareau, 2011, p. 343).

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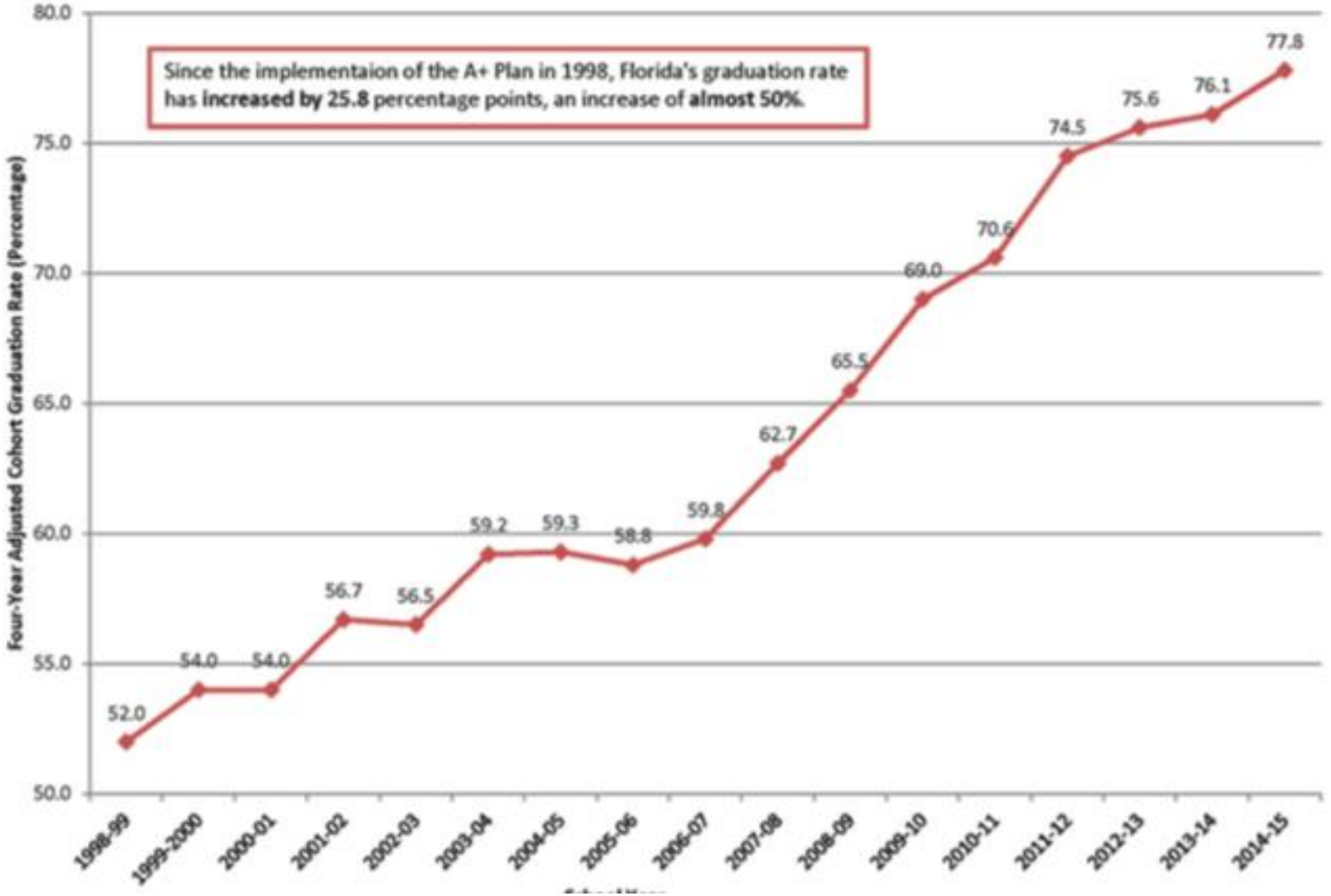

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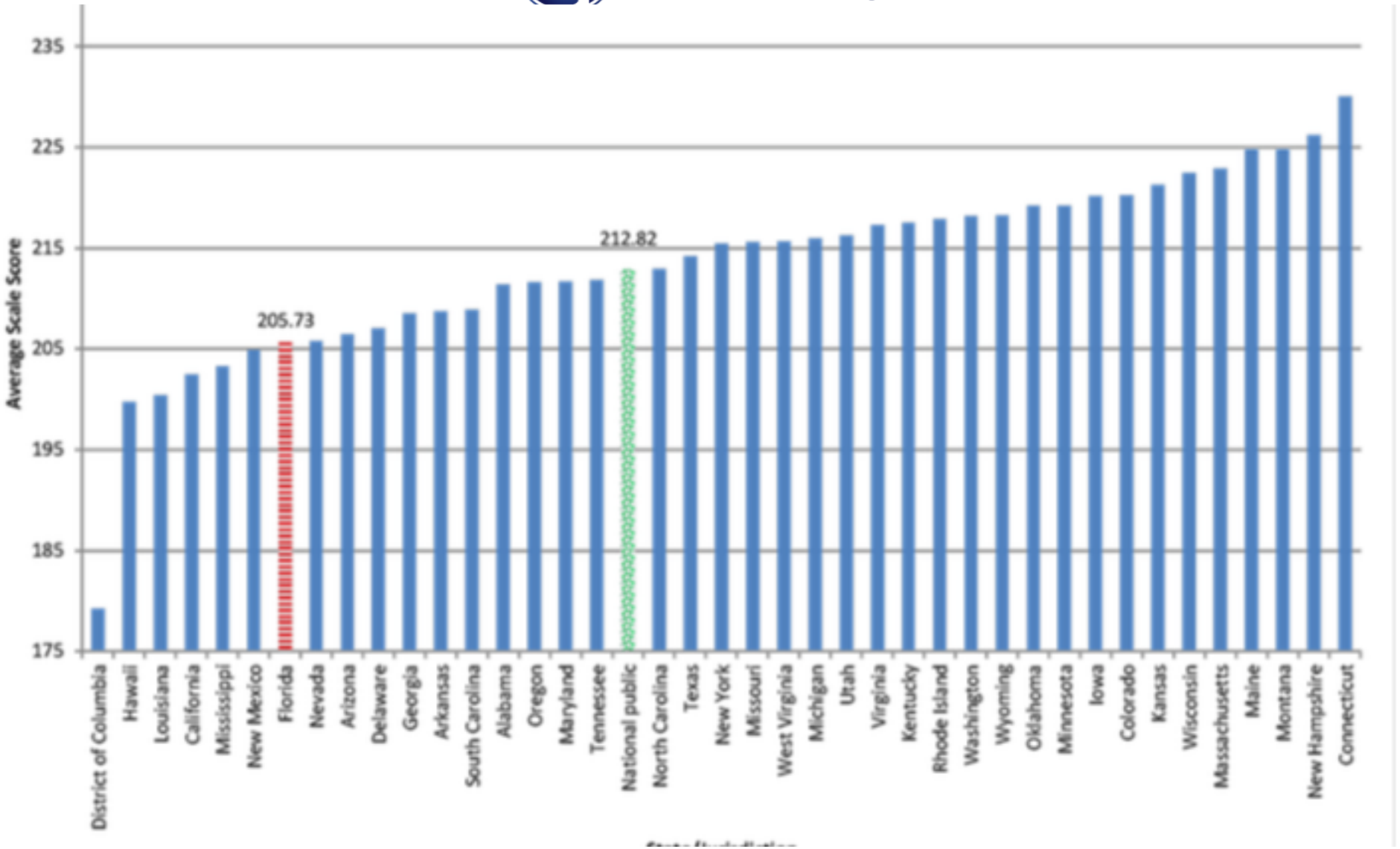

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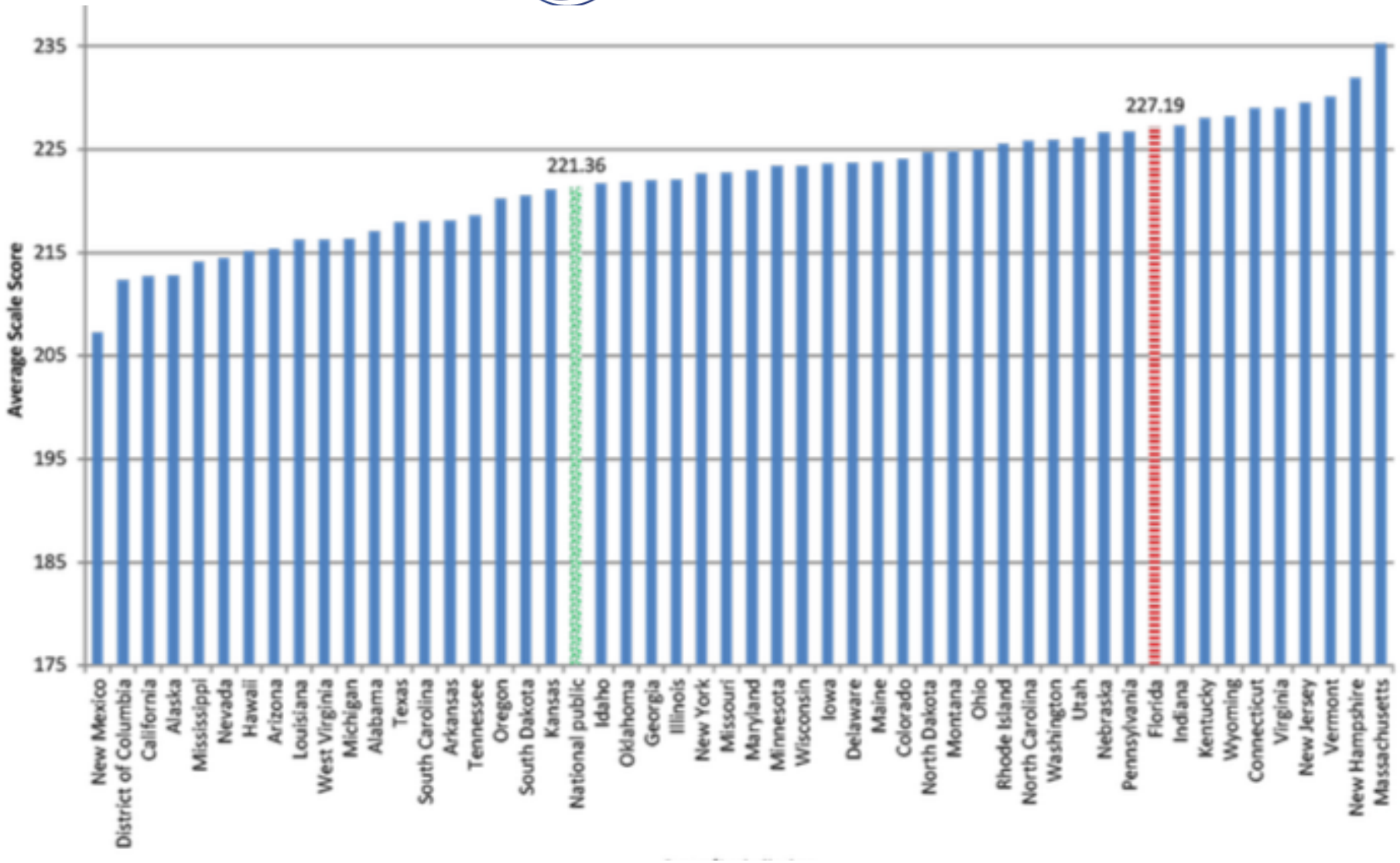

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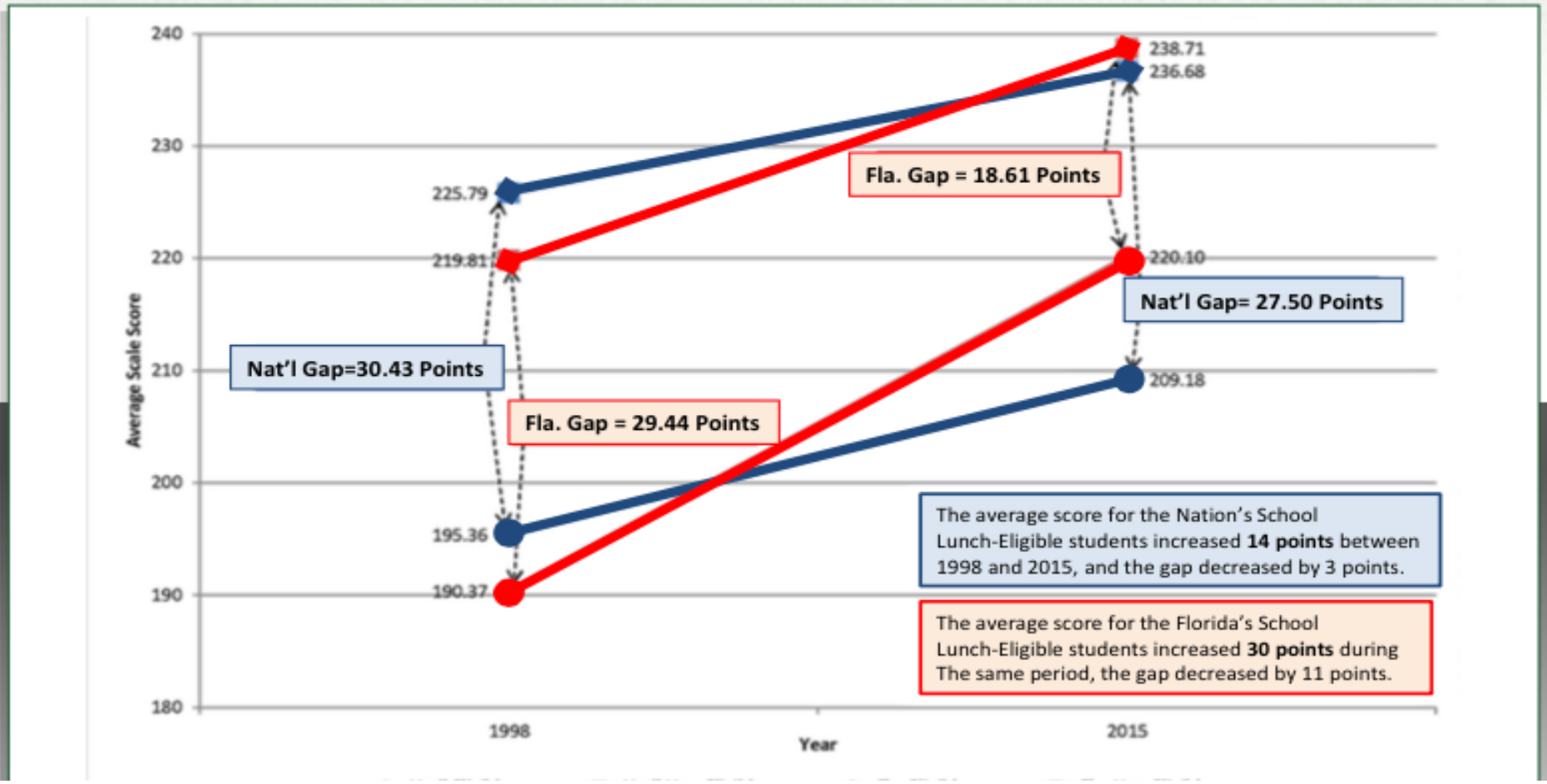
NAEP Reading – Grade 4, 1998 and 2015
School-Lunch-Eligible and Non-Eligible Students, Florida vs. the Nation



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"What this law means is that we are now giving every child in America a better chance to touch his outermost limits--to reach the farthest edge of his talents and his dreams. We have begun a campaign to unlock the full potential of every boy and girl--regardless of his race or his region or his father's income."

-President Lyndon Johnson

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In December, the Department released the first ever rankings of teacher preparation programs in Florida. The rankings include five standards:

- Placement
- Retention
- Evaluation
- Impact on Student Learning
- Impact on Student Learning by Subgroup

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Design Qualities for EQ-Supported Professional Learning

- Outside Experts
- Multiple Sessions, Sustained over Year
- Practice and Feedback
- Large Group, Small Group, Individual
- Rigorous
- Relationship-building
- Certain Core Values
  - Growth Mindset
  - Public Practice
  - Reciprocal Accountability/Hard on the Work Culture

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Of 41 elementary education programs in Florida

On a 4.0 scale

- 1 program scored a 3.6
  - University of Florida
- 6 programs scored a 3.3
  - Daytona State College
  - Northwest Florida State College
  - University of South Florida – St. Petersburg
  - Florida Southern College
  - Florida State University
  - University of Central Florida

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As reported to the Department, approximately how many hours did Florida educators spend in professional development during the 2013-14 school year?

1. 3,000,000
2. 6,000,000
3. 9,000,000
4. 12,000,000

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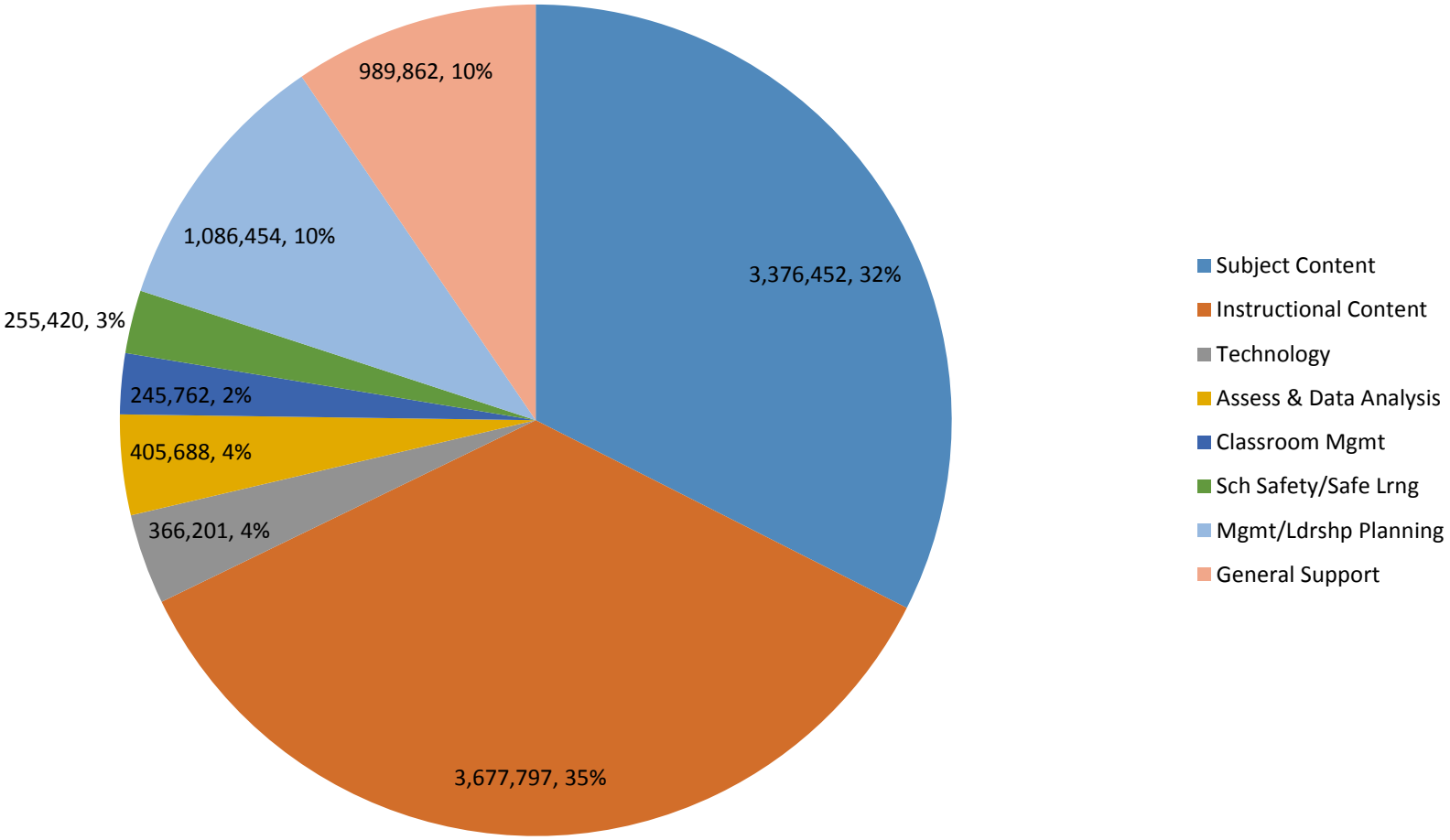
Professional Development Participation Hours 2013-2014



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According to a study by OPPAGA, how many "instructional coaches" were employed in Florida school districts in 2014-15?

1. 1,324
2. 2,314
3. 3,412
4. 4,231

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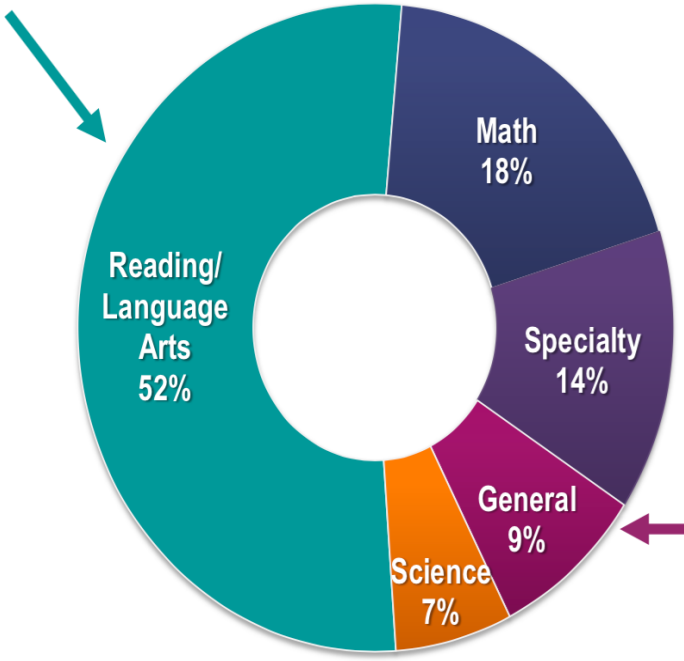
Florida's Instructional Coaches

DRAFT

In 2014-15, Florida School Districts Used 4,231 Instructional Coaches



Most Districts (64) Had Reading Coaches but Other Types of Coaches Varied

- **The majority (52%)** of instructional coaches employed by Florida school districts were **Reading Coaches**
- **Specialty Coaches** (14%) focused on areas such as curriculum, STEM, English Language-Learners, graduation, and behavioral support
- **General Instructional Coaches** (9%) had a holistic approach that did not focus on specific content areas

Source: OPPAGA survey of all of Florida's school districts; data includes 65 districts that reported having coaches in 2014-15.

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Level 1 and Level 2 Principal Preparation

Key Criteria

- Level 1 programs must demonstrate a partnership with a school district
- All programs must be competency-based

Timeline

- March, 2016 – Governor Rick Scott signed HB 719
- Summer, 2016 – Rule development workshops.
- September, 2016 – State Board anticipated rule adoption
- Winter/Spring, 2017 – Technical assistance available for programs
- July, 2017 – New programs go into effect

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2014-15 Baseline School Grade	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Number of Teachers
	VAM Classification	Performance Rating	VAM Classification	Performance Rating	VAM Classification	Performance Rating*	VAM Classification	Performance Rating	
A	29.0%	51.3%	49.6%	47.7%	10.8%	0.8%	10.6%	0.1%	15,590
B	18.8%	38.8%	50.9%	59.4%	14.0%	1.6%	16.3%	0.2%	9,296
C	15.2%	28.7%	50.1%	68.8%	15.4%	2.2%	19.3%	0.3%	11,471
D	10.4%	22.5%	49.1%	74.5%	16.9%	2.8%	23.6%	0.2%	3,866
F	7.7%	16.8%	46.3%	78.7%	18.4%	4.1%	27.5%	0.4%	1,355
Unavailable	8.5%	29.2%	49.9%	66.7%	21.0%	3.8%	20.5%	0.2%	1,665
Overall	20.0%	38.1%	49.9%	59.9%	13.9%	1.8%	16.2%	0.2%	43,243

** Includes teachers who received a performance evaluation rating of 3 Years - Developing*

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Think-Pair-Share

At your table, take 10 minutes to answer the questions on the yellow sheet in the folder at your table about what you notice and what you wonder about these data. Be prepared to share with the group.

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We cannot stop at a conversation – it is an essential vehicle of leadership that takes time to cultivate and sustain but we should always keep our eyes on the prize: equity of outcomes for each and every student . . . Ultimately, if our effort to develop authentic conversations and a culture of collective inquiry does not affect teaching practice and learning outcomes for our students, then learning how to have a different kind of conversation is only a nice exercise.

- Steven Fink and Anneke Markholt, 2011, p. 126

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