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# REVIEW OF FLORIDA STANDARDS IMPLEMENTATION EFFORTS: OKEECHOBEE COUNTY SCHOOLS

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## **Purpose of the Review**

The review process provides an external examination of the district's efforts in implementing the Florida Standards around four key questions:

- 1. Is there a common understanding of the Florida Standards and does a shared, common vision of effective implementation exist among all stakeholders?*
- 2. Does the curriculum, instruction and assessment of the standards clearly align and is professional development adequate to prepare teachers and administrators in the development and alignment process?*
- 3. Are the roles of all stakeholders clearly defined and are responsibilities carried out with fidelity to the intent of the standards?*
- 4. Do the policies, practices and procedures of the district provide systemic support for the changes necessary for full implementation of the standards?*

The commendations and considerations that emerge from this review provide information that can help the district refine its work and determine the most effective course of action moving forward. In addition, the process provides the district with the opportunity to reflect on its own implementation efforts and the outcomes of those efforts.

## **Overview of Process**

**Phase I:** Approximately 20 participants, including all principals, district staff and some teacher advisory group members completed the FADSS (Florida Association of District School Superintendents) Needs Assessment on Implementing the Florida Standards. (See Appendix E for the compilation of results).

**Phase II:** During two days of on-site meetings in October, the consultant, Sue Z. Beers, and FADSS representative, Don Griesheimer, met with principals and district office staff to

- review the results of the needs assessment
- share evidence or plans related to each component

- identify documents that would be used in the review

On the second day of the on-site meetings, Beers and Griesheimer met with two teacher focus groups to gather input from teachers around the standards implementation process. The purpose of these meetings was to establish the classroom perspective on the district's implementation efforts. (See Appendix A for list of participants and Appendix C and D for agendas for the two days).

**Phase III:** District personnel gathered documents that would be reviewed in order to determine

- consistency with the perceptions expressed by those completing the needs assessment
- areas of strength in the standards implementation process
- considerations or suggestions for how the standards implementation process might be strengthened
- further questions about implementation that would be addressed through further interviews

The documents were reviewed to provide further clarity around the district's implementation process. (See Appendix B for a list of documents reviewed.)

**Phase IV:** During a second on-site visit in December 2014, preliminary impressions were presented and more information was gathered. This information helped to

- clarify documents
- garner further insights about policies, practices and plans and
- answer questions arising from the review of documents

**Phase V:** A report of the findings was prepared that included

- an executive summary of major findings, commendations and suggestions
- an overview of the process used in the review
- specific commendations and considerations / suggestions for each area of the review

**Phase VI:** The report was presented to the district during an onsite visit on February 11, 2015.

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## GENERAL COMMENTS REGARDING IMPLEMENTATION EFFORTS

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In any major shift, there are many “moving parts.” When making a significant change, some degree of chaos is inevitable. It is out of this chaos that true and lasting change can occur, if the organization is prepared to examine its frameworks, structures and practices and coordinate efforts between all parts of the system. The Okeechobee County Schools demonstrated their commitment to students and their learning by undertaking a comprehensive review of its efforts in implementing the Florida Standards. In doing so, it is hoped that the process has resulted in deep reflection by district personnel on the district’s efforts as well as this external review of those efforts.

Before launching into specific comments on various aspects of the district’s implementation efforts, it is helpful to take a broad view of the work being implemented and examine it from a systemic perspective. This analysis of the system examines all aspects of the implementation and how well they are integrated into a comprehensive, cohesive plan. Using this panoramic lens of the district’s efforts around implementing the Florida Standards, the following observations are made:

1. While there is disparity among teacher, building administration, and central office views of what is going well or not going well, there is fairly wholesale agreement that the direction the district is taking is and will be valuable for students and their learning. There is general consensus that the journey to implementation is important. Problems arising with implementation are grounded more in the “how” than in the “why.”
2. The district’s 2014-2015 strategic plan focuses on goals and actions that will help the district become standards-based. All in the district would benefit from a long-range, systemic plan for standards implementation. This comprehensive plan would tie together all of the initiatives and work being done across the district (assessment, professional development, technology, data use, textbook/materials adoption, budget, monitoring systems, evaluation, etc.) It would recognize the impact of each effort on the system as a whole and consider the “domino-effect” of the work on other parts of the system. For example, if one department planned a new initiative, the impact on teacher time, time for professional

development and how the initiatives fit together and build on one another would be considered. A clear schematic of how all of these “pieces” fit together would be made visible so that the initiatives blend together into one whole instead of appearing to be disconnected. This systems perspective is key for adequate planning and eventually, quality outcomes. It will also help the district with “organized abandonment” of practices and policies that are not moving students forward in attaining proficiency with the standards.

3. A clear and consistent set of criteria that can be applied to all facets of implementation planning needs to be adopted or used to judge the quality of the work. For example, the EQuIP Quality Review Rubric could be used to judge the fidelity of various components of the implementation process, such as materials adoption, the development of roadmaps, units and lessons, and even guide professional development. This central criteria would be used and applied to all decisions that are made regarding standards implementation.
4. Teachers should have a voice in the plans and implementation processes being used to implement the standards. While some have been integrally involved with the development of the roadmaps and C-Maps, others are feeling lost. It is a delicate balance between providing a voice for all and moving forward at a pace that is warranted by the importance of the standards. More visibility of central office staff at trainings, in buildings and in classrooms will provide many opportunities for informal conversations and understanding of the direction the district is taking and the rationale for the work that is being done. Without these conversations, teachers cannot deliver on the promise of the standards and therefore prepare students to meet the standards. Developing relationships is imperative to building a culture in which the instructional changes inherent in the standards can thrive.
5. K-5 teachers have expressed a positive attitude and enthusiasm about becoming standards-based. They believe that in the long term, instruction and learning will be better and it will be worth the work. As a result of changes in instruction, teachers expressed belief that students are using more content vocabulary, have a better foundation of skills and are excited about learning. The development of the Road Maps has deepened the knowledge base about the standards and the wealth of information teachers have brought back to the staff has built internal capacity around implementing the standards. (Data from K-5 Focus Group, October 2014)

6. Implementation issues reported by teachers in grades K-5 centered around a sense of disconnection among initiatives and lack of deep understanding of the standards and how to implement them effectively. The prominent feeling among teachers in this focus group was that they need more time to learn and work together to understand and prepare to implement the standards. They reported that the difference in expectations and direction between the Florida DOE (DA) and the district was stalling out the implementation process. In addition, they did not have confidence in the district assessments or the iReady materials. They did not believe that these were in alignment with the standards. This may be a perceptual problem, but this concern needs to be addressed. If teachers don't believe in the tools and strategies that are provided, they will not be implemented with fidelity to the standards. (Data from K-5 focus group, October 2014)
7. Overall, teachers in grades 7-12 reported a desire to implement the standards (and instructional shifts) and see the value of them for students, but they felt unprepared to deliver on them due to lack of time, skill and understanding. Like the elementary teachers, they feel that the vision of what instruction should "look like" is unclear. They fear the unknown – the state assessment – and are unsure if their efforts are meeting the intent of the standards. Many expressed that they felt left out of the process and that they did not have clarity around the goals and direction of the district. From comments during the focus group, teachers lack confidence in their ability to accommodate the needs of students at different levels. A general plea to provide focus, training and collaborative opportunities permeated the focus group discussion. (Data from 7-12 focus group, October 2014).

In the next section, this report will hone in on specific comments, commendations and considerations for each of the areas of the FADSS Needs Assessment. District perception of performance in each of the four categories are presented as "highest," "most diverse (wide spread in responses)," and "lowest" in term of responses. The summary compilation of rankings for the needs assessment is found in Appendix E.

## Review of Florida Standards by Needs Assessment Criteria

### Section 1: Developing common language and understanding of instructional shifts inherent in the Florida Standards.

*How well has the district built a common vision and understanding of the Florida Standards and its implications for instruction?*

- 1.1 Creating a common language
- 1.2 Establishing a clear, shared vision of what College and Career Ready (CCR) means
- 1.3 Consistent interpretation of the Florida Standards
- 1.4 Common understanding of the instructional shifts inherent in the Florida Standards

### District Self-Reported Ratings on Needs Assessment

Highest Ratings	Most Diverse Ratings	Lowest Ratings
<ul style="list-style-type: none"> <li>○ Common understanding of the FS built through organized process.</li> <li>○ College-and-Career Readiness (CCR) comprehensively defined.</li> <li>○ Support for CCR built with the community through a widely shared vision of what CCR means.</li> <li>○ Documentation created or adopted for specific interpretations of the FS that includes clear examples of the standards in action.</li> </ul>	<ul style="list-style-type: none"> <li>○ FS language defined and utilized consistently and shared with all stakeholders.</li> <li>○ Common interpretation of the shifts required in teaching and learning are widely distributed and articulated.</li> <li>○ Clear vision of FS implementation created and shared with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff can explain the instructional shifts in terms of classroom practices of the FS and how they are connected to CCR.</li> </ul>

### General Comments

- The overall vision of what it “looks like” when the standards have been implemented fully and with fidelity is still unclear for some, especially for teachers who have to implement it. This is causing much anxiety on the part of the teachers. Many are being pushed outside of their comfort zone of what is familiar. Continuing to find ways to support them through this change and keeping lines of communication open will be critical.
- Continuing to build consensus and support is important throughout the implementation process. The results of the needs assessment, as well as the interviews reflects a disparity of comfort levels around the instructional shifts required by the standards. While it is normal for staff to be at different levels when there is a significant change, the district needs to continue to provide multiple opportunities for discussion and involvement.
- Focusing on the instructional shifts when planning instruction emphasizes the difference between the old and new Florida Standards. This is very important in ensuring that the instruction is truly preparing students to be college-and-career ready.

### Commendations

- ☒ The district has undertaken many diverse efforts to help teachers understand the standards and define what they mean. (Okeechobee County Common Core Implementation document).
- ☒ The Instructional Resources Toolkits help teachers understand the standards.
- ☒ Efforts to assist parents in understanding the standards have also been undertaken, including documents on the district's website, the parent / community sessions, the distribution of PTA flyers, and presentations at community organizations.
- ☒ The district recognizes the value of helping students become college and career ready and has implemented several venues for sharing this vision of CCR, including industry certifications, Graduation Walks, use of RU C2 Ready materials, and the purple bracelets for passing the PERT, green bracelets (RU Committed to Graduate), alumni presentations to middle school students, and the Reality Fair.

### Considerations / Suggestions

- ☐ Develop continuity in the language associated with standards implementation, such as a glossary of terms. This is especially important for key terms such as "standards-based." The glossary should provide a clear understanding of the terms as they are applied in practice.
- ☐ Provide teachers with a variety of resources (both print and video) that provide a clear picture of what the standards "look like" when implemented. The focus of the documents should especially help teachers understand the instructional shifts that are key to quality implementation.
- ☐ Continue to work toward K-12 ownership and a shared vision of college-and-career readiness, infusing 21<sup>st</sup> century skills into the clear vision of CCR.
- ☐ During the focus group sessions, teachers seemed to be uncertain about the instructional shifts required to implement the standards. Continuing to provide information and work around the shifts is a critical element to quality implementation of the standards.
- ☐ Expand the Common Core Implementation document to include more details, such as purpose/goal, how the information would be shared/distributed, who attended, expectations for implementation, products developed, etc. This will transform the document from a list of activities to a coordinated plan for development.
- ☐ There seems to be a difference in practice between the DA directives and the district's implementation strategies. One area that was repeatedly pointed out was the posting of standards vs. objectives and the number of standards posted. Both perspectives are ultimately moving toward the same end – helping students understand the learning target. A conversation with the DA team around this may be appropriate in order to a resolution.

## Section 2: Examining and aligning district sanctioned curriculum, instruction, assessment and professional learning.

*How are the Florida Standards integrated into the school curriculum to support instructional practice and student learning?*

- 2.1 Standards, instruction and assessment aligned
- 2.2 Instruction consistent with the instructional shifts inherent in the Florida Standards
- 2.3 Assessments clearly measure the Florida Standards
- 2.4 Student interventions identified to help all students meet the Florida Standards
- 2.5 Professional learning aligned to staff needs in implementing the Florida Standards

District Self- Reported Ratings on Needs Assessment		
Highest Ratings	Most Diverse Ratings	Lowest Ratings
<ul style="list-style-type: none"> <li>○ Instruction is adjusted to meet the demands of new state tests.</li> <li>○ Transition plans for moving to new state assessments developed that include parents, students and the community.</li> <li>○ Student achievement data used to make decisions about programs and instruction.</li> <li>○ Procedures and guidelines for alignment developed and routinely followed.</li> </ul>	<ul style="list-style-type: none"> <li>○ District-adopted model template used to design instruction.</li> <li>○ Year-long curriculum maps developed and used to monitor implementation.</li> <li>○ Selection criteria for materials and resources consistently applied.</li> <li>○ Specific scaffolding strategies for students with cognitive challenges included in instructional plans.</li> <li>○ Professional development built to meet the learning needs of individual teachers related to FS implementation.</li> <li>○ Plans developed to meet the learning needs of ELL/ESL students in mastering the FS.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rubric developed and used to assess quality of instructional units.</li> <li>○ Clear examples of FS instruction provided so that staff can identify practices consistent with the instructional intent of the FS.</li> <li>○ Clear criteria for identifying quality instructional strategies understood widely and applied in planning instruction.</li> <li>○ Professional development monitored for consistency between identified needs and what is implemented.</li> <li>○ Formative assessments used to adjust instruction.</li> <li>○ Needs of gifted and talented students addressed in instructional planning.</li> </ul>

### General Comments

- There was a significant difference in the responses to this section than in others. The shift more to the left (sustainable) vs. the right (not started yet) was distinctive for this component. That can be attributed to much of the work that has been done around the standards to date.
- Several components of this area point to the need for a clear set of criteria to be used to evaluate and/or build key documents. This criteria would help establish consistency across the work being done as well as the selection of resources to be used. A set of criteria, such as the EQuIP Quality Review Rubric, would also help teachers and administrators develop clarity around what successful implementation “looks like.”



- Lesson plan templates reflect implementation of the standards to varying degrees. A common, focused lesson plan template – consistent across grade levels- that includes key elements aligned to the instructional shifts is an important component to alignment and successful implementation of the standards. It should be easy to “see” the standards in action. A revised template will call attention to the need for new ways of thinking about instruction. It will also focus thinking about the key shifts in different ways.
- Teachers would benefit from the development of unit plans that further develop the Road Maps and provide a bridge to lesson plans. These unit plans should employ a common template across all grade levels and content areas. They should include all of the key elements essential to ensuring that the instructional shifts are included. Without specific components that draw attention to these key elements, the planned instruction may miss the mark of comprehensive implementation.
- The district’s move to becoming standards-driven will assist in the process of organized abandonment of practices that are not compatible with this direction. It has already helped the district eliminate some testing and diminished the focus on the textbook, as teachers are encouraged to focus on the standards. Keeping the instructional shifts and the standards at the forefront of conversations and decisions will continue to move the district forward toward becoming standards-driven.

#### **Commendations**

- ☑ A district assessment plan is being built to help define and integrate all of the assessments being used in the district. This plan will help teachers, students and parents understand the importance of each assessment. It will also help to ferret out those assessments that are not being used or that have limited value in making instructional decisions. The plan should clearly delineate the purpose of each assessment, how it will be used to guide instructional decisions, who takes it, how the data is stored and why this is worth the loss of instructional time for students to take it.
- ☑ The Master Inservice Plan is a very positive step to examine the overall district efforts at preparing teachers to implement the standards. It might be expanded to ensure that all professional development opportunities, such as technology workshops, be included on the master plan. It can become a true master list of the learning opportunities being provided to teachers and also that are competing for limited time of teachers.
- ☑ Teachers have some options in the professional development they choose.
- ☑ PLC’s provide job-embedded professional development.
- ☑ 100% of teachers have been trained to use the CPalms website and to have access to the resources on that site.
- ☑ The district is developing a series of Road Maps for implementation of the standards. Through this process, the district discovered that there was a need for a common template for planning standards implementation.
- ☑ Use of the district-developed EOC’s and the I-Ready assessments will help monitor how well students are meeting the Florida Standards.
- ☑ The Collaborative Planning sessions provide consistent focus on standards implementation.
- ☑ The use of the Florida Literacy Network to develop literacy-focused units (two teams at

the Middle School) will provide models for extending this work district-wide.

### **Considerations / Suggestions**

- ☐ Ensure that teachers have easy access to high quality, vetted resources that will help them teach to the standards. These resources need to be carefully selected and be easy to access and use by teachers. It is not quantity, but quality of resources that is important. There are many OER (Open Educational Resources) available, so budget constraints should not be a factor. Central office personnel, consultants that work with the district, and state and professional organizations can assist in identifying the most valuable OER materials. These then need to be located and organized in a way that provides the greatest ease of access to teachers.
- ☐ Teachers need a rubric or guidelines to help them become better consumers of resources that are aligned to the standards. These criteria will help them select quality instructional materials and activities that truly represent the spirit and learning inherent in the standards.
- ☐ Continue to use road maps / curriculum from other states as models for teachers as they develop their own road maps and unit of instructions. These models will help move the work forward at a faster pace and help teachers have a clearer vision of the standards in action.
- ☐ How do we measure quality attainment of the standards? This is a discussion that needs to happen early in the process of developing road maps, units and lesson plans. Rubrics or other evidence of learning need to be developed early in the process and be clearly linked to the targets for learning – the standards.
- ☐ While it is not possible to have all teachers involved in the development of the Road Maps, it is imperative that they all receive guidance in how to use them and that all understand how they were developed.
- ☐ Continue to pursue the development of content literacy in all subject areas. Build on the work with the Florida Literacy Network to extend the integration of literacy with subject area content. Infusing literacy skills in all content areas is critical to student achievement of the Florida Standards.
- ☐ WOW – Writing on Wednesdays – is a good start to incorporating more writing in the content areas. Work to expand a variety of types of process and on-demand writing in all subjects on a daily basis. This will also help to alleviate district concerns about slipping back into “formula writing.”
- ☐ Ensure that the needs of all students are met in the implementation of the standards by providing professional development for teachers on scaffolding strategies for various groups of students (ESL, special needs, gifted and talented, etc.)
- ☐ All professional development (including technology) should be under one umbrella and plan. Since each offering requires time and energy of the participants, it is important to have the total picture of what is being offered and how they integrate with one another.
- ☐ Create an evaluation tool that can be used to monitor the effectiveness of all professional development opportunities.
- ☐ A great deal of time has been spent developing benchmark assessments. The value of these assessments for changing instruction, given the time devoted to developing them,

should be discussed. Once the district completes the District Assessment Plan, the need for these may become more evident. If they serve an instructional purpose, it may be a better use of time to find and use formative assessments that have already been developed around the standards.

- ☐ Ensure that PLC's maintain a focus on developing the skills necessary to implement the standards with fidelity and/or using the assessment data to change instruction as needed. If they become diluted with multiple topics and foci, they will not produce the depth of learning required for the changes in instructional practice necessary.
- ☐ Consider using a needs assessment instrument each year to determine the professional learning needs of teachers and then build opportunities to fill those identified needs in a variety of ways. There are many OER modules on specific aspects of FS implementation that can be used in PLC's, individually or with departments or grade levels.

### Section 3: The role of district and building leaders in implementing the Florida Standards

*How do district leaders support, monitor and ensure that the Florida Standards are implemented with fidelity in every classroom and that students are learning the standards?*

- 3.1 The culture supports the innovations needed to implement the Florida Standards
- 3.2 Roles / Responsibilities for implementing the standards are clearly delineated
- 3.3 Classroom observations / implementation monitoring systems in place

#### District Self-Reported Ratings on Needs Assessment

*Note: This Needs Assessment category engendered the most “lowest” and most “diverse” ratings from participants. There were no clear “high” or “low” ratings.*

Highest Ratings	Most Diverse Ratings	Lowest Ratings
<p><i>Note: The areas below had approx. 50% combined total in the “Implementing” and “Sustainable” levels</i></p> <ul style="list-style-type: none"><li>○ Potential obstacles / barriers to FS implementation identified and addressed.</li><li>○ Leadership team formed to ensure implementation of FS.</li><li>○ Processes and procedures for monitoring progress in FS implementation uniformly implemented.</li></ul>	<ul style="list-style-type: none"><li>○ Plan adopted for addressing the cultural changes needed to facilitate FS implementation.</li><li>○ Teachers included effectively in the monitoring process.</li><li>○ Clear criteria established for collecting evidence of implementation.</li></ul>	<ul style="list-style-type: none"><li>○ Consensus and support for integration of the FS has been built.</li><li>○ Roles and responsibilities clearly delineated and communicated.</li><li>○ System included in district plan for monitoring performance of groups in filling roles and responsibilities.</li></ul>

#### General Comments

- The district is fortunate to have a knowledgeable superintendent, a supportive central office staff, involved principals and conscientious teachers. The quality of those guiding the implementation efforts will help the district move forward in preparing students for their futures. The district’s willingness to take a close, hard look at what is being implemented and how well it is or is not working demonstrates a culture that is open to change.
- While the standards implementation process needs to proceed with utmost speed, care and attention needs to be paid to building a culture that will support the changes for the long term. “Going slow to go fast” is an operative phrase for implementing the standards. Essential first steps like building a clear vision and understanding of what these changes “look like” are key to developing support and buy-in by those who have to deliver them. Making careful, thoughtful steps with an eye to how they impact the whole system will continue to build a culture that supports the work that must be done.
- Interviewees indicated a disconnect between the teacher evaluation process and the standards implementation process. When possible, examine how the evaluation process can be used to promote quality implementation of the standards.

### **Commendations**

- ☒ The district has made a number of positive efforts to inform the community about the Florida Standards and the need to prepare students to be college and career ready.
- ☒ The district's strategic plan has clearly laid out a plan for moving forward with implementing standards-based instruction.
- ☒ The district's Strategic Plan team has identified the strengths, opportunities, weaknesses and threats for the district. These will help plan effectively for implementation efforts.
- ☒ Monitoring systems that are in place are fairly uniform in delivery across the system.

### **Considerations / Suggestions**

- ☐ Extend the district's strategic goal, "to implement standards-based instruction in every classroom," by developing a multi-year plan for achieving it. This will prepare teachers with a clear vision of the future and eliminate some of the anxiety around the changes that are taking place.
- ☐ Continue to work on developing consensus and support for the FS.
- ☐ Ensure that the evidence walks used provide clear information around the implementation of the standards. Consider having teachers included in the monitoring process by providing opportunities for them to observe each others' classrooms.
- ☐ Consider developing / extending a collaborative leadership team at the district level to guide standards implementation. Be sure to include teachers from all grade levels. Define the roles and expectations of each group / member. Consider a charge statement for the group that clearly outlines how the group will operate.
- ☐ Formalizing the district's communication plan will help ensure that all efforts are efficiently and effectively communicated and that the public will have a clear understanding of the purpose and goals of the standards.
- ☐ Use the Needs Assessment at the end of each year to determine progress in implementing various components and to adjust direction for action plans for the next year.

#### Section 4: District and building organizational policies and structures support effective implementation of the Florida Standards.

*Has the district put organizational policies and structures in place for effective implementation of the Florida Standards?*

- 4.1 Funding for resources for implementing the Florida Standards
- 4.2 Accountability systems for measuring progress are in place
- 4.3 Teaching resources / materials selection and implementation
- 4.4 Data use in making decisions about Florida Standards implementation
- 4.5 Comprehensive plans for implementation of the Florida Standards
- 4.6 Technology use / integration in the implementation of the Florida Standards

#### District Self-Reported Ratings on Needs Assessment

*Note: There was great diversity in the ratings across most attributes in this category.*

Highest Ratings	Most Diverse Ratings	Lowest Ratings
<ul style="list-style-type: none"> <li>○ Resources necessary for implementation fully included in the budget, including all potential federal and state resources.</li> <li>○ Data warehoused, organized and accessible for use by staff.</li> <li>○ Long-range comprehensive plan for implementing FS shared widely with staff and community.</li> <li>○ Plan developed for technology to support implementation and assessment of the FS.</li> <li>○ Communication plan widely distributed and strongly supports FS. <i>(Also much diversity on this attribute).</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Adequate funding for professional development related to FS implementation included in budget.</li> <li>○ Timelines clearly delineated for implementation.</li> <li>○ Procedures and criteria developed to guide the process of selecting instructional resources and materials.</li> <li>○ District-wide assessment plan developed to guide use of data from large-scale assessments.</li> <li>○ Multiple sources of data used to make decisions about curriculum and instruction.</li> <li>○ All stakeholder groups, and especially parents, addressed in district FS implementation plan.</li> <li>○ Consistent messages about the CCSS relayed across all stakeholder communications.</li> </ul>	<ul style="list-style-type: none"> <li>○ Clear and measurable criteria established for measuring progress of FS implementation.</li> <li>○ Strategies for monitoring changes in instruction included in implementation plans.</li> <li>○ All parts of the plan aligned with the district's vision for FS implementation.</li> <li>○ Technology skills embedded in the FS identified and teachers receive assistance in using appropriate technology.</li> </ul>

#### General Comments

- The District Assessment Plan, once finalized, will provide a rich resource of information for how the district uses the data from assessments. It is important that the district not become "data rich, but analysis poor." Each assessment takes time to both give and to use the results. A general rule is "Don't give it if you don't use it." When the plan is finished, it is imperative that serious consideration and discussion take place around which assessments should be kept – and utilized fully – and which should be abandoned.

- Just as it is critical for all staff to have a clear understanding of the standards, it is necessary for the district to have a clear understanding of how it will measure progress in implementing the standards. How will the district know that its efforts are successful in transforming teaching and learning? This evidence should be measurable over time in order to monitor progress.
- The district's progress monitoring process forms a solid foundation for monitoring student progress in meeting the standards. The Data Chats between school and district personnel provide a venue for reflection on implementation efforts and an assessment of what is working and what is not.

### **Commendations**

- ☒ The district has been working on warehousing, organizing and making data accessible for staff.
- ☒ Resources and budgeted monies have been committed to implementing the Florida Standards, including funding for professional development.
- ☒ A transition plan for moving to new state assessments has been developed. This will help to ensure that students are prepared for them.
- ☒ Student achievement data has been gathered and warehoused (Performance Matters) for access by teachers in order to help them make the instructional decisions needed to ensure quality implementation of the standards. Data is gathered around the whole child and across all content areas. Disaggregated data is also available so the needs of special populations can be monitored.
- ☒ A plan for technology integration into classroom instruction has been developed.
- ☒ The district is piloting a one-on-one program for computers. This will increase the ability of standards that require technology to be fully implemented.

### **Considerations / Suggestions**

- ☐ The textbook / materials adoption process should include clearly defined criteria that is aligned to the instructional shifts of the standards. The EQuIP Quality Review Rubric would provide a good source of this criteria, as would the Publishers' Criteria (both from Achieve). This criteria can be applied to major adoptions as well as specific classroom materials.
- ☐ Be cautious that the right data is in the hands of teachers and that the amount of data is commensurate with their needs. There is a point at which the data can become too overwhelming and actually interfere with its use in instructional decision-making.
- ☐ Develop processes for making decisions using multiple sources of data. Well-defined processes will prevent instructional decisions from either being made on too little data or not using multiple sources of data.
- ☐ Ensure that student use of technology is closely tied to the standards that require technology. The technology should serve the attainment of the standards. Professional development on technology as a tool and not using technology as a goal in itself will be critical.
- ☐ Continue to communicate with all stakeholders about the instructional changes that are occurring with the implementation of the Florida Standards. Be clear about why the

changes are necessary in order to prepare students for their futures.



## Appendix A

### *Florida Standards Implementation Review Participants: Okeechobee County Schools*

Initial Meeting: October 30, 2014

Ken Kenworthy	Superintendent
Renee Geeting	Asst. Superintendent for Instructional Services
Donna Garcia	Coordinator of Professional Learning
Joseph Stanley	Coordinator of Accountability & Assessment
Pat McCoy	Principal –North Elementary School
Andy Brewer	Principal – Yearling Middle School
Sherry Wise	Asst. Principal – Okeechobee High School
Lonnie Steiert	Coordinator of Grants & Special Programs

Teacher Focus Groups: October 31, 2014

Kindergarten – Grade 5

Lynn Thomas	Reading Coach – North Elementary
Jennifer Ellis	Teacher – Central Elementary
Addys Pereira	Teacher – Seminole Elementary
Karen Carrier	Reading Coach – Everglades Elementary
Linda Davis	Teacher – Everglades Elementary
Derek Stewart	Math / Science Coach
Carrie Thompson	Reading Coach- South Elementary
Eileen Nichols	Teacher – South Elementary

Grades 6-12

Dana Tedders	Reading Coach –Osceola Middle School
Alyson Shirley	ELA Department Head – Osceola Middle School
Sonya Smith	Math Department Head – Osceola Middle School
Madonna Arnold	Reading Teacher – Osceola Middle School
Jeremy Goff	Reading Coach – Yearling Middle School
Jean Sherlock	Reading Coach – Okeechobee High School
Derek Stewart	Math / Science Coach
Mike Talas	ELA – Okeechobee High School
Fran McKee	Math – Okeechobee High School

## **Appendix B**

### ***Okeechobee County Schools Florida Standards Implementation Review: Document Review List***

Road Map Sample / Template
Strategic Plan Action Plan
Samples of documents sent to parents about the Florida Standards
Instructional Resources Toolkit samples / List of components
Reality / Career Fair information (on-line)
Unpacked standards documents
Walkthrough form
Industry Certification samples
Lesson Plan samples
Copeland Evaluation Format sample
Samples of Benchmark Assessments
ELL/ESL/ESOL Plan
Gifted and Talented Plan
Professional Development Plan – 3 Tiers of Informal PD
Needs Assessment Survey Results
Cambridge Observation System sample
Budget related to FS implementation
PLC forms / description
Sample of Early Warning System – Triangulation of Data
District Technology Plan
Digital Learning Grant Executive Summary
C-Maps Samples (on-line)
District Website (on-line review)

# AGENDA

## CCSS Implementation Review: Initial Meeting

October 30, 1914

10:00 – 5:00

Meeting facilitated by Sue Z. Beers, Tools for Learning

**Attendees:** Okeechobee County Schools CCSS Implementation Team

**Please review:** Results of FADSS Needs Assessment

**Resources**

**Needed:** FADSS Needs Assessment copies; Chart paper and markers

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<b>10:00 a.m. – Noon</b>	<b>Introduction</b>  Purpose of Review; Initial Response to Needs Assessment Results; What's Going Well? / What's Not?; History of the District's CCSS Implementation Efforts	Location TBD
<b>1:00 – 3:00 p.m.</b>	<b>Discussion of Dimensions 1 and 3: Understanding CCSS and Role of District and Building Leaders</b>  Discuss disparities in perceptions of status; Gather evidence for each section; Prepare list of documents to be used in review	Location TBD
<b>3:00 – 5:00 p.m.</b>	<b>Discussion of Dimensions 2 and 4: Aligning Curriculum, Instruction, Assessment and Professional Development and System Alignment of Policies and Practices</b>  Discuss disparities in perceptions of status; Gather evidence for each section; Prepare list of documents to be used in review	Location TBD

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### Additional Instructions:

If the district has not identified a CCSS Implementation Team, the following participants are highly recommended to be in attendance during these sessions:

- ☐ Superintendent
- ☐ Central Office Personnel
- ☐ Building Leadership Representatives (Principals / Asst. Principals)
- ☐ Teacher Leaders (especially any who are included in the needs assessment results)

# AGENDA

## CCSS Implementation Review: Building Level Focus Group

October 31, 2014

8:00 – 11:00 a.m.

Meeting facilitated by Sue Z. Beers, Tools for Learning

**Attendees:** Classroom teachers and building administrators, as appropriate

**Please bring:** Any documentation that supports current efforts to implement the CCSS or address the questions below

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<b>8:00 – 9:15</b>	<b>Input from the K-6 Building / Classroom Level</b>	Location TBD
	<p>During the focus group, participants will be asked to provide responses to the following questions:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> What is going well in implementing the CCSS? How do you know?</li><li><input type="checkbox"/> What obstacles / problems have you had in implementing the CCSS well?</li><li><input type="checkbox"/> What professional development do you think you need to improve implementation?</li><li><input type="checkbox"/> What resources do you have? What resources do you need?</li><li><input type="checkbox"/> How are students responding to the CCSS implementation?</li></ul>	
<b>9:30 – 10:45</b>	<b>Input from the 6-12 Building / Classroom Level</b>	Location TBD
	See focus group questions above.	
<b>10:45 – 11:00</b>	<b>Thank You's and Wrap Up</b>	Location TBD

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### Additional Instructions:

Since additional information will be gathered as the review continues, a small, diverse group of teachers for each session will be sufficient.



**Please note: Due to the decision by the Florida Department of Education (FDOE) to implement Florida Standards rather than Common Core, the term Florida Standards is used throughout this website. Any reference to Common Core on FADSS-related documents were developed prior to the FDOE transitioning to Florida Standards. Any other reference to or use of the term Common Core, is directly related to the source of that information.**

## Florida Standards Needs Assessment Report

Group: All Responses

[show my responses](#)

less  more

### Section 1. Developing common language and understanding of the instructional shifts inherent in the CCSS.

Creating a common language	Not Started Yet	Beginning	Implementing	Sustainable
CCSS language defined and utilized consistently and shared with all stakeholders Responses: 21	5%	38%	52%	5%
Clear vision of CCSS implementation created and shared with all stakeholders Responses: 21		38%	43%	19%
Establishing a clear, shared vision of what College and Career Ready (CCR) means	Not Started Yet	Beginning	Implementing	Sustainable
College – and Career-Readiness (CCR) comprehensively defined Responses: 21		38%	48%	14%
Support for CCR built with the community through a widely shared vision of what CCR means Responses: 21		43%	52%	5%
Consistent interpretation of the				

CCSS	Not Started Yet	Beginning	Implementing	Sustainable
Common understanding of the CCSS built through organized process Responses: 21		10%	71%	19%
Documentation created or adopted for specific interpretations of the CCSS that includes clear examples of the standards in action Responses: 21		19%	62%	19%
Common understanding of the instructional shifts inherent in the CCSS	Not Started Yet	Beginning	Implementing	Sustainable
Common interpretation of the shifts required in teaching and learning are widely distributed and articulated Responses: 20		25%	75%	
Staff can explain the instructional shifts in terms of classroom practices of the CCSS and how they are connected to CCR Responses: 20	15%	50%	35%	

## Section 2. Examining and aligning district sanctioned curriculum, instruction, assessment and professional learning.

Standards, instruction and assessment aligned	Not Started Yet	Beginning	Implementing	Sustainable
Procedures and guidelines for alignment developed and routinely followed Responses: 19		21%	74%	5%
District-adopted model template used to design instruction Responses: 19	16%	32%	42%	11%
Year-long curriculum maps				

developed and used to monitor implementation Responses: 19		42%	42%	16%
Rubric developed and used to assess quality of instructional units Responses: 19	53%	16%	26%	5%
<b>Instruction consistent with the instructional shifts of the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Clear examples of CCSS instruction provided so that staff can identify practices consistent with the instructional intent of the CCSS Responses: 19	5%	58%	32%	5%
Selection criteria for materials and resources consistently applied Responses: 19	26%	26%	26%	21%
Clear criteria for identifying quality instructional strategies understood widely and applied in planning instruction Responses: 19	11%	47%	42%	
<b>Assessments clearly measure the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Formative assessments used to adjust instruction Responses: 19	5%	37%	58%	
Instruction is adjusted to meet the demands of new state tests Responses: 19	5%	5%	68%	21%
Transition plans for moving to new state assessments developed that includes parents, students and the community Responses: 19		26%	58%	16%

Student achievement data used to make decisions about programs and instruction Responses: 19		26%	63%	11%
<b>Student interventions identified to help all students meet the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Specific scaffolding strategies for students with cognitive challenges included in instructional plans Responses: 19	16%	16%	53%	16%
Plans developed to meet the learning needs of ELL / ESL students in mastering the CCSS Responses: 19		47%	53%	
Needs of gifted and talented students addressed in instructional planning Responses: 19	16%	42%	42%	
<b>Professional learning aligned to staff needs in implementing the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Professional development built to meet the learning needs of individual teachers related to CCSS implementation Responses: 19	5%	37%	47%	11%
Professional development monitored for consistency between identified needs and what is implemented Responses: 19	42%	21%	37%	

Section 3. Implementing CCSS in schools: the role of district leaders

<b>The culture supports the innovations needed to implement the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable



Plan developed for addressing the cultural changes needed to facilitate CCSS implementation Responses: 18	11%	39%	39%	11%
Consensus and support for integration of the CCSS has been built Responses: 18	6%	56%	39%	
Potential obstacles / barriers to CCSS implementation identified and addressed Responses: 18	6%	33%	39%	22%
<b>Roles / Responsibilities for implementation of the CCSS are clearly delineated</b>	Not Started Yet	Beginning	Implementing	Sustainable
Leadership team formed to ensure implementation of CCSS Responses: 18	28%	22%	22%	28%
Roles and responsibilities clearly delineated and communicated Responses: 18	22%	33%	33%	11%
System included in district plan for monitoring performance of groups in filling roles and responsibilities Responses: 18	39%	28%	28%	6%
<b>Classroom observations / Monitoring systems are in place</b>	Not Started Yet	Beginning	Implementing	Sustainable
Processes and procedures for monitoring progress in CCSS implementation uniformly implemented Responses: 18	6%	44%	28%	22%
Teachers included effectively in the monitoring process Responses: 18	28%	33%	33%	6%

Clear criteria established for collecting evidence of implementation Responses: 18	22%	39%	33%	6%
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#### Section 4. Organizational policies and structures that support effective implementation of the CCSS district-wide.

<b>Funding for resources for implementing the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Resources necessary for implementation fully included in the budget, including all potential federal and state resources Responses: 18		33%	33%	33%
Adequate funding for professional development related to CCSS implementation included in budget Responses: 18	6%	22%	44%	28%
<b>Accountability systems for measuring progress are in place</b>	Not Started Yet	Beginning	Implementing	Sustainable
Clear and measurable criteria established for measuring progress of CCSS implementation Responses: 18	22%	50%	28%	
Timelines clearly delineated for implementation Responses: 18	22%	39%	17%	22%
<b>Teaching resources / materials selection and implementation</b>	Not Started Yet	Beginning	Implementing	Sustainable
Procedures and criteria developed to guide the process of selecting instructional resources and materials Responses: 18	17%	39%	33%	11%
Acceptable-use policies adopted and applied to use of instructional materials not adopted by the district				

Responses: 18	33%	28%	28%	11%
<b>Data use in decision-making about CCSS implementation</b>	Not Started Yet	Beginning	Implementing	Sustainable
District-wide assessment plan developed to guide use of data from large-scale assessments Responses: 18	17%	22%	50%	11%
Multiple sources of data used to make decisions about curriculum and instruction Responses: 18	22%	22%	50%	6%
Data warehoused, organized and accessible for use by staff Responses: 18		17%	33%	50%
<b>Comprehensive plans for implementation of the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Long-range comprehensive plan for implementing the CCSS shared widely with staff and community Responses: 18		50%	33%	17%
Strategies for monitoring changes in instruction included in the implementation plans Responses: 18	28%	39%	33%	
All parts of the plan aligned with the district's vision for CCSS implementation Responses: 18	11%	50%	22%	17%
<b>Technology use / integration for implementing the CCSS</b>	Not Started Yet	Beginning	Implementing	Sustainable
Plan developed for technology to support implementation and assessment of the CCSS Responses: 18				

		22%	67%	11%
Technology skills embedded in the CCSS identified and teachers receive assistance in using appropriate technology Responses: 18	6%	50%	44%	
<b>Plan for communicating about CCSS implementation</b>	Not Started Yet	Beginning	Implementing	Sustainable
Communication plan widely distributed and strongly supports CCSS Responses: 18	22%	11%	56%	11%
All stakeholder groups, and especially parents, addressed in district CCSS communication plan Responses: 18	6%	44%	33%	17%
Consistent messages about the CCSS relayed across all stakeholder communications Responses: 17	24%	29%	47%	6%

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