

Special Points of Interest

Race to the Top Updates

Teacher Toolkits for Common Core

Changes in School Grading



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Plugging In

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Race to the Top Updates

Year Two of Race to the Top (RTTT) has come to a close and the Florida Department of Education (FDOE) is continuing its work with the Teacher and Leader Preparation Implementation Committee (TLPIC) to set expectations for new outcome-based approval requirements using the new student growth model and anticipates that State Board Rule and possibly Florida Statute changes may be on the horizon.

The TLPIC is currently focusing on teacher preparation programs and plans to finalize these recommendations

for the Commissioner in October. To learn more about the TLPIC's progress or to submit recommendations for its consideration, please visit the following website: <http://www.fldoe.org/committees/tlp.asp>

RTTT requires the linkage of student achievement data to preparation programs and the public reporting of these data. To meet this requirement for teacher preparation programs, the FDOE provided a Value Added Model (VAM) Technical Assistance Workshop to

share features of the statewide value-added model approved for use in teacher evaluation.

If you would like more information on the description of VAM, Florida's selected model, a description of what the value-added scores represent, or guidance on using VAM data please reference the March 22, 2012, TA workshop recording at <http://www.fldoe.org/profdev/ar.asp>. The recording and meeting materials are located towards the bottom of the page under the subheading Technical Assistance on Value-Added Model & Historical Data (March 22, 2012).

Developing Quality IEPs

The Accommodations and Modifications for Students with Disabilities Project at Learning Systems Institute, Florida State University is pleased to announce the availability of training materials for the **Developing Quality Individual Educational Plans (IEPs)** face-to-face workshop. The training

materials for the replicable workshop are now available for downloading on the Florida Diagnostic & Learning Resources (FLDRS) website at <http://www.fdlrs.org/IEPDocs/>. The workshop is designed for instructional personnel who may participate in an IEP team. The workshop provides participants tools and

strategies for gathering information and developing the major components of an IEP for a student with a disability. For information contact: Marty Beech (850) 921-0687, mbeech@lsi.fsu.edu; Jan McKay (850) 921-0695, jmckay@lsi.fsu.edu; or Bethany Mathers, BEESS (850) 245-0478, Bethany.Mathers@fldoe.org.

**Adapted from BEESS Weekly*

COMMON CORE STATE STANDARDS TOOLKITS COMING TO FLORIDA'S TEACHERS

Tallahassee, FL., August 21, 2012 – Florida's elementary school teachers have free resources available to support the state's [transition](#) to Common Core State Standards (CCSS) in 2013-14. Following the successful CCSS Summer Institutes for educators, the Department has released the CCSS Professional Development Toolkits for English Language Arts for grades K-5. The helpful toolkits are available [online](#) and may be used by teachers as they explore the new curriculum and create their English Language Arts lesson plans around the new standards.

"I am excited that our teachers have great tools at their fingertips to ensure that Florida's transition to Common Core State Standards continues smoothly," said Deputy K-12 Chancellor Mary Jane Tappen. "It is incredibly important that our educators are prepared to help students master the rigorous new material in years to come and high-quality professional development will continue to be a priority as we move forward with Common Core State Standards. I encourage our teachers to take advantage of these outstanding resources."

The English Language Arts toolkits for grades K-5 include student activities, teaching strategies, formative assessment and lesson study materials. The purpose of the toolkit is to provide Florida's educators with the focused resources they need to support the implementation of the new standards in instruction, development of formative assessments, and integration of these into the lesson study cycle. During the next year, similar toolkit resources will be available to Florida's K-8 teachers in the areas of Reading for Information, Reading Literary Text, Writing, Speaking & Listening, and Language.



Common Core State Standard Resources

[Learn More About the Common Core](#)

[Common Core Summer Institute Materials](#)

[Print the Common Core State Standards \(2012 Summer Institute Book\)](#)

[Common Core State Standards Parent Guide](#)

[PARCC \(Partnership for Assessment of Readiness for College and Career\)](#)

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Florida's Multi-tiered System of Support (MTSS) Website Updated

Florida's Multi-tiered System of Support website, at <http://www.florida-rti.org/>, has recently been updated to include new materials to help you support and facilitate family and community engagement in the school-based planning and problem-solving process that is used to build and sustain effective implementation of a multi-tiered system of support for all students.

Visit the Parent Resource

page at <http://www.florida-rti.org/parentResources/floridaTools.htm> to find the following update tools and more!

Florida's Parent Brochure:

This is an informational brochure on using student RtI data in a multi-tiered system of supports. A multi-tiered system, often referred to as the RtI framework, provides parents with an overview and some ideas for how parents

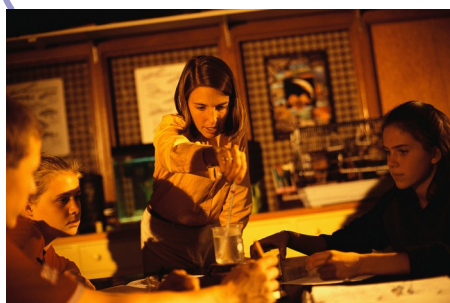
can get engaged with the school team. Recommendations are provided for parents if they believe their child is struggling, including a list of key questions to guide conversations with educators. This is also available in Spanish at [Florida's Parent Brochure \(Spanish\)](#).

Presentation for Parent Audiences:

(continued on page 4)

State Board of Education Adopts Changes in Inclusion and Accountability

Revision of Rule, 6A-1.09981, Implementation of Florida's System of School Improvement and Accountability, Florida Administrative Code (F.A.C.). Effective for the 2011-2012 reporting year and thereafter; the adopted revisions are designed to incorporate statutory changes, improve the school grading methodology, and make school grades a single system used for both state and federal accountability. Revisions include an increase in rigor based on the State Board's adoption of new achievement level standards for the FCAT 2.0 Reading and Math, as well as the Algebra 1 end-of-course exam. In addition, these revisions define how new assessments required in law will be factored into the school grading formula in future years and how new components required in law for middle school grades will be implemented. The amended rule will also include students with disabilities and more English language learners in the performance measures for reading, math, science, and writing, in compliance with Florida's recently approved ESEA waiver application.



Blended learning in action

The Alliance for College-Ready

Public Schools operates three high schools in LAUSD with classes of around 45 students divided into three groups of 15: one working

with a teacher, one working on computer exercises, and one working on projects. For advanced courses like physics, students participate in videoconference classes with one teacher serving all schools. Results are promising: The average reading level for incoming freshmen at one school was fourth grade; after a year of a blended learning, they averaged eighth grade.

http://www.mercurynews.com/breaking-news/ci_20718541/calif-schools-expand-lessons-via-computer

Florida's MTSS Website Updates Continued

Presentation for Parent Audiences:

This PowerPoint presentation was designed to provide an overview of using RtI data within a multi-tiered system of supports (MTSS) to family and community member audiences to increase awareness and understanding of MTSS. The presentation includes speaker notes to ensure a consistent message is being shared with stakeholders. Educators can use this as a tool to increase awareness and understanding of MTSS among families and community members. Families can use this as a tool to increase their own knowledge and understanding of MTSS.

Presentation about Parent Engagement for Educator Audiences

This PowerPoint presentation was designed to increase educators' knowledge and understanding of how to engage families as planning/problem-solving team members within the multi-tiered system of supports (MTSS). This tool can be used for professional development to build capacity for engaging families in MTSS.

**Adapted from BEESS Weekly Memo*

Resources and Information

Changes to School Grades for 2011-2012

The Florida Department of Education has issued the following memorandum regarding changes to school grades for 2011-2012.

The memorandum may be viewed at: <http://info.fldoe.org/docushare/dsweb/Get/Document-6413/dps-2012-96.pdf> (Memo); <http://info.fldoe.org/docushare/dsweb/Get/Document-6414/dps-2012-96a.pdf> (Attachment).

Non-classroom Instructional Personnel Evaluation Systems

The Florida Department of Education has issued the following memorandum regarding Non-classroom

Instructional Personnel Evaluation Systems <http://info.fldoe.org/docushare/dsweb/Get/Document-6416/dps-2012-98.pdf> (Memo); <http://info.fldoe.org/docushare/dsweb/Get/Document-6417/dps-2012-98a.pdf> (Attachment A); <http://info.fldoe.org/docushare/dsweb/Get/Document-6418/dps-2012-98b.pdf> (Attachment B).

Save the Date

The Florida Council for Exceptional Children (FCEC) will hold its 66th Annual FCEC Conference at the Jupiter Beach Resort, Jupiter, FL, October 25–27, 2012. For more information contact Jennifer

Lesh, Program Chair, at fceconference@gmail.com.

To provide feedback or suggestions concerning this newsletter please contact:

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The Challenges of Supporting New Teachers: A Conversation with Linda Darling-Hammond

In this interview conducted by Educational Leadership, Linda Darling-Hammond describes the kind of preparation and support new teachers need to survive their critical first years in the classroom. Read the interview [here](#).

OSEP State Determinations

Under section 616 of the Individuals with Disabilities Education Act (IDEA), Part B, states are required to report annually to the Office of Special Education Programs (OSEP) on their performance under the targets established in the State Performance Plan (SPP). Each state submits an Annual Performance Report (APR) that is due on February 1. IDEA further requires that OSEP make an annual determination as to whether the state is meeting the requirements of IDEA, based on the data submitted in the APR and other available information. Florida is one of three of the seven largest states that received the "Meets Requirements" determination for 2012. OSEP's determinations for the seven largest states are listed below:

California – Needs Improvement

Illinois – Needs Assistance

Ohio- Meets Requirements

Pennsylvania – Meets Requirements

Texas – Needs Improvement

Florida – Meets Requirements

New York – Needs Improvement

Resources from the Personnel Improvement Center

PIC Releases New Case Study of State-Initiated Grow Your Own Programs

In this case study, you will learn how three states are supporting initiatives that will produce new qualified special education personnel from within their own communities. [Read the study here.](#)

Online Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Across the nation, states and districts are in the process of building teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice. The National Comprehensive Center for Teacher Quality has put together a variety of resources to support these efforts, including the following:

- *A practical guide to designing comprehensive teacher evaluation systems;*
- *Overview of eight key components of teacher evaluation systems; and*
- *Interactive guides to key questions to consider when designing teacher evaluation systems.*

[Click to view these resources and more!](#)

Beginning Teacher Attrition and Mobility: Results From the First Through Third Waves of the 2007-08 Beginning Teacher Longitudinal Study

The National Center for Education Statistics has published descriptive data about beginning teacher attrition and mobility. Findings include information about special education teachers who work in self-contained classrooms, team teach, and those who participate in "push out" class or "push-in" instruction. [Read the full report here.](#)

ABSTRACT

State Personnel Development Grant: CFDA 84.323A

Absolute Priorities: 1. Effective and Efficient Delivery of Professional Development, and 2. State Personnel Development Plan

Florida's State Personnel Development Grant: Successful Graduates

This project will build capacity to increase school completion rates of secondary-aged students with disabilities (grades 6–12) through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research-based practices. Activities of this project include (a) providing supports to districts and schools in implementation of the *Check and Connect*, a research-proven model of sustained intervention for promoting student engagement with school and learning; (b) scaling-up an existing initiative related to the Strategic Instruction Model (SIM) to enable both rural and urban schools and districts to deepen their implementation of this evidence-based program; and (c) support to sustain the implementation of these practices by increasing the awareness and knowledge of parents. Additionally, as part of the other activities included in this proposal, the project will convene a work group to recommend changes to the certification requirements for teachers serving students with disabilities.

Project partners include Florida Gulf Coast University; the Institute of Community Integration at the University of Minnesota; Project 10: Transition Education Network at the University of South Florida–St. Petersburg; Florida Diagnostic and Learning Resources System (FDLRS) Administration/HRD Project; Central Florida Parent Center; Family Network on Disabilities, Inc; Parent to Parent of Miami; and Florida's Positive Behavior Support and Problem Solving/Response to Intervention Projects at the University of South Florida. Targeted long-term outcomes for students with disabilities include an increase in school academic achievement as defined by proficiency on state assessments statewide to 53% proficient reading and 55% proficient math, a decrease in the dropout rates to 3% or less statewide, and an increase in the standard diploma high school graduation rate to at least 58% statewide.

This project will not operate a SPDG-specific website but will incorporate relevant information into existing project websites operated by Project 10 and FDLRS Administration/HRD. Florida requires that all discretionary projects with websites maintain current and updated information specifically related to the project's primary focus. In accordance with federal and state requirements, websites must comply with Section 508 to ensure accessibility to the public.