



Education Committee

Wednesday, December 5, 2012

10:30 AM – 12:00 PM

102 HOB

Meeting Packet

Will Weatherford
Speaker

H. Marlene O'Toole
Chair



AGENDA

Education Committee
Tuesday, December 5, 2012
10:30 a.m. – 12:00 p.m.
102 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Introduction of Members
- IV. Education Committee Handbook
- V. Overview of PreK-20 Education System
- VI. Closing Remarks and Adjournment



Florida's Office of Early Learning

Presented by:
Allen Mortham
Legislative Affairs Director

December 2012
Tallahassee, Florida

Florida's Early Learning System

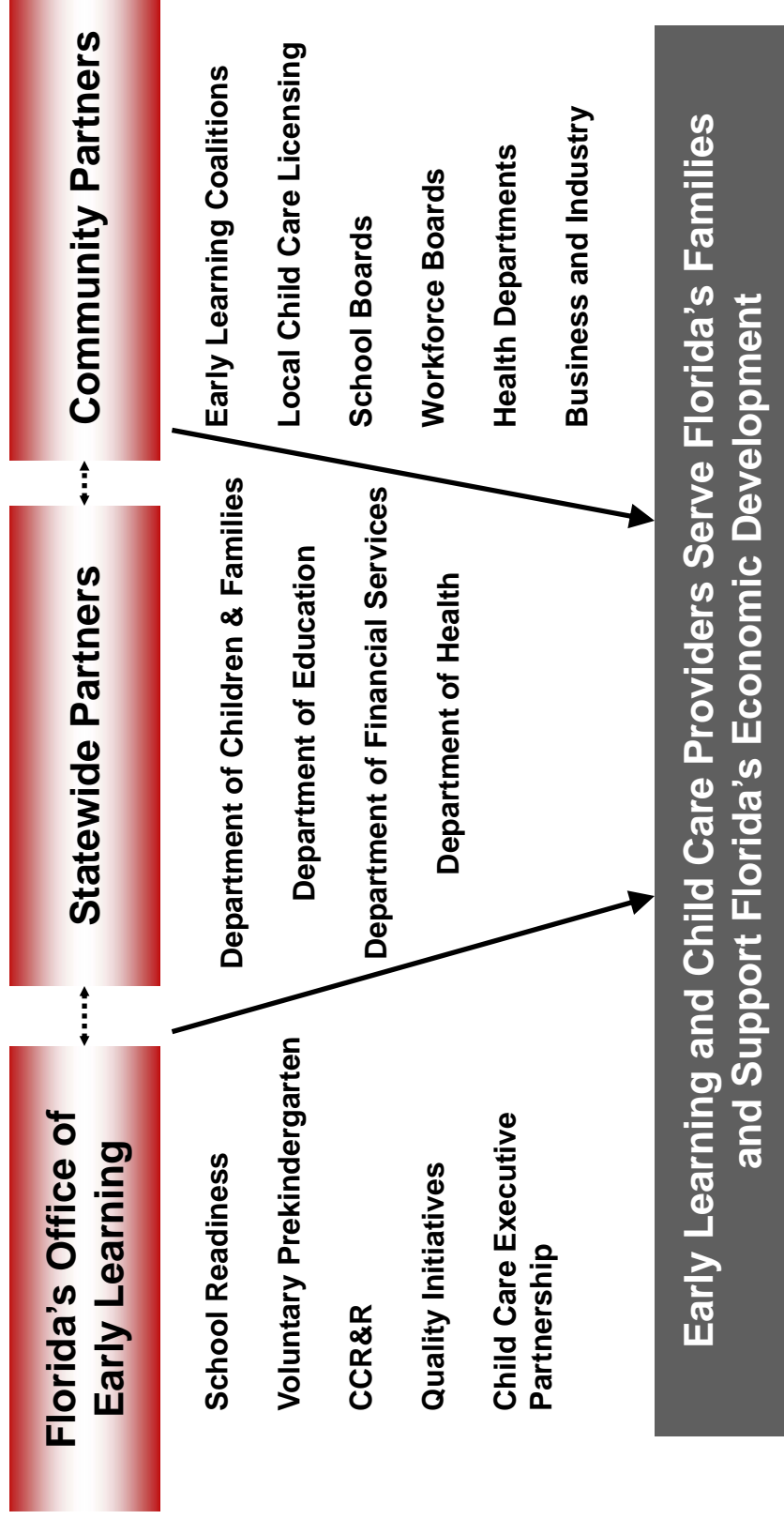
The Florida's Office of Early Learning is the lead administrator of federal and state child care funds and partners with 31 Local Early Learning Coalitions and Redlands Christian Migrant Association to deliver a comprehensive early learning system of services statewide

Each Early Learning Coalition is able to serve children and families locally and direct funds where there is greatest need

Early Learning Population

- 49% of Florida's children younger than the age of 6 are from low income families
- According to the latest census data there are currently 1.2 million children younger than 6 in Florida
- More than 50% of all children ages birth to 4 attend some type of non-relational child care

Early Learning Partnerships for Florida's Families



Florida's Early Learning System

Florida's Office of Early Learning

- Governs day-to-day operations of early learning programs for the state
- Administers funds to the ELCs and other statewide providers
- Fulfills program duties outlined in federal and/or state regulations for the Governor's Office related to early learning programs
 - Including federal reporting requirements
 - Including programmatic/financial monitoring
 - Including other oversight tasks as deemed necessary

School Readiness

- Florida's School Readiness program was formerly known as the state's subsidized child care program
- Florida made the decision to ensure that children receiving these funds were getting high-quality instruction by passing the "School Readiness Act" in 1999
- It was the intent of the Legislature that the programs be developmentally appropriate, research-based, involve the parent as a child's first teacher, serve as preventive measures for children at risk of future school failure
- Section 411.01, Florida Statutes

School Readiness

- Child care assistance to income-eligible families paid to early learning providers
- Program to support Florida's family self-sufficiency goals
- More than \$600 million in federal and state funds are spent on the School Readiness program statewide
- Nearly 226,000 children received services from the 2011-12 School Readiness program at 10,244 providers

School Readiness

- The delivery system is comprised of private early education providers including faith-based providers and by public and non-public school-based sites
- Parents make an informed selection of the provider or school that best meets the needs for their child
- SR programs include, but are not limited to
 - Developmentally appropriate curriculum
 - Development screening

School Readiness

Early Learning

- Funded with state and federal dollars including Child Care Development Block Grant, Temporary Assistance for Needy Families funds and General Revenue
- For targeted populations of children based on need and set in statute

Voluntary Prekindergarten Education Program (VPK)

- Constitutional Amendment Passed in 2002 establishing a free, voluntary program for all children living in Florida who are four-years-old by September 1
- In the 2011-2012 VPK Program, over 175,000 children were served, approximately 80% of Florida's 4 year old population

Florida's Office of Early Learning - Child Care Resource and Referral Network

- Provides Florida with a comprehensive network of information for Florida's families with children
 - The network maintains current information about early education and child care options, how to select quality care, and referrals to other critical community resources
- Provides free services for identifying and selecting early learning programs
- Maintains database for legally operating early learning and after school program providers
- Provides technical assistance to ELCs, parents, teachers, providers and community members across the state

Overall Funding

| Program | General Revenue | Federal Trust Funds | Total |
|----------------------------------|-----------------|---------------------|--------------|
| VPK-Program | \$ 413.3 m | | \$ 413.3 m |
| School Readiness-Program | \$ 139.8 m | \$ 436.4 m | \$ 576.2 m |
| Admin & Support & Other Programs | \$ 7.3 m | \$ 16.6 m | \$ 23.9 m |
| GAA Total | \$ 560.4 m | \$ 453.0 m | \$ 1,013.3 m |

Other Funding

| Program | Federal Trust Funds | Total |
|-------------|---------------------|----------|
| Head Start* | \$3.6 m | \$3.6 m |
| Even Start | \$.5 m | \$.5 m |
| ELIS* | \$9.1 m | \$9.1 m |
| Total Other | \$13.2 m | \$13.2 m |

Note: Even Start sunset September 30, 2012, this includes \$344,151 of unfunded budget.

** Includes Back of the Bill Re-appropriation*



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Division of Public Schools

Priorities

1. Common Core State Standards
2. Transition to Digital Instruction
3. Supporting and Preparing Effective Teachers

Common Core State Standards

| Timeframe | |
|------------------|---|
| 2010 and 2010-11 | <p>State Board adopted Common Core State Standards in Reading and Mathematics</p> <p>Florida joined Partnership for Assessment of Readiness for College and Career (PARCC) to develop a student assessment</p> <p>USDOE awarded PARCC a grant to develop a common core assessment</p> |
| 2011-12 | <p>Summer regional professional development</p> <p>Common Core Standards implemented in Kindergarten classrooms</p> <p>PARCC began development of the common core assessment</p> |
| 2012-13 | <p>Conduct common core summer institutes and fall/spring common core workshops</p> <p>Common Core Standards implemented in Kindergarten and 1st grade</p> <p>Pilot test PARCC items, continue item development, conduct research</p> |
| 2013-14 | <p>Conduct common core summer institutes</p> <p>Common Core Standards implemented in Kindergarten, 1st and 2nd grade</p> <p>Full implementation of Common Core State Standards in grades 3 to 12; blended implementation of NGSSS and Common Core</p> <p>Field test PARCC items, continue item development and research</p> |
| 2014-15 | <p>Full implementation of Common Core State Standards</p> <p>Students assessed with the common core assessments</p> |

Common Core State Standards Emphasis

- English language arts standards emphasize:
 - Reading more complex narrative and informational text
 - Writing, speaking, listening and communicating using more complex language correctly
- Literacy in science, social studies and technical subjects expecting comprehension of informational text in these areas
- Mathematics standards emphasize:
 - Fluent use of algorithms and properties
 - Conceptual understanding of algorithms and properties
 - The ability to use algorithms and properties to problem solve at high levels as evidenced by being able to build models of mathematical problems and communicate a defense of their solutions.
- These emphases require a more robust assessment system to accurately measure evidence of student understanding

Florida's Common Core State Standards Implementation

Timeline

| Year/Grade Level | K | 1 | 2 | 3-8 | 9-12 |
|--|----|----|----|-----|------|
| 2011-2012 | FL | L | L | L | L |
| 2012-2013 | FL | FL | L | L | L |
| 2013-2014 CCSS fully implemented | FL | FL | FL | BL | BL |
| 2014-2015 CCSS fully implemented and assessed | FL | FL | FL | FL | FL |

F - full implementation of CCSS for all content areas

L - full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science and Technical Subjects (6-12)

B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

Department Provided Professional Development

- 2011 Summer Regional Professional Development Meetings
 - Reading provided to over 800 Core Content teachers
 - Reading provided to over 150 Career and Technical Education teachers
 - English Language Arts and Mathematics for Kindergarten teachers
- 2011-2012
 - Regional and district workshops on CCSS Literacy Standards with a focus on text complexity, close reading, and the Comprehension Instructional Sequence (CIS)
- 2012 Common Core Summer Institutes
 - Over 7,500 educators and over 1,800 teams
 - Each participant received a copy of all Common Core State Standards documents
 - Each team was required to submit a standards implementation plan
- 2012-2013 Fall and Spring Common Core Institutes focusing on 6-12 literacy
 - Teams should include experts in each core content area, Career and Technical Education, Exceptional Student Education and English for Speakers of Other Languages
- 2013 Common Core Summer Regional Institutes
 - Teams should include experts in each content area and district- and school-based administrators
 - Focus on implementation of CCSS in all content areas including planning for instruction, integration across content areas, monitoring student progress and multi-tiered system of supports

Transition to Digital Instruction

Florida's Timeline for Digital Instructional Materials Adoption

2010-11: Providers are required to submit materials in digital format for adoption review

2011-14:

District digital pilot program

- * Sarasota
- * Broward

New digital review process

- * all accessible on web
- * expert review
- * district review
- * public review

Materials can be offered in sections at lower costs

Florida's Timeline for Digital Instructional Materials Adoption

2014-15: Specifications require providers' materials can be searched by standard and offer school-level and student-level licenses

Minimum format requirements include content be accessible through districts' local instructional improvement systems

2015-16: 50% of annual appropriation funds must be used to purchase digital materials

Cost Savings – District Examples

- Clay County: Saved approximately 18% using the digital package for K-5 social studies
- Palm Beach County: Saved approximately 20-25% by buying the print versions of the student and teacher editions for grades 3-12 social studies materials and receiving ancillary materials in digital format

Additional examples from Social Studies materials adopted in 2012

- **America’s History, Bedford Freeman and Worth Publishers**
 - Print version = \$107
 - E-book, 5-year access = \$107
 - No savings
- **Holt McDougal Civics in Practice Integrated: Civics, Economics, and Geography for Florida**
 - Print version = \$57.90
 - Online version, 5-year access = \$43.45
 - 25% savings for digital
- **Holt McDougal United States History: Beginnings to 1877 Florida Edition**
 - Print version = \$72.15
 - Online version, 5-year access = \$54.20
 - 25% savings for digital
- **Magruder’s American Government, Pearson Prentice Hall**
 - Print with online access = \$83.47
 - Online version, 5-year access = \$63.97
 - 23% savings for digital
- **America: History of Our Nation, Florida, Beginnings through 1877, Pearson Prentice Hall**
 - Print version = \$71.97
 - Online version, 5-year access = \$58.97
 - 18% savings for digital
- **Economics: Principles and Practices, SEG McGraw-Hill**
 - Print version = \$86.55
 - Online version, 5-year access = \$69.24
 - 20% savings for digital
- **Brinkley, American History 14th Edition AP, SEG McGraw-Hill**
 - Print version = \$122.25
 - E-book, 5-year access = \$110.04
 - 10% savings for digital

Florida Digital Instructional Materials Work Group

- Authorizing Legislation
 - House Bill 5101 (Chapter 2012-133, Laws of Florida)
- Members
- Scope of Work
 - Plan and monitor the implementation of the transition to digital instructional materials
 - Required report with four components
 - Timeline
 - Report deadline March 1, 2013

Report Components

- Submit a report which includes an implementation plan for meeting the deadline of transition to digital instructional materials. The plan must specify :
 - Options for the provision of access devices for students
 - Options for providing content by subject area
 - Provisions for training and professional development for preservice and inservice teachers
 - A detailed review of options for funding, including the reprioritization of existing resources and recommendations for new funding

Supporting and Preparing Effective Teachers

Supporting and Preparing Effective Teachers

- Student Success Act (2011) continued implementation and continuous improvement:
 - Evaluation systems must be designed to improve student learning by improving instructional practice and school leadership
 - District Personnel Evaluation Systems implemented Year 1 (2011-12) – new instructional practice, new model for measuring teacher contributions to student learning growth on state assessments
 - Districts revised and improved evaluation systems, now implementing Year 2
 - New school leadership practices implemented 2012-13 with a focus on supporting effective teaching

Supporting and Preparing Effective Teachers

- Student Success Act (2011) next phases of implementation:
 - Improved local assessments for students in core and hard to measure subjects underway to begin implementation under RTTT and full implementation in 2014-15
 - Districts discussing new ideas for grandfathered and performance salary schedules to begin some features under RTTT and get ready to fully implement in 2014-15

Supporting and Preparing Effective Teachers

- State Board Legislative Priority for Teacher Preparation Program Streamlining and Accountability
 - Aligns preparation programs with current expectations in classrooms and schools
 - Adds new framework for program approval that is based on performance outcome metrics and holds all preparation routes accountable
 - Streamlines the uniform core curriculum so it is more focused, relevant and includes deeper preparation in standards-based instruction

Six-year Timeline for Moving Florida's Instruction to the Digital World

| | 2010-2011 | 2011-2014 | | 2015-2016 | |
|-----------------------------------|---|---|--|--|---|
| Legislation | <ol style="list-style-type: none"> 1. Publisher provides electronic content for adoption review 2. Districts are allowed to use appropriated funds to purchase technology hardware to support instruction if all instructional purchases and requirements have been met | <ol style="list-style-type: none"> 3. A district school board may designate pilot program schools to implement the transition to instructional materials that are in a electronic or digital format... 4. By August 1 of each year, beginning in 2011, the school board must report to the Department of Education the school or schools in its districts which have been designated as pilot program schools. 5. By April 15, the commissioner shall appoint three state or national experts in the content areas submitted for adoption ... 6. The commissioner shall request each district school superintendent to nominate one classroom teacher or district-level content supervisor to review two or three of the recommended submissions for instructional usability 7. A publisher may also offer sections of state-adopted instructional materials in digital or electronic versions at reduced rates to districts, schools, and teachers. 8. The term of adoption of any instructional materials must be a 5-year period beginning on April 1 following the adoption | | <ol style="list-style-type: none"> 9. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by state standards and site and student-level licensing 10. The advertisement shall give information regarding digital specifications that have been adopted by the department, including minimum format requirements that will enable electronic and digital content to be accessed through the district's local instructional improvement system and mobile devices. 11. Beginning in the 2015-2016 school year, all adopted instructional materials for students in kindergarten through grades 12 must be provided in electronic or digital format 12. By the 2015-2016 fiscal year, each district school board shall use at least 50 percent of the annual allocation for the purchase of digital or electronic instructional materials included on the state-adoption list | |
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Instructional Materials Purchased | Mathematics | Science | Social Studies | K-5 Reading, Language Arts, Mathematics | 6-12 Reading, Language Arts, Mathematics |
| Digital Assessment | Algebra I EOC, Grade 10 Math, and Grade 10 Math Retakes | Algebra 1, Geometry, Biology, and U.S. History EOCs; Grades 6 and 10 Reading, Grade 10 Math FCAT Retakes, Reading Retakes and PERT | Algebra 1, Geometry, Biology, U.S. History, and Civics EOCs; Grades 6, 7, 9 and 10 Reading; Grade 5 Math, Grade 10 Math FCAT Retakes, Reading Retakes and PERT | Algebra 1, Geometry, Biology, U.S. History, and Civics EOCs; Grades 6, 7, 8, 9, and 10 Reading; Grades 5 and 6 Math; Grade 10 Math FCAT Retakes, Reading Retakes and PERT PARCC at sample schools – grades 3-11 ELA and Grades 3-8 Math and HS Math EOCs | Algebra 1, Geometry, Biology, U.S. History, and Civics EOCs; Grades 6, 7, 8, 9, and 10 Reading; Grades 5 and 6 Math; Grade 10 Math FCAT Retakes, Reading Retakes and PERT PARCC – grades 3-11 ELA and Grades 3-8 Math and HS Math EOCs |
| Common Core Standards | | Kindergarten and Literacy K-12 | Kindergarten and First grade and Literacy K-12 | Kindergarten – Second grade; Blended grades 3-12; Literacy K-12 | All Grades |

Six-year Timeline for Moving Florida's Instruction to the Digital World

State level digital resources already available to teachers:

- **Since 1999 FCAT Explorer** with digital tutorials for students and mini-standards assessments for teachers
- **Since 2009 CPALMS** – database for all standards that includes test specifications for each state-assessed benchmark and model lessons for mathematics and science
- **Since 2009 FAIR** – interim assessments in reading grades K-12
- **Since 2009 iTunes U Web site** – www.floridaitunesu.com

Current Projects

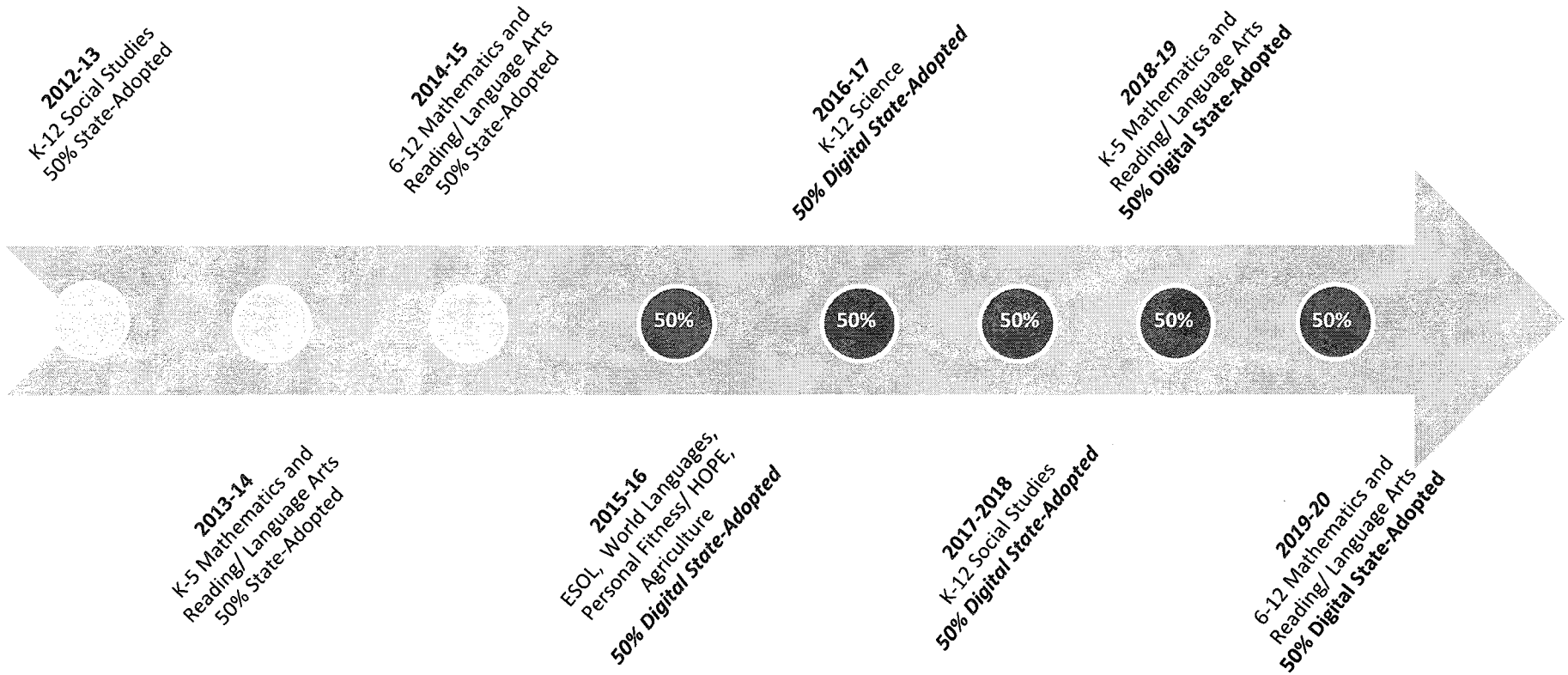
- **Local Instructional Improvement Systems (LIIS) Minimum Standards** - Through Florida's Race to the Top award by the U.S Department of Education, a goal was established to equip every district in the state with a local instructional improvement system (LIIS) that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and district, and research by June 2014.
- **Illustrative Mathematics Project** – Gate funded project to build digital items for all Common Core State Math Standards
- **Florida's Virtual Curriculum Market Place** - Digital content available to school districts, schools, and teachers through Learning.com, Include Kahn Academy lessons
- **District Digital Materials Pilot and Review** – Any district engaging in an electronic or digital instructional materials pilot may report the specifics of the pilot to the Department report the results of the pilot to the Department, Legislature, and Executive Office of the Governor.
- **Digital Instructional Materials Work Group** – Established during the 2012 legislative session to plan and monitor the implementation of the transition to digital instructional materials, will provide report to Governor, Legislature, and State Board of Education by March 1, 2013.
- **Florida 2.0 Digital Learning Group** – Established at the request of the State Board of Education to harness the power of digital learning to prepare each and every Florida student for college and challenging 21st century careers.
- **CPLAMS** – updated to support instruction of the Common Core State Standards including 3000 model lessons

Future Digital Teaching Tools

- **District Local Instructional Improvement Systems Compliance** - Minimum Department of Education standards shall be implemented and each district shall be in compliance.
- **Instructional Materials Specifications - Digital Content and Interoperability Required** -Specifications will include requiring the capability for searching by state standards and site and student-level licensing. Specifications will also include the minimum format requirements that will enable electronic and digital content to be accessed through the district's local instructional improvement system and a variety of mobile, electronic, and digital devices.
- **Common Core Student tutorial**
- **Formative Assessments in Mathematics and English Language Arts**
- **Interim Assessments in Reading, Mathematics, Science, Socials Studies, and Spanish**
- **Interim Assessment in Hard to Measure content areas**
- **Pre-service Teacher and Teacher Professional Development on use of Digital Tools to Support Instruction**

Six-year Timeline for Moving Florida's Instruction to the Digital World

Instructional Materials Purchase Requirements (Districts must purchase within the first two years of an adoption)



APPRAISING & ALIGNING THREE AVAILABLE EDUCATION ACCESS ASSETS

Dr. Ed H. Moore, President
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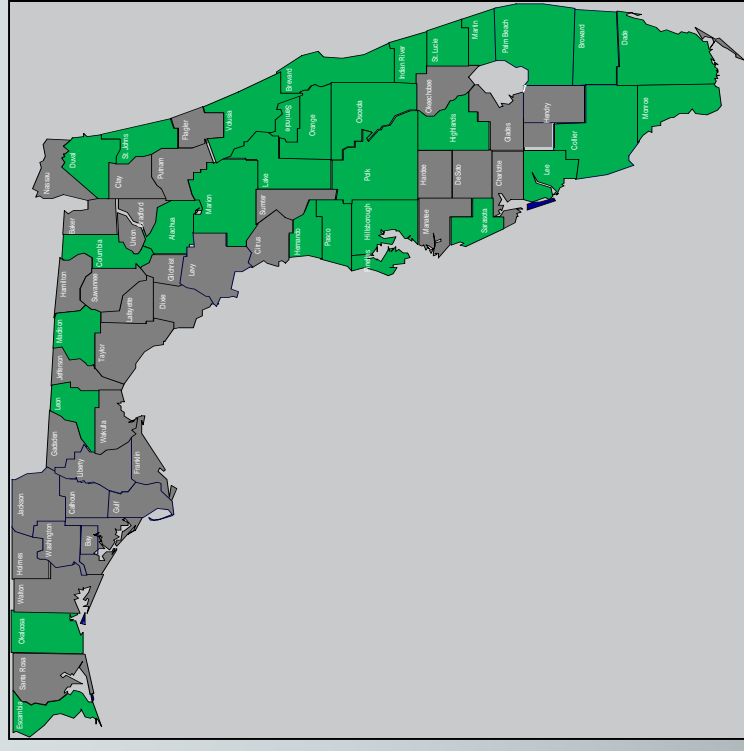
ICUF Assets

What ICUF Assets Deliver

| | |
|---|--|
| 10 Research Universities | 5,300 Associate's Degrees Each Year |
| 14 Master's Universities | 18,700 Bachelor's Degrees Each Year |
| 7 Baccalaureate Colleges | 10,300 Master's Degrees Each Year |
| 2 Medical Schools | 800 Ph.D. Degrees Each Year |
| 5 Law Schools | 1/3 of Florida's Total Degrees Annually |
| 6 Engineering Programs | 153,000 Students Enrolled |
| 13 Nursing Programs | 127 Florida Campuses & Educational Sites |
| 22 Teacher Preparation Programs | 281 Fully On-Line Degree Programs |
| More than \$7 Billion in Capital Assets | 48% Minority Enrollment |

**On-Site & On-Line Partnerships Can Reach Every Florida Student
Unfortunately, Partnerships To Do That Are Declining**

ICUF Sites in 31 of 67 CountiesBut Decreasing Sites & Partnerships



Source: 2011-12 ICUF State College, Satellite, and Online Learning Report.
2011-12 includes new members Everglades and Keiser Universities.

Asset One – On-Site Consortiums, Collaborations & University Centers

A STATUTORY FRAMEWORK FOR ON-SITE 2+2 PARTNERSHIPS – CONSORTIUMS, COLLABORATIONS AND UNIVERSITY CENTERS - WOULD MAKE PARTNERSHIP AGREEMENTS AN ATTRACTIVE OPTION FOR STATE/INDEPENDENT COLLEGE AND UNIVERSITY PARTNERS. AGGREGATING EXISTING COURSES AND DEGREE PROGRAMS WOULD GREATLY EXPAND OFFERINGS. IT WOULD UTILIZE MORE EXISTING CAPACITY. IT WOULD COST THE STATE LESS WHILE DELIVERING MORE EDUCATIONAL OPTIONS TO STUDENTS.

Consortiums

- Students take courses not available at their home institutions from another consortium member

Collaborations

- A partner institution delivers a degree program on a state college campus for their students

University Centers

- A state college coordinates several institutions to deliver several degree programs, using campus or privately financed facilities.

Asset Two – On-Line Distance Learning Strategy

ON-LINE DISTANCE LEARNING IS A NEW AND RAPIDLY GROWING OPTION FOR EDUCATING MORE STUDENTS, MORE RAPIDLY. FLORIDA'S STATE AND INDEPENDENT COLLEGES AND UNIVERSITIES HAVE ALREADY DEVELOPED IMPRESSIVE DISTANCE LEARNING CAPACITIES THAT INCLUDES ON-CAMPUS COURSES, FULLY ON-LINE DEGREES, POST-GRADUATE PROFESSIONAL DEVELOPMENT AND FREE OPEN ACCESS RESOURCES.

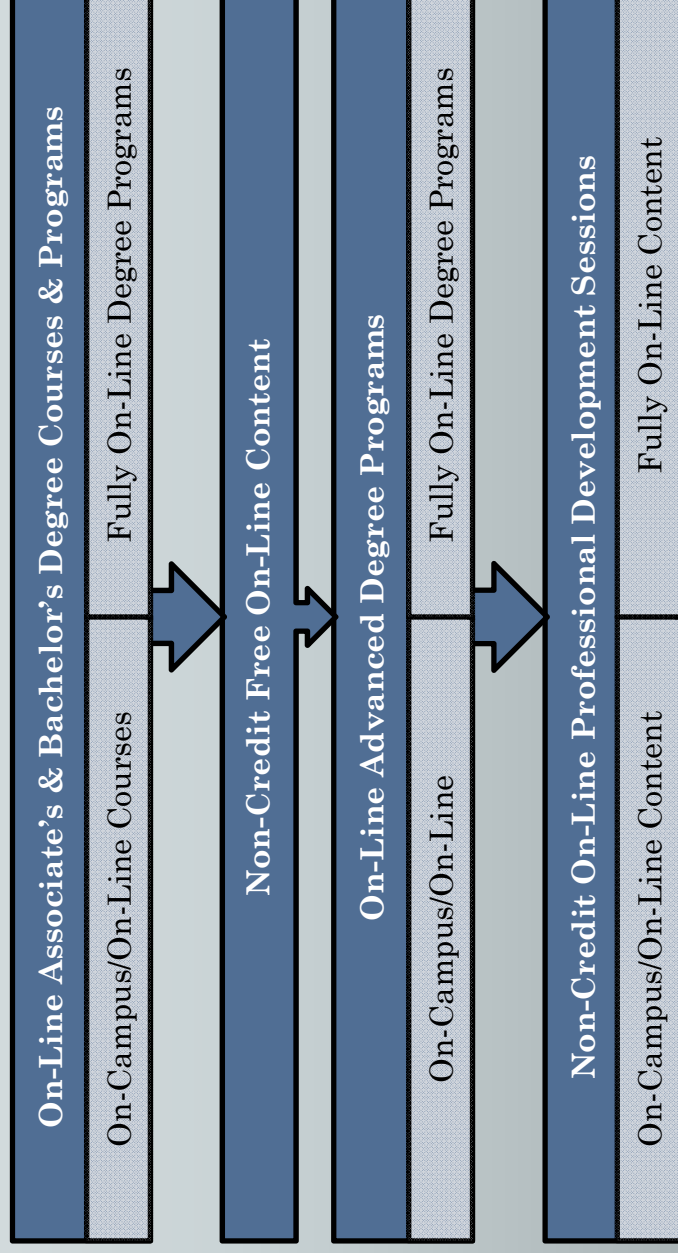
Florida SACS-Accredited Fully Online Degree Programs of SUS, ICUF and FCS*

*From ICUF Annual Distance Learning Report, Florida Virtual Campus and SUS Institution websites

| | AA/AS | BA/BS | Graduate |
|--------|-------|-------|----------|
| SUS | | 38 | 177 |
| ICUF | 36 | 108 | 137 |
| FCS | 73 | 24 | |
| Totals | 108 | 168 | 334 |

Asset Two - On-Line Distance Learning Strategy

LAST YEAR, THE LEGISLATURE ASSEMBLED FLORIDA'S STATEWIDE ON-LINE ASSETS LAUNCHING A FLORIDA VIRTUAL CAMPUS PROMOTIONAL STRATEGY. NOW, A STATUTORY STRATEGY AND DESIGN FOR HIGHER EDUCATION INSTITUTIONS TO FOLLOW IS NEEDED. A STATUTORY DESIGN SHOULD VERY CAUTIOUSLY TARGET ADVANCED DEGREES WHICH ARE CURRENTLY WIDELY AVAILABLE IN AN EFFECTIVE, FUNCTIONING & COMPETITIVE MARKETPLACE. A STATUTORY DESIGN COULD ADDRESS POST-GRADUATE PROFESSIONAL DEVELOPMENT SESSIONS WHICH ARE SPECIALIZED, OFTEN FULLY-EMPLOYER FINANCED & CHANGING CONSTANTLY BASED ON DEMAND.

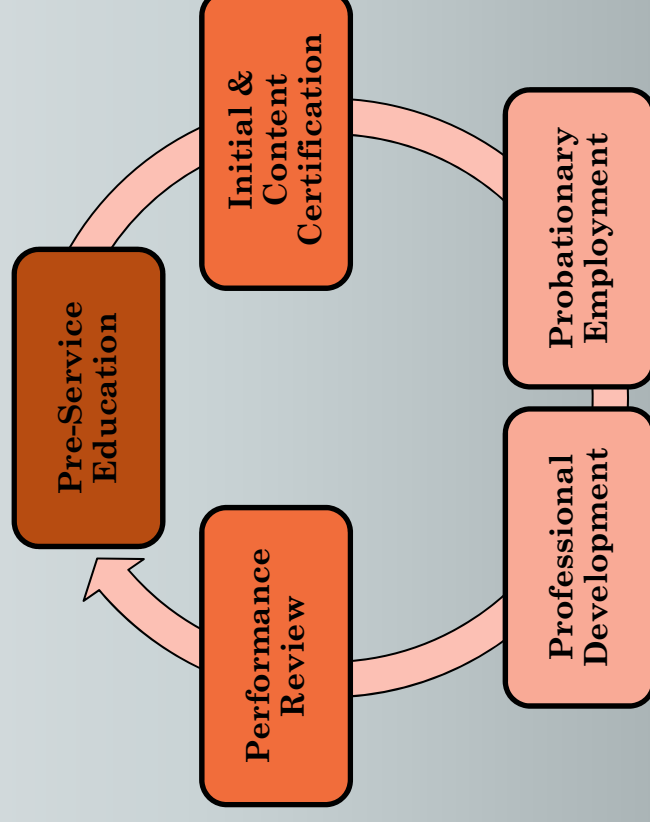


Asset Three – On-Site & On-Line Teacher Development

ESSENTIAL FOR THE SUCCESS OF HIGHER EDUCATION IS THE SUCCESS OF K-12 EDUCATION .

ESSENTIAL FOR THE SUCCESS OF K-12 EDUCATION IS THE SUCCESS OF TEACHERS WHO HAVE BOTH EXCEPTIONAL TEACHING SKILLS AND ELECTRIFYING CONTENT KNOWLEDGE.

ABOUT 1/2 OF THE TEACHERS CERTIFIED IN FLORIDA EACH YEAR ARE GRADUATES OF THE SUS, ICUF AND FCS. THE TEACHER DEVELOPMENT PROCESS TO PREPARE SUCH TEACHERS HAS MANY STAGES THAT ARE A PATCHWORK OF STATE LAWS, DEPARTMENTAL RULE, SCHOOL DISTRICT PRACTICE, LOCAL COLLECTIVE AGREEMENT AND ACCREDITATION REQUIREMENTS.



Asset Three – On-Site & On-Line Teacher Development

DURING THE PAST 10 YEARS, ICUF AND OUR 22 PRE-SERVICE EDUCATION PROGRAMS HAVE PARTNERED WITH THE FLORIDA DEPARTMENT OF EDUCATION TO TEST AND DEVELOP PROGRAMS TO PREPARE MORE HIGHLY SKILLED TEACHERS. THESE DEMONSTRATIONS HAVE FOCUSED SUCCESSFULLY ON BOTH ON-SITE AND ON-LINE APPROACHES:

- RECRUITMENT OF CONTENT EXPERTS TO BECOME TEACHERS;
- HELPING NEW GRADUATES NAVIGATE THE CERTIFICATION PROCESS;
- ON-LINE REFRESHER COURSES FOR NEW TEACHERS;
- ON-LINE TUTORIALS ON TEACHING SKILLS AND CONTENT;
- CONTENT FOCUSED MASTER’S DEGREES FOR TEACHERS; AND
- ON-SITE, ON-CAMPUS AND ON-LINE PROFESSIONAL DEVELOPMENT TRAINING.

MOST RECENTLY, THE UNIVERSITY OF TAMPA IS PROVIDING PROFESSIONAL DEVELOPMENT TO BIOLOGY AND MATH TEACHERS IN HILLSBOURGH, PINELLAS, PASCO AND POLK SCHOOL DISTRICTS, AS WELL AS 32 RURAL SCHOOL DISTRICTS.

SCIENCE/MATH/MASTER IS DELIVERING BOTH ON-SITE AND ON-LINE CONTENT AND TEACHER TRAINING TO ENSURE THAT STUDENTS IN THOSE DISTRICTS CAN PASS MANDATED END-OF-COURSE TESTS.

BY THE END OF THIS 3 YEAR PROJECT MORE THAN 600 TEACHERS WILL RECEIVE ON-SITE TRAINING AND HAVE ON-LINE BIOLOGY AND GEOMETRY RESOURCES FOR USE IN THEIR CLASSROOMS.

Asset Three – On-Site & On-Line Teacher Development

ADDING URGENCY TO THE NEED TO DEVELOP BETTER TEACHERS, THE LEGISLATURE AND FLORIDA'S RACE-TO-THE-TOP PROJECT ARE RENOVATING THE STATE'S ENTIRE K-12 CURRICULUM WITH AN EMPHASIS ON PERFORMANCE REVIEW. REDESIGNS OF THIS SCOPE AND SCALE REQUIRES RETRAINING CURRENT FLORIDA TEACHERS AND ALL FUTURE TEACHERS. TEACHERS WILL HAVE TO MASTER NEW CURRICULUMS, NEW STANDARDS, NEW TESTS AND NEW PERFORMANCE REQUIREMENTS.

BLENDED ON-SITE AND ON-LINE TEACHER PROGRAMS CAN DEVELOP AND MAINTAIN HIGHLY-SKILLED TEACHERS WHO ARE CONTENT EXPERTS AT EACH STAGE OF THEIR DEVELOPMENT:

- PRE-SERVICE EDUCATION
- INITIAL & CONTENT CERTIFICATION
- PROBATIONARY EMPLOYMENT
- PROFESSIONAL DEVELOPMENT
- PERFORMANCE REVIEW

FOR THESE RACE-TO-THE-TOP AND ON-GOING TEACHER DEVELOPMENT EFFORTS TO SUCCEED, THE LEGISLATURE SHOULD EXAMINE AND EXPAND THE SCIENCE MATH MASTER PROGRAM AND OTHER BLENDED ON-LINE AND ON-SITE TEACHER DEVELOPMENT PROGRAMS, EXPANDING THE AVAILABILITY OF THESE PROGRAMS TO EVERY SCHOOL DISTRICT.

APPRAISING & ALIGNING AVAILABLE EDUCATION ACCESS ASSETS

AT THE

31 INDEPENDENT COLLEGES & UNIVERSITIES OF FLORIDA

Florida has many education assets and will need all of them to produce more graduates to strengthen the state's economy and to create high-paying careers for Floridians. The Independent Colleges & Universities of Florida have a long and productive history of partnerships with the State of Florida and local leaders. ICUF welcomes these opportunities to support and serve the communities that we call home in Florida.