



THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

MISSION

Our **MISSION** is to provide quality services, resources, guidance and professional development to our educational partners.

BUREAU OF STANDARDS &
INSTRUCTIONAL SUPPORT

VISION

Our **VISION** is that all stakeholders are equipped and empowered to guide students to reach their full potential.

Social Studies

Section 1003.42, F.S., includes required instruction on the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Observed on the last Monday of May, Memorial Day 2016 is Monday, May 30. For more information on Memorial Day, visit the United States Department of Veterans Affairs website:

<http://www.va.gov/opa/speceven/memday/history.asp>.

New Character Education Requirement

During the 2016 legislative session, House Bill 1147 was signed into law and takes effect July 1, 2016. This legislation updates s.1003.42(2)(s), F.S., to require that “the character-development curriculum for grades 9-12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.”

The way this requirement is met is a local decision. In an effort to offer districts an option to meet the entirety of this requirement with one course, the description for course 2400310 Leadership Techniques has been revised to contain the following language in the general notes for the 2016-17 version:

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FLORIDA DEPARTMENT OF
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“When this course is used to satisfy the high school character education requirement of s.1003.42(2)(s), F.S., the following topics must be included:

- Leadership skills
- Interpersonal skills
- Research skills
- Organization skills
- Creating a résumé
- Employment interview skills
- Conflict resolution
- Workplace ethics
- Workplace law
- Stress management
- Resilience and self-motivation.”

Change in Graduation Requirement Designation for Eastern and Western Heritage Courses

On December 18, 2015, a memo was released announcing courses 2100370 Eastern and Western Heritage and 2100460 Eastern and Western Heritage Honors would no longer meet the World History graduation requirement, beginning with the 2016-17 school year. Based on input from the field, this change will be extended for one year. The 2017-18 Course Code Directory will reflect the change rather than the 2016-17 Course Code Directory. Beginning with the 2017-18 school year, these courses may continue to be offered as social studies electives, but they will no longer satisfy the World History graduation requirement.

Florida Partnership for Civic Learning Provides a Civic Attitude and Engagement Survey for 7th Grade Classes in Selected Districts

What: The Civic Attitude and Engagement Survey was developed by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University and the Lou Frey Institute/Florida Joint Center for Citizenship at University of Central Florida. The survey measures 7th grade students’ (1) civic proficiencies and readiness for future engagement as informed citizens; (2) commitment to democratic values and rights; (3) knowledge of current events; (4) efficacy/self-confidence about one’s ability to contribute to society; and (5) experience with recommended pedagogies for civics.

Why: Florida’s Civics End-of-Course Assessment provides valuable data on students’ civic knowledge, but it does not measure the effect of formal civics coursework on civic attitudes, dispositions or behaviors, which are equally important outcomes for democratic citizenship. All high-profile statements of the goals of civic education, including The Civic Mission of Schools report, the College Career and Citizenship (C3) Framework for the Social Studies and A Nation at Risk, conclude that effective civic learning should include civic knowledge, civic skills, civic values and civic engagement.

Who: Districts may participate in the survey on a voluntary basis. The sponsoring organization is the Florida Partnership for Civic Learning, established with legislative funding in 2014. The partnership is dedicated to continuous improvement in civic education. Its membership includes district curriculum supervisors appointed by the Florida Association of Social Studies Supervisors, two assessment and curriculum specialists from the Florida Department of Education, and educational research faculty from the University of Florida, Florida State University, the University of South Florida, the University of Central Florida and Tufts University.

When: The survey is available online. It will close on June 3, 2016. Reports will be provided to district curriculum supervisors and to participating teachers in early August. Reports for teachers will permit them to compare their students to others in their school, their district and the state. **There is no cost for the survey or the reports.**

More Information: Dr. Racine Jaques, lead analyst, Lou Frey Institute: racine.jacques@ucf.edu or 407-823-3072

For more information regarding the Social Studies program, contact Michael DiPierro, social studies education specialist, at 850-245-9773 or Michael.DiPierro@fldoe.org.

Health

Asthma-Friendly School Recognition Update – May is Asthma Awareness Month

The Florida Asthma Coalition with their many partners developed the Asthma-Friendly School Award recognition opportunity for schools that demonstrate actions to create an Asthma-Friendly School environment and that meet criteria for excellence in asthma management. The award criteria were designed with input from school staff and various professional organizations, including the Florida School Health Association, the Florida Association of School Nurses, the Florida Association of School Administrators, the Coordinated School Health Partnership and the Florida Alliance for Health, Physical Education, Recreation, Dance and Sport. The application process is self-directed and mentors are available to provide assistance. The application is accessible online at <http://floridaasthmacoalition.com/schools-and-child-care/asthma-friendly-school-recognition/>.

The American Lung Association's (ALA) new online learning platform launched in March this year with The Asthma Basics course which is intended for school staff, parents and caregivers. The helpful videos are available in both English and Spanish: <http://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/asthma-education-advocacy/asthma-basics.html>.

The new Asthma Basics course is the recommended curriculum for the Asthma-Friendly Schools Application (due **Friday, May 13, 2016**).

The ALA also has a new course, Assessing a Child's Readiness to Carry and Use a Quick-Relief Inhaler, which was designed to help school nurses determine if a child is ready to carry and self-administer their inhaler. Both Asthma Basics and Assessing a Child's Readiness to Carry and Use a Quick-Relief Inhaler are free and open to the public: <https://lung.training/assessment.html>.

Additionally:

Part 1 of Open Airways for Schools Facilitator Training is free but will require an access code from the ALA: <http://www.lung.org/about-us/local-associations/florida.html>.

Part 2 is provided by a local lung association employee. Additional information is available online at: <http://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/asthma-education-advocacy/open-airways-for-schools/open-airways-for-schools.html>.

Asthma Facts...

- Children with persistent asthma are more than three times as likely to have 10 or more absences than their peers. (National Health Interview Survey. Centers for Disease Control and Prevention; 2013. http://www.cdc.gov/asthma/most_recent_data.htm)
- Children with asthma are more likely to have disturbed sleep. (Stores et al., 1998)
- Disturbed sleep is associated with decreased ability to learn and with poorer educational outcomes. (Dahl, 1996; Gibson et al., 2006; Taras & Potts-Datema, 2005b; Wolfson & Carskadon, 1998, 2003)
- Greater daytime sleepiness has been associated with lower mathematics and language grades. (Perez-Chada et al., 2007)
- Children with more severe asthma are more likely to exhibit psychological problems, depression and anxiety. (Blackman & Gurka, 2006, 2007; Macri, Rossi, Lambiase, DiCastebianco & Frassanito, 2008; Stores et al., 1988; Bender, 2007; Bender & Zhang, 2008; Feldman, Ortega, McQuaid & Canino, 2006; Ortega, McQuaid, Canino, Goodwin & Fritz, 2004; Feldman et al., 2006; Halterman et al., 2006; McQuaid, Kopel & Nassau, 2001; Ortega et al., 2004)

Library Media

Summer Reading List

The Division of Library and Information Services, through the Florida Department of State, offers a Summer Reading List for students visiting the public library during the hot summer months. The list is divided by elementary and teen level groups. This year's theme for early literacy and elementary is "Get Ready, Get Set...Read!" The teen reading list theme is "Get in the Game – Read!" There is also a separate summer reading list for adults themed "Exercise Your Mind – Read!" School libraries interested in participating may contact their local public library for collaborative activities. For more information, please visit the Florida Library Youth Program website at <http://dos.myflorida.com/library-archives/services-for-libraries/florida-library-youth-program/>.

Fine Arts

Student Opportunities

The Kennedy Center

Call for Art! (Re)Invention: Art + Innovation + Disability + Design is a juried exhibition of emerging young artists with disabilities, ages 16-25, showcasing artwork created at the intersection of technology, innovation and disability. The deadline to apply is June 1, 2016. More information about the program and the exhibit application can be found here:

https://www.callforentry.org/festivals_unique_info.php?ID=3303&sortby=fair_name&apply=yes.

Teacher Workshops and Opportunities

Florida Art Education Association (FAEA) 2016 Conference Workshop Proposals

Any FAEA member can submit a proposal to present a workshop or presentation at the 2016 FAEA Conference, October 6-9, 2016, in Naples, Florida. Proposal submissions are due on or before May 6, 2016. More information about FAEA and the conference can be found here: <http://faea.org/Default.aspx>.

Free Very Special Arts Webinars from the John F. Kennedy Center

- Tuesday, June 21, 3:00-4:00 p.m.
Successfully Teaching Students with Disabilities: Supports that Make a Difference
Presented by Sharon Malley
- Tuesday, July 12, 3:00 -4:00 p.m.
Underdogs in the Spotlight: Using Plays to Discover and Showcase the Talents of Students with Disabilities
Presented by Annie Hough

More information about these and other upcoming webinars offered can be found at:

<http://vsaf.org/free-vsa-webinars-john-f-kennedy-center>.

Upcoming Conference

Florida Alliance for Arts Education (FAEA)

2016 FAEA Annual Summit – Arts for All

June 23-26, 2016

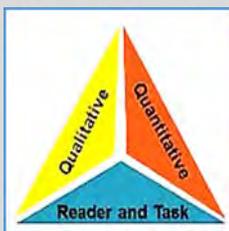
The Shores Resort and Spa, Daytona Beach, Florida

<http://www.fae.org/annual-summit>

Literacy

Complex Text – Part 3: Reader and Task

In parts 1 and 2 of this series, we looked at what is meant by “complex” text and why it matters in student learning.



We recognized that text complexity is comprised of three interdependent components: **quantitative**, **qualitative** and **reader/task** considerations. In this installment, we will look more closely at how the reader and task impact a text’s complexity.

While quantitative measures and qualitative considerations both describe aspects of the text itself, **the practitioner should also consider the reader and the task presented.**

According to the CPALMS resource listed below, these are a few of the suggested reader and task considerations:

Motivation and Engagement with Task and Text

- Might the reader develop an interest in this content because of this text?
- Will the reader be interested and engaged with the style of writing and the presentation of ideas within this specific text?
- Will the text maintain the reader’s motivation and engagement throughout the reading experience?

Prior Knowledge and Experience

- Does the reader possess adequate prior knowledge and/or experience regarding the topic of this specific text to manage the material that is presented?
- Are there any explicit connections that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- Does the reader possess adequate prior knowledge and/or experience regarding the vocabulary used within this specific text to manage the material that is presented?
- Does the reader possess adequate knowledge of and/or experience with the genre of this specific text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any potentially concerning elements of content or theme that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with this specific text?
- Does the reader possess the maturity to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the complexity of any before-, during-, or after-reading tasks associated with this specific text interfere with the reading experience?
- Will the complexity of any questions asked or discussed concerning this text interfere with the reading experience?

Resources

This webpage lists a number of resources for understanding text complexity: http://www.ccsso.org/Navigating_Text_Complexity/Chart_Your_Course.html

This CPALMS interactive presentation gives an excellent overview of the three aspects of text complexity. Exploring Text Complexity: <http://www.cpalms.org/uploads/pd/stemlearn/150081/story.html>

For more information on this or other literacy topics, please contact Julia Somers-Arthur at julia.somers-arthur@fldoe.org, or visit the resources listed above.

Gifted Education

Gifted Webpage

The position of Gifted Education specialist here at the department is currently vacant. This is a full-time, Monday-Friday, 8am-5pm position in Tallahassee. If you or someone you know is qualified and interested, you may apply at <https://jobs.myflorida.com/viewjob.html?optlink-view=view-872475&ERFormID=newjoblist&ERFormCode=any>. The position will be open until June 17, 2016.

Check out the updated Florida Department of Education Gifted Education webpage at: <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

We have added new features this year including new information from school districts throughout the state, information about webinars that are being held, links to previously recorded webinars with national expert guest speakers and contact information for gifted education coordinators from every district across Florida. There is also information about the state Collaborative Curriculum Challenge Grant recipients from past years. We will be adding information about this year's challenge grant opportunity soon.

You can also still find information about state laws and regulations, policies and procedures, resources for our twice exceptional students and other resources for gifted education teachers, administrators, parents and community members on the website.

Have a great spring, and don't forget to check out the registration information for the upcoming National Association for Gifted Children's annual conference that will be held in Orlando in November 2016 (for more information, see www.nagc.org).

Technology

Tech Tools for Teachers

The Bureau of Standards and Instructional Support is pleased to announce that a new technology integration professional development module is now available through iCPALMS. The module titled "[Technology Integration: An Overview](#)" serves as an introductory guide to best practices for using technology tools in the classroom. Topics explored include the importance of teaching 21st century skills to students and methods for choosing tools that effectively support the objectives of a specific content area lesson.

This module can be accessed by anyone with an iCPALMS account. The link provided will take you directly to a description of the module which can then be added to your professional development courses. The instructions for accessing the module are provided below.

Direct Link to the Module:

<http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/238>

1. Click on the link above for direct access or click on the “PD Programs” tab at the top of the [CPALMS homepage](#). This will take you to the “Browse and Search PD Programs” page. Enter the search term “technology” or the title of the module, and it will be displayed on the screen as if you clicked on the link directly.
2. Click on the title to view the full description of the resource.
3. Log in to iCPALMS if you have not already done so. Select “Add to My Courses” to make it available to you. You will receive a message saying that the module has been successfully added to your profile.
4. Click on the “iCPALMS” link at the top of the page.
5. Click on the box titled “My Professional Development.” All of the courses you have added to your profile will appear. Select the module you have just added.
6. The page will provide a brief description of the module. Scroll down, if needed, and click on the green button called “Start Lesson.”
7. Enjoy!

STEM

The Florida Science and Engineering Fair of Florida

The Florida Science and Engineering Fair of Florida was held March 29 – 31 in Lakeland, FL. The State Science and Engineering Fair of Florida is a three-day display of science project exhibits prepared by aspiring scientists and engineers in grades six through twelve. More than 900 finalists displayed and discussed projects illustrating their research to a panel of expert judges. This year, new categories included opportunities for students to demonstrate scientific thinking and engineering design in the areas of mathematics, computational thinking, intelligent machines, robotics and systems software. During the event, students had the opportunity to share their ideas with one another, increase personal development in scientific and technological areas, gain self-confidence in problem-solving skills, and participate in educational field trips and tours of local areas of interest. All counties are eligible to participate in the State Science Fair. For more information on how to run a fair, or to see a list of categories and winners, please visit <http://www.ssefflorida.com/>. Congratulations to all of our winners, and special thanks to all of our teachers, parents and administrators who make this statewide event a success.

Edudemic: Connecting Education and Technology

During this time of the school year, teachers are always seeking free mathematics resources. The link provided offers the top 10 best free mathematics resources on the web: <http://www.edudemic.com/top-10-free-math-resources-web/>.

Probability and Statistics for Middle School Teachers

In conjunction with the Regional Educational Laboratory Southeast (REL), Florida will be hosting a Probability and Statistics Event for Middle School Teachers in June. Dr. Tim Jacobbe, associate professor of mathematics and statistics education from the University of Florida, will be presenting. By attending this event, participants will increase their content knowledge related to key concepts and ideas in statistics, learn about statistical concepts and their relationship to Florida State Standards, model sample problems and be provided with sample student assessment items and resources. Please look for more information regarding this event in the coming months.

2016 Earth Day Announcement Honoring Exemplary Green School Initiatives

This year, Alachua and Orange County Public School Districts were recognized as two of only 15 in the nation selected for the Green Ribbon Schools District Sustainability Award, and a Florida school, Beachside Montessori Village, was recognized as one of 47 receiving the prestigious Green Ribbon Schools Designation.

These two Florida districts and one school have been recognized for their exemplary efforts to reduce environmental impact and utility costs, promote health and wellness of students and staff, and provide effective environmental and sustainability education that includes civics, STEM (science, technology, engineering and mathematics) and green career pathways.

The Green Ribbon Schools Award program is part of a U.S. Department of Education effort to identify and share practices that improve student engagement, promote higher academic achievement, enhance health and wellness, and increase graduation rates and workforce preparedness, as well as increasing energy independence and economic security. The department proudly congratulates the following awardees and encourages everyone to read the inspiring summaries for Florida and across the nation at: [Green Ribbon Schools Program](#).

Alachua County Public Schools, Florida

District contact: Theresa Spurling-Wood at spurlita@gm.sbac.edu

Orange County School District, Florida

District contact: Jennifer Fowler at Jennifer.Fowler@ocps.net

Beachside Montessori Village, Hollywood, Broward County

School contact: Elaine Fiore at Elaine.fiore@browardschools.com