

Critical Question #1

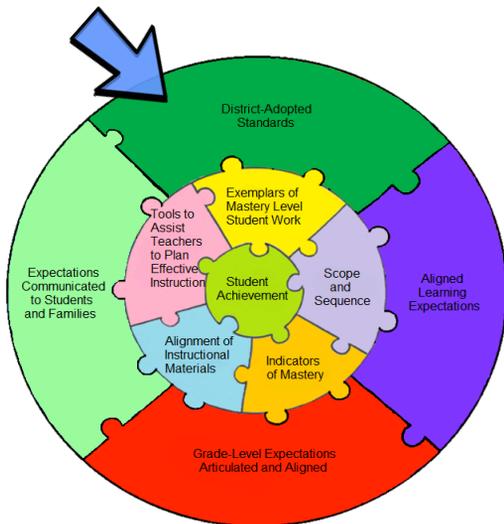
What do students need to know, understand, and be able to do? (Plan)

What do leaders need to know and be able to do?

Fundamental Practice 7. Standards in all academic disciplines or content areas, along with corresponding high school grade-level expectations, are adopted at the district level.

The first step in being standards based is for school districts to formally adopt standards for learning in all academic disciplines or content areas. Those academic standards, along with high school and grade-level expectations and corresponding evidence outcomes, form the basis for teaching and learning for all students.

In the past, academic standards at the national, state, and even local standards now provide more grade-level specificity regarding what students should know and be able to do as well as vertical progressions that provide a logical sequence of knowledge, concepts, or skills expected of students over time.

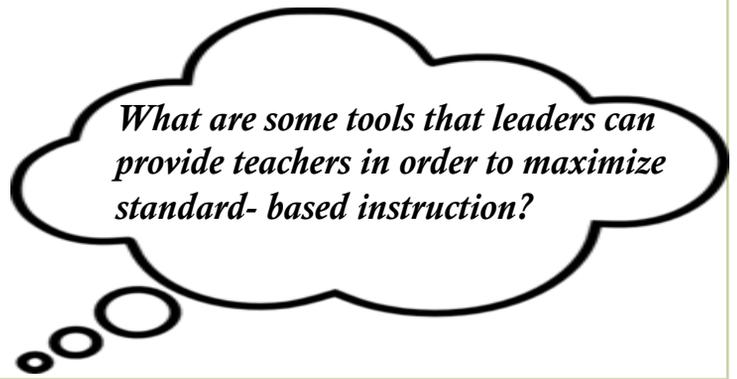
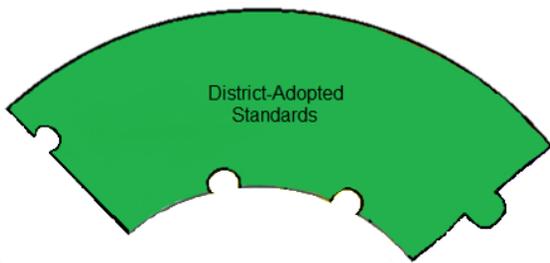


Guiding Questions:

- Has the district identified and adopted grade-level expectations and evidence outcomes in all content areas for every grade level?
- How has the district communicated its adopted grade-level expectations and evidence outcomes to staff? To parents and students?
- How does the district ensure all teachers know and understand the grade-level expectations and evidence outcomes for their grade level or content area? How does this occur at the school level?
- Does each teacher have and use district-developed curriculum documents to guide their planning, instruction, and assessment?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



In order for students to successfully master the Florida Standards, an integrated, school-wide system of supports must be in place to address the needs of all students. Research shows the connection between low academic skills and problem behavior beginning as early as Kindergarten and increasing over time from elementary to secondary grades (Fleming, Harachi, Cortes, Abbot, & Catalano, 2004; Morrison, Anthony, Storino, & Dillon, 2001; Nelson, Benner, Lane, & Smith, 2004). Additionally, research shows that behaviors may stem from academic difficulties and lead to escaping or avoiding the subject altogether (McIntosh, Horner, Chard, Dickey, & Braun, 2008). Behaviors may occur due to the academic content being too hard, too easy, or irrelevant to the student. [The Florida Standards combined with behavioral expectations build the groundwork for increasing student outcomes.](#) The escaping or avoidance behavior leads to student disengagement, which ultimately impacts academic achievement.

With Florida Standards being the academic expectations set for K-12 students, what more can be done to support students to master those expectations? Through the integration of social emotional learning goals with the expectations of the Florida Standards, the integrated system of support may increase the likelihood of academic success for students.

Click the tiles below to access resources related to elements that make up comprehensive classroom supports:

Teach,
monitor and
reinforce
expectations
and rules



Provide high rates of opportunities to respond
Response cards, guided notes, class-wide peer tutoring, computer assisted instruction, direct instruction
Link engagement with objectives

Acknowledge
appropriate
behavior



- 3-5, positively stated
- Rules operationally define SW expectations for each classroom
- Explicitly & consistently modeled, taught and reinforced

Responses to
problem
behavior



In the latest issue of the ASCD Express (2017) Lupoli, provides these six methods for teachers to be more intentional with delivery of standards-based instruction:

- **Deliver clear instructions using fewer words- precision counts**
- **Positively narrate to everyone equally- increase pride**
- **Drop the label and put the person first**
- **Use optimistic language**
- **Focus on each child's assets**
- **Focus on your relationship with the students**

Connect to Resources
For additional resources on this topic, visit the critical question 1, fundamental practice 7 section of the toolkit.