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Contact Information:
Teresa Sweet
(850) 245-9032
teresa.sweet@fldoe.org

DPS: 2010-37

MEMORANDUM

TO: District School Superintendents

FROM: Dr. Frances Haithcock

DATE: February 25, 2010

SUBJECT: **IMPLEMENTATION OF FLORIDA'S NEXT GENERATION SUNSHINE STATE STANDARDS IN MATHEMATICS**

Next year, full implementation of Florida's Next Generation Sunshine State Standards (NGSSS) in mathematics will commence. This will include the full alignment of the FCAT in grades 3-8, and Algebra I and Geometry end-of-course exams, to the new standards. It is important that district administrators, school administrators and teachers be familiar with the instructional changes that should take place in order to help our students succeed under these new standards. For grades K-8, the number of concepts per grade has been greatly reduced as evidenced in the following table.

Grade Level	Number of **Old** Benchmarks	Number of **New** Benchmarks
K	67	11
1st	78	14
2nd	84	21
3rd	88	17
4th	89	21
5th	77	23
6th	78	19
7th	89	22
8th	93	19

This change is purposeful and research-based. With this change, the level of understanding required of the student for each concept has greatly increased. Teachers must be prepared to teach each concept to mastery with conceptual understanding.

For high school courses, concepts taught in each course should be the same throughout the state and directed by the content found in the course description. We are working toward end-of-course assessments that, should proposed 2010 legislation pass, will be high stakes assessments for students.

Below are strategies we encourage you to consider to ensure teacher success with the implementation of these standards and student success in mastering these standards:

- Lessons should be directly related to the benchmarks included in the course or grade-level description that can be found at www.Floridastandards.org.
- Instructional materials should state clearly and concisely the benchmark related to the lesson(s).
- Instructional materials should include the depth of instruction needed for all students to master the benchmark prior to exit from the grade or course. There should be a variety of instructional strategies utilized in the instructional materials per benchmark and concept and should promote learning at the level of complexity stated for that benchmark (also found at www.Floridastandards.org). This is the maximum level of complexity the benchmark will be assessed at on FCAT or end-of course exams.
- Instructional materials should support a balance of lessons that include direct skill-based instruction and conceptual understanding instruction.

The Department encourages districts to analyze the content of the instructional materials to ensure that adequate coverage has been provided for each benchmark. It is our desire that every public school student in Florida have access to instructional materials that support deeper understanding of content specifically identified in the NGSSS and Florida course descriptions.

Should you have any questions or need further assistance, please do not hesitate to contact the K-12 mathematics curriculum specialist directly at (850) 245-9032.

FH/tds

cc: District Curriculum Contacts