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FALL 2013

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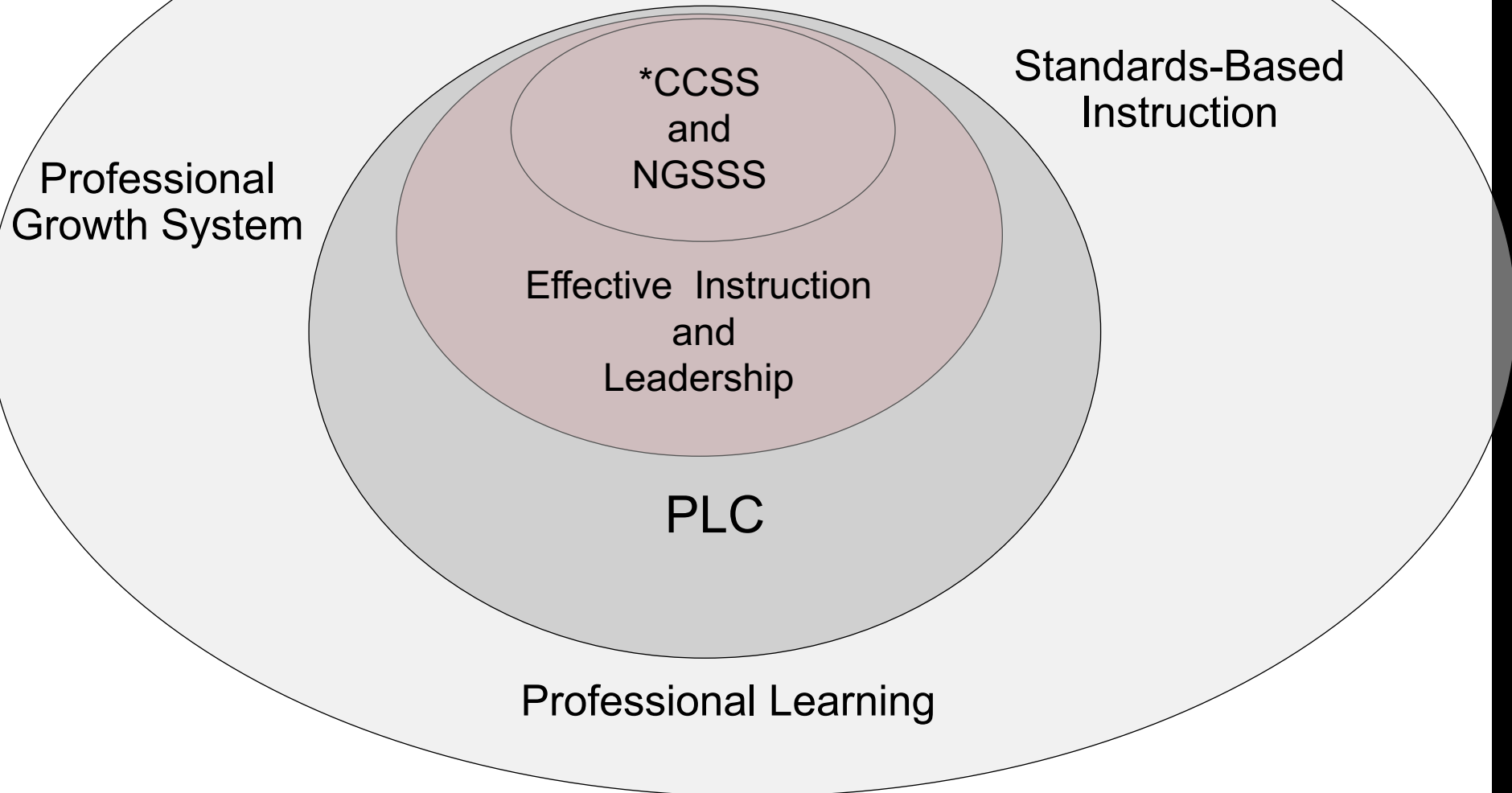
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PASCO'S INTEGRATED SYSTEM

MTSS: One Integrated Framework



Professional Learning Communities at Work

Step 0

Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities

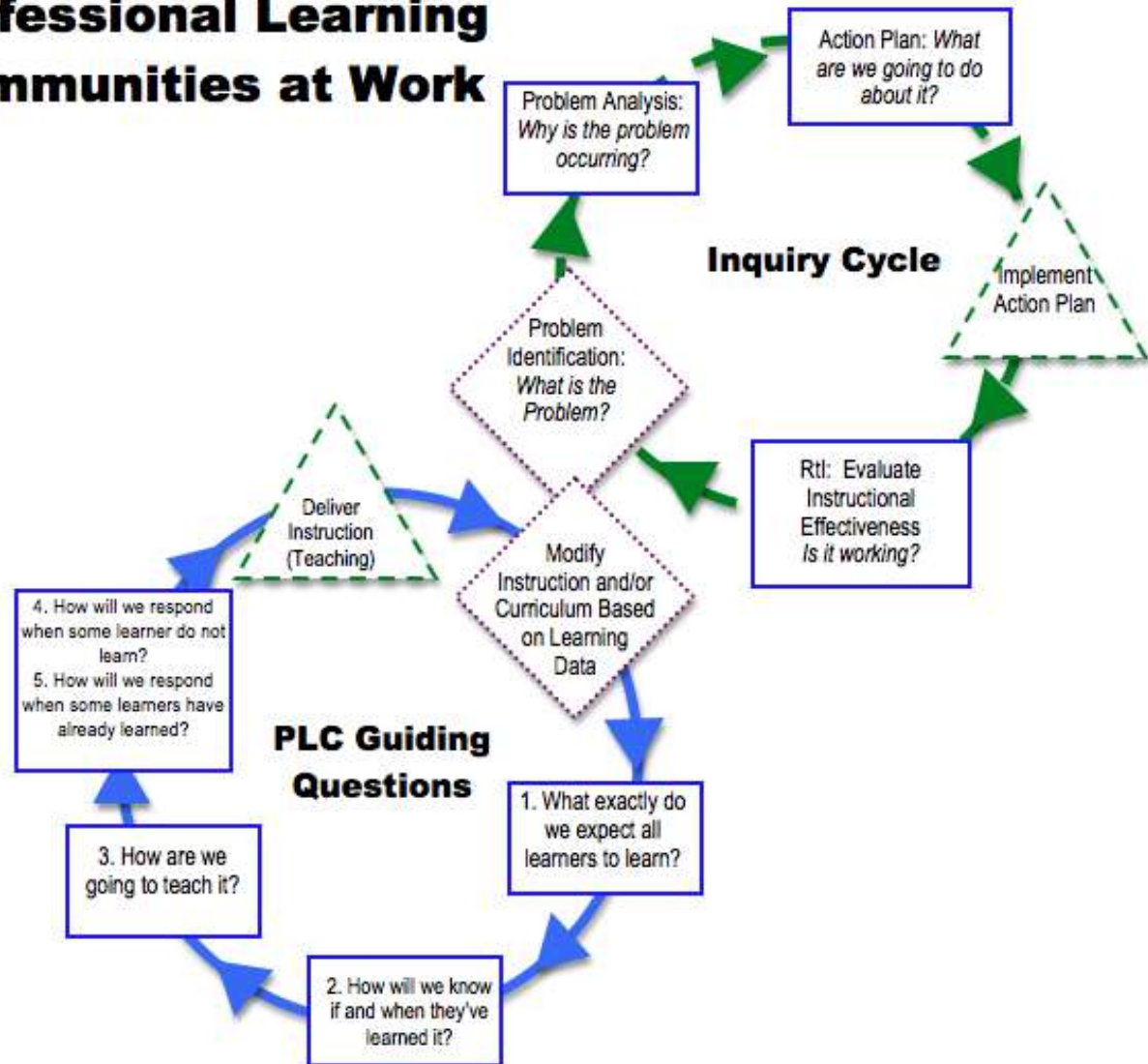
Establish Team Norms & Expectations

Clarify & Assign Roles

Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice

Choose Common Assessments & Standardize Administration

Build Common Language and Understanding of CCSS & Instructional Best Practices



PURPOSE

Discovery Education provides a platform to let us know how students are doing on their mastery of the standards.

- **Student Growth (Vision)**
- **Connection to Common Core (standards-based instruction)**
- **Guides planning of instruction (PLC)**
- **Allows for planning for next year (PLC)**
- **Allows for reflection on instruction (professional growth system)**



ASSESSMENT AUDIENCES

Classroom (Student, Teacher, Parent)

- Instructional Planning-spend more or less time on a skill
- Remedial
- Enrichment

School or Program

- School strengths and weakness
- District curricular needs

Institutional

- Accountability



DIFFERENCES

Classroom: serves the student (Am I able to be successful?)

Program: faculty examines professional effectiveness of instructional interventions to master pre-determined standards

Institutional: matters of leadership effectiveness, instructional policy, resource allocation

ASSESSMENT PURPOSE: INSTITUTIONAL

Answers the question

- Are our schools as effective as they need to be?

Serves *summative*, *accountability* purposes

Examples: FCAT 2.0, EOC, Unit Test



ASSESSMENT PURPOSE: SCHOOL OR PROGRAM

Answers the questions

- Which standards are our students mastering or not mastering?
- How might our programs be improved to promote greater student success?

Identify aspects of instructional **program** working or in need of improvement

Interim, **benchmark**, short-cycle, common assessments every few weeks

Focus: achievement **standard**



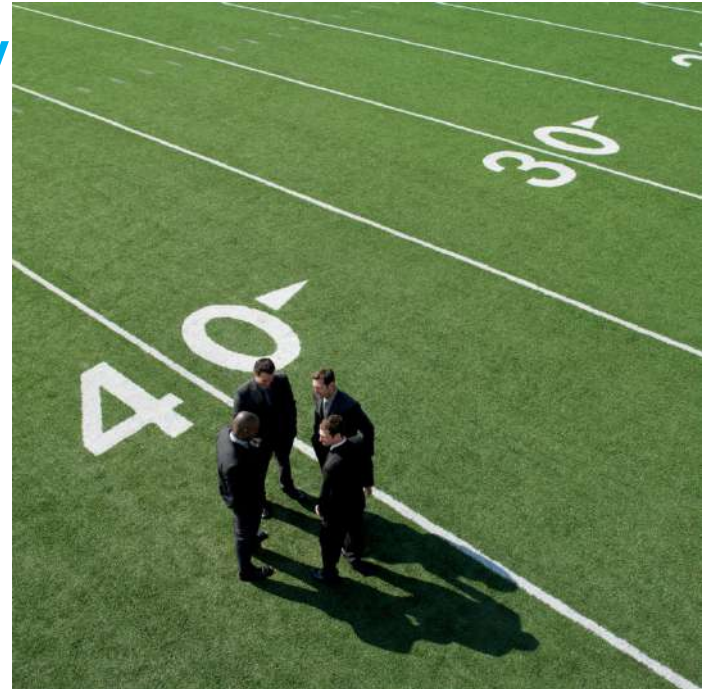
ASSESSMENT PURPOSE: CLASSROOM

Answers the questions

- What comes next in the learning?
- How is each student doing on his or her journey up the scaffolding leading to each standard?

Must provide information **continuously**

Focus: Each **individual student**



THINK ABOUT IT...

SUMMATIVE

FCAT 2.0

End-of-Course

Unit Test

Chapter Test

FORMATIVE

**DE Benchmark
Assessment**

**DE Mini Assessment
(Probes created from
Item Bank)**

Fist to Five

IRLA

EXPECTATIONS FOR DE



HOW WILL WE TEACH IT?

This year the district has prioritized three of the six instructional shifts to increase the rigor of our work:

- Writing to sources
- Text Based Answers/Evidence Based Discussions
- Staircase of Complexity

CCSS MATHEMATICS

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number and Operations in Base Ten						Ratios & Proportional Relationships			
			Number and Operations - Fractions			The Number System			Number & Quantity
Operations and Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement and Data						Statistics and Probability			Statistics and Probability

LOGISTICS

Initial Training:

- Data analysis for BOY during planning

Testing Time Line

- BOY Benchmark- Sept. 3- Sept. 27
- Benchmark 2- Nov. 18- Dec.20
- Benchmark 3- Feb. 10- March 13
- EOY Benchmark May 1- May 23 (non EOC tested courses)

OVERVIEW OF NEXT STEPS RELATED TO TRAINING

Student Logistics

- Student logins
- Assigning benchmark test to students
- K, 1 Practice Test

Comparative Report

Additional Reports

Creation of Probes and mini assessments