



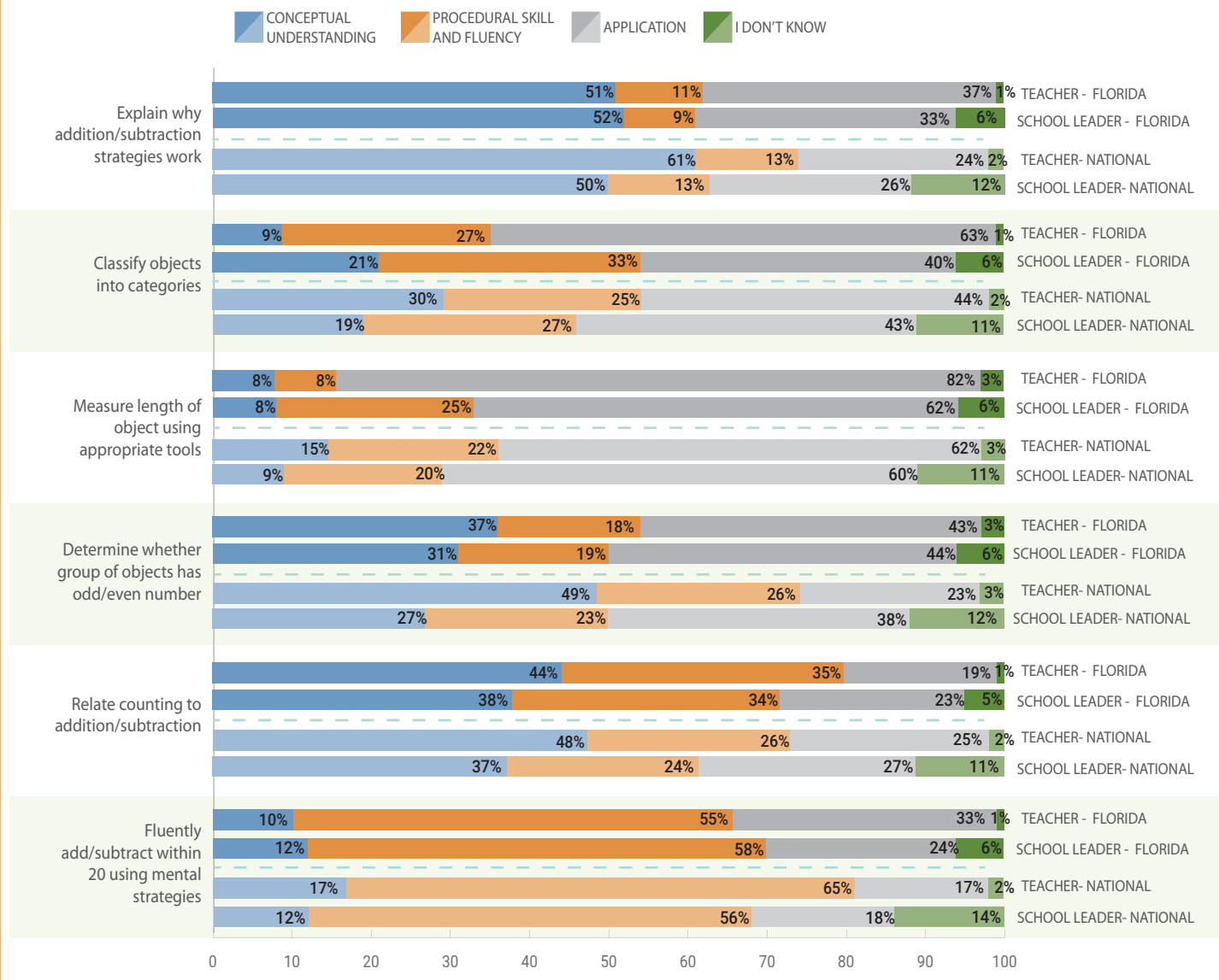
Florida Measure to Learn and Improve Study Teaching State Standards Mathematics

Teachers and principals at the elementary, middle, and high school levels were surveyed on their understanding of the level of rigor to which various mathematics standards should be taught. Very few standards had an overwhelming majority of teachers or principals agreeing to the level of rigor. Further, principals and teachers significantly varied in their responses.

Key Findings

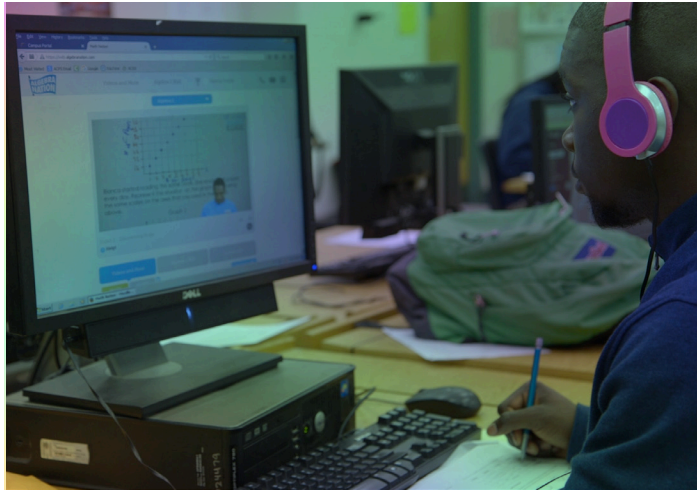
Teacher and School Leader Responses:

Select which level of rigor a teacher should particularly target in a lesson focused on the standard.



Summary and Implications

There is significant variance in teachers' and school leaders' beliefs of the level of rigor at which mathematics standards should be taught across all grade levels. A majority of teachers believe that mathematics standards should be taught in terms of conceptual understanding or application, versus focusing only on procedural skill. A smaller percentage of surveyed school leaders believe that a teacher should target application of standard when compared with teachers. In general, a larger percentage of school leaders compared to teachers do not know what level of rigor at which early elementary mathematics standards should be taught.



Recommendations

- Design and implement ongoing, job-embedded professional learning experiences that provide teachers and school leaders with the opportunity to further their understanding on the mathematics standards and the appropriate levels of rigor to which each should be taught.
- School leaders should engage in reflective conversation with teachers around the standards and level of rigor to understand their reasoning and inform evaluations.

Questions for Consideration

- What professional learning experiences are currently provided to teachers and school leaders that focus on mathematics standards and the appropriate level of rigor?
- How are teacher beliefs on the level of rigor for standards represented in instruction?
- How do the disparities between school leader and teacher beliefs of rigor levels impact teacher evaluations?

Project Background

The University of Florida Lastinger Center is a national leader in researching, developing, implementing, and scaling innovative solutions that transform teacher practice and student learning. In partnership with the Florida Department of Education, the Lastinger Center has developed a series of briefs that summarize data collected by the RAND Corporation's American Teacher Panel (ATP) and American School Leader Panel (ASLP) on critical topics in education from teachers' and school leaders' perspectives. Data were collected through the Measure to Learn and Improve (MLI) study, conducted with support from the Bill and Melinda Gates Foundation. The MLI focuses on teacher and administrator perceptions of state standards and related instructional materials, professional development opportunities, teacher evaluation systems, and personalized and digital learning opportunities available for students.