



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Required Instruction Reporting

Michael DiPierro
Bureau of Standards and Instructional Support

Session Overview

- Presentations
 - Commissioner of Education's Task Force on Holocaust Education
 - Commissioner of Education's African American History Task Force
- Up-to-date information on the rule and template
- Collaboration about reporting



Division of Educator Quality

Bureau of Educator
Certification (BEC)

Bureau of Educator
Recruitment,
Development &
Retention (BERDR)

Bureau of
Standards and
Instructional
Support (BSIS)

Just Read, Florida!
(JRF)

Office of
Professional
Practices Services
(PPS)



“Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.”



*“Every day, in every classroom,
every Florida student has access
to a teacher that is as good as the
BEST teacher you ever had.*

Rule 6A-1.094124, Florida Administrative Code (F.A.C.), Required Instruction Reporting

Requires an annual report to the department each July 1 from school districts that describes how they have implemented the components of section 1003.42(2), Florida Statutes.

6A-1.094124 Required Instruction Reporting.

(1) In order to provide information about the manner in which the prescribed courses of study set forth in Section 1003.42(2), F.S., are provided by school districts, by July 1 of each year, each school district must submit a report to the Commissioner of Education that describes how instruction was provided for topics in Sections 1003.42(2)(a)-(n) and (p)-(t), F.S., during the previous school year.

(2) This report shall contain:

- (a) The specific courses in which instruction will be delivered for each grade level; and
- (b) A description of the materials and resources utilized to deliver instruction.

(3) Failure to comply with the requirements of this rule may result in the imposition of sanctions described in Section 1008.32, F.S.

Rulemaking Authority 1001.02(2)(n), 1003.42(2) FS. Law Implemented 1003.42 FS. History—New 10-24-19.

<https://www.flrules.org/gateway/ruleno.asp?id=6A-1.094124>

Section 1003.42(2), F.S., Required instruction

Social Studies	Science	Health Education	All
(a)	(i)	(j)	(s)
(b)	(m)	(n)	
(c)			
(d)			
(e)			
(f)			
(g)			
(h)			
(k)			
(l)			
(p)			
(q)			
(r)			
(t)			

See [s. 1003.42, F.S.](#) for statute requirements.

Section 1003.42, F.S., Required instruction

- (2)(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
 - Not reported

Health Education – 3 Rules

The State Board of Education (SBOE) approved 3 [health education rules](#) relating to:

- Mental and Emotional Health Education
- Substance Use and Abuse Health Education
- Child Trafficking Prevention Education

School district implementation plans for these rules are due 12/1; annual reports are due 7/1.

(Two FOIL breakout sessions on Thursday will provide details and an opportunity for discussion and Q&A)



FLORIDA DEPARTMENT OF
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Commissioner of Education's Task Force on Holocaust Education

Barbara Goldstein, Holocaust Education Resource Council
Elizabeth Gelman, The Florida Holocaust Museum

Holocaust Education Resource Council

Florida's Holocaust Mandate

- In 1994, the Florida Legislature passed the Holocaust Education Bill which amends Section 233.061 of the Florida Statutes, relating to required instruction.
- **The law requires all school districts to incorporate lessons on the Holocaust as part of public school instruction.**

Florida Statute 1003.42(2)(g)FS

“The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.”

Task Force on Holocaust Education

Mission: Assist school district professionals and support staff in preparation for teaching the history of the Holocaust, leading to:

- Investigation of human behavior
- An understanding of the ramifications of prejudice, racism, and stereotyping
- An examination of what it means to be a responsible and respectful person
- Protecting democratic values by offering intensive training programs, curriculum materials, resources, and sustained support.

Task Force on Holocaust Education

History

- 1994: A Holocaust Bill mandated the teaching of Holocaust instruction in grades K - 12
- The Commissioner of Education created a Task Force on Holocaust Education.
- The Task Force is an advisory to the Commissioner of Education and coordinates Holocaust education activities on his behalf.
- 10 Task Force sites in Florida



Holocaust Studies

INFUSION OF HOLOCAUST STUDIES MATRIX

	THEMES/ TOPICS	SOCIAL STUDIES	THE ARTS	LANGUAGE ARTS	ETHICS/ RESPONSIBILITY	RESEARCH/ THINKING
Pre K-2	belonging, understanding, and appreciating differences; learning to get along	similarities and differences of people and communities; variations in families; customs and values of diverse groups	use art forms to understand family and cultural celebrations. Art as way of transmitting history of ancient civilizations. Forms of representation.	reading and writing in response to literature; literacy development	how rules affect the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promotion of tolerance, understanding, and acceptance	access information using tables, charts, graphs; observe, identify, order, describe; compare and contrast
3-5	confronting change; evaluating customs and values of groups in conflict; recognize and resist conditions detrimental to human development and opportunity	changes over time; becoming a responsible, respectful member of democratic society; how democratic processes help to solve problems; customs and values create different types of communities	using art forms to gain an understanding of cultures from the past and present. The art of war, symbols in art, group analysis of one or more paintings; Why painting when photography might do?	reading and writing for various purposes; using journals, diaries, and other forms of literature to gain an understanding of history	solving problems and conflicts peaceably; decision making and participation in a democracy; ethical and unethical uses of power; promotion of tolerance, understanding, and acceptance	locate, manipulate, and summarize information from oral, visual, and written sources in addition to above
6-8	confronting change and loss; responding to unfairness and danger; displaying courage and resourcefulness	how lives can be changed by people and events; political and social decisions that affect the quality of life; how diverse groups adapt to new environments; importance of participation in the community	using art forms to gain an understanding of cultures from the past and present. Use of art from eras of intolerance: Grosz, Dix, Chagall, Heartfield.	read and interpret primary sources; write journals in response to historical and geographic problems; write accurate research papers with correct documentation	ethical and unethical uses of power; being responsible for members of the community; rejecting stereotyping and prejudice; promotion of tolerance, understanding, and acceptance	use technology to observe and analyze the interrelationships between humans and their environments, in addition to above
9-12	analyzing human behavior and historical processes; identifying causes, forms, and effects of discrimination; setting standards for responsible action	change over time; how indifference in the community can affect peoples lives; rejecting or stereotyping of others; opposing discrimination, prejudice and anti-Semitism	using art forms to express that which is vital to the community Advanced projection of art and analysis based on themes related to the Holocaust, victims and creator of art under adverse circumstances	read and interpret primary sources; write journals in response to historical and geographic problems	ethical and unethical uses of power; individual, group, and community roles in advocating personal, societal, and political responsibility; promotion of tolerance, understanding, and acceptance	use technologies to gather historical and contemporary evidence in order to question and interpret, using all of the above

Teacher's Workshop:

Teaching with the film *Defiance*



Teacher's Workshop: Testimonial

"The HERC workshops stand alone as **the best I have ever attended**. The **presenters** provide invaluable knowledge; often the knowledge is from the viewpoint of a survivor. The **resources** are wonderfully rich **enabling a classroom teacher** to use for many powerful activities and class discussions. Finally, the topic of the Holocaust is **treated with respect** and the hope that with knowledge comes the power to help our students realize a world in which this atrocity **will never be forgotten** and never happen again."

-Lynne Rowan Harris, *Augusta Raa Middle School*

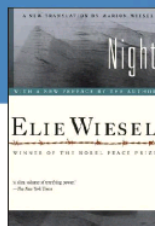


Leaders in Holocaust Education

Leaders in Holocaust Education Echoes and Reflections and Elie Wiesel's *Night* A Professional Development Opportunity

"Possibly one of the best learning experiences I have ever been part of."

Reading Coach
Brevard Public Schools, Brevard, FL



How do we prepare students to read and understand Elie Wiesel's *Night* within the larger historical framework of the Holocaust? What are some of the moral and ethical questions that the memoir helps students examine?

Program Goals

The focus of this professional development program will be on the materials and instructional strategies available in *Echoes and Reflections* and *Witness* to effectively teach *Night* as well as additional background on the memoir that teachers can integrate into their instruction.

Participants will explore the following:

- History of anti-Semitism and the ghettos for context prior to teaching *Night*.
- Interdisciplinary materials, including art work, photographs, poetry, and personal narratives, for teaching about the "Final Solution."
- Significant themes of the memoir and additional resources to support the teaching of the text.

Every participant will receive a copy of the Teacher's Resource Guide.

UPCOMING PROGRAM

Wednesday, October 26, 2016
9:00 AM - 3:00 PM

Aquilina Howell Building
3955 West Pensacola St.
Tallahassee, FL 32304

Register by October 7, 2016
Contact Kathy Corder: Corderk@leonschools.net

CEUs will be offered to participants
Breakfast and Lunch included

Sponsored by:
Holocaust Education Resource Council
www.holocaustresources.org
850-443-9649



ECHOES and REFLECTIONS Leaders in Holocaust Education



echoesandreflections.org

Chiles H.S. as a Living Museum (2017)

Purpose: To bring all curriculums together for a comprehensive, in-depth focus on Holocaust remembrance, study, reflection, and culture.

Weeklong Focus: March 22, 2017 – March 27, 2017

March 22, Wednesday	Food & Culture Day Showing of the film “I’m Still Here” in auditorium.
March 23, Thursday	Newspaper & Literacy: Evening activity; video showing of <i>Defiance</i> ; Requiem at Railroad Square 7:00 pm; free to public.

Chiles H.S. as a Living Museum (2017)

Purpose: To bring all curriculums together for a comprehensive, in-depth focus on Holocaust remembrance, study, reflection, and culture.

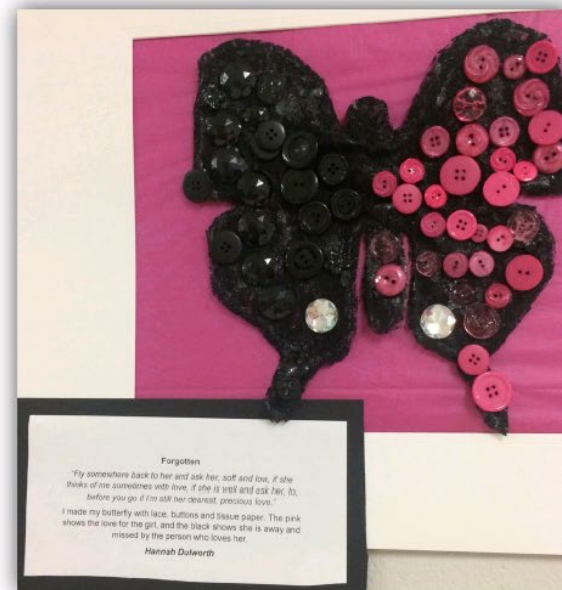
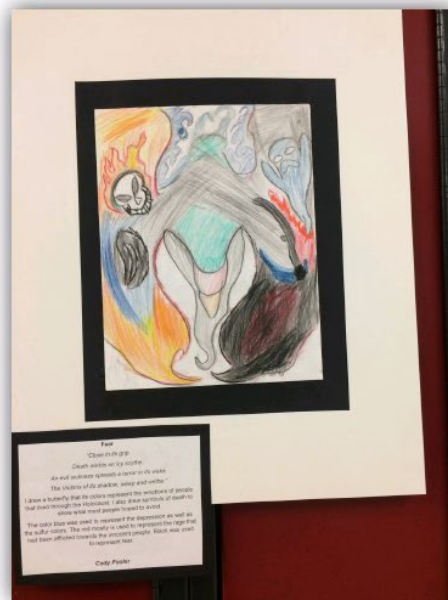
Weeklong Focus: March 22, 2017 – March 27, 2017

March 24, Friday	Music
March 25, Saturday	Free symphony that morning (Requiem of Defiance) at Ruby Diamond Auditorium
March 27, Monday	Reflections, “Where do we go from here?” Real-world applications and lessons



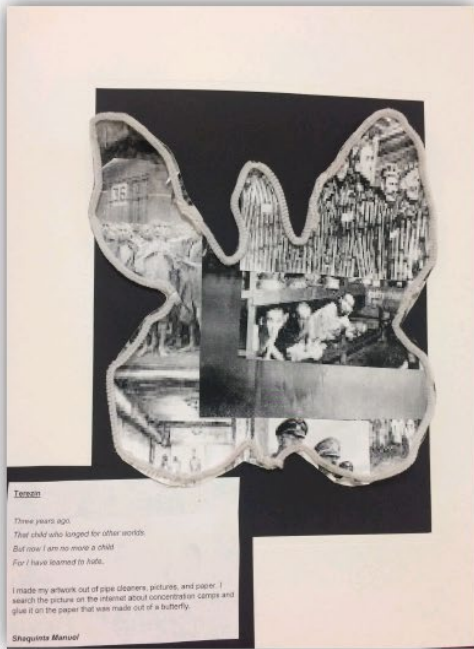
Holocaust Living Museum

Chiles High School



Holocaust Living Museum

Chiles High School



Holocaust Living Museum

Chiles High School



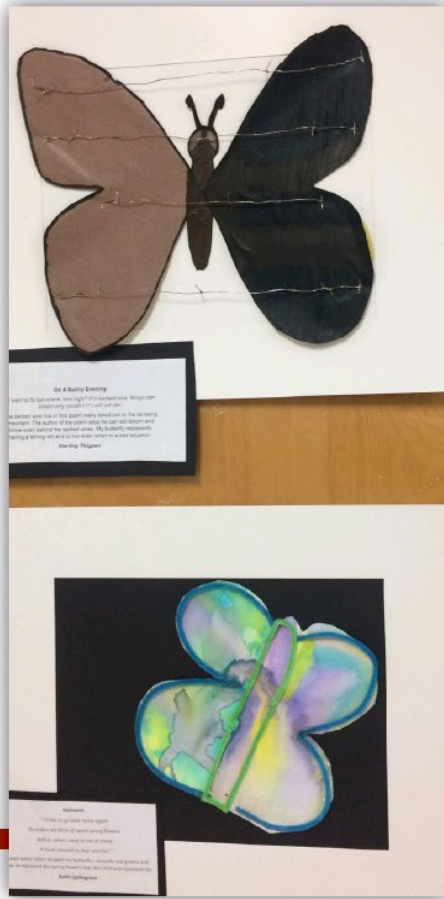
*"I Never Saw Another
Butterfly"*

*Art Display by Ms.
Tekel's Classes*

MS. TEKEL'S CLASSES WORKED IN CONJUNCTION WITH VSA, FSU ART GRADUATE STUDENT CARLA CLYMO, AND THE HOLOCAUST EDUCATION RESOURCE COUNCIL TO CREATE ART INSPIRED BY POEMS WRITTEN BY CHILDREN AND RECOVERED FROM THE TEREZIN CONCENTRATION CAMP.

Holocaust Living Museum

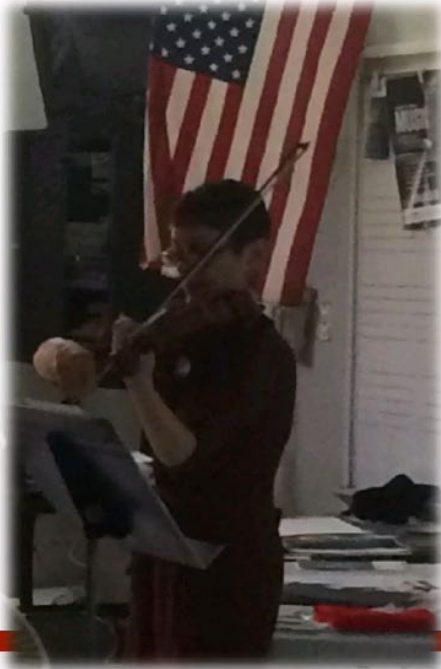
Chiles High School



Holocaust Living Museum

Chiles High School

Friday
March 24



Music @ Chiles High School

Anne Frank: A History for Today Exhibition



FSU Museum of Fine Arts *Jan 4 - Feb 7, 2016*

Encourages visitors to learn about:

- Racism, genocide, and ethnic cleansing
- Human rights, democracy, and conflict resolution
- The importance of individual action

I am a Survivor of a Concentration Camp

On the first day of the new school year, all the teachers received the following note from their principal:

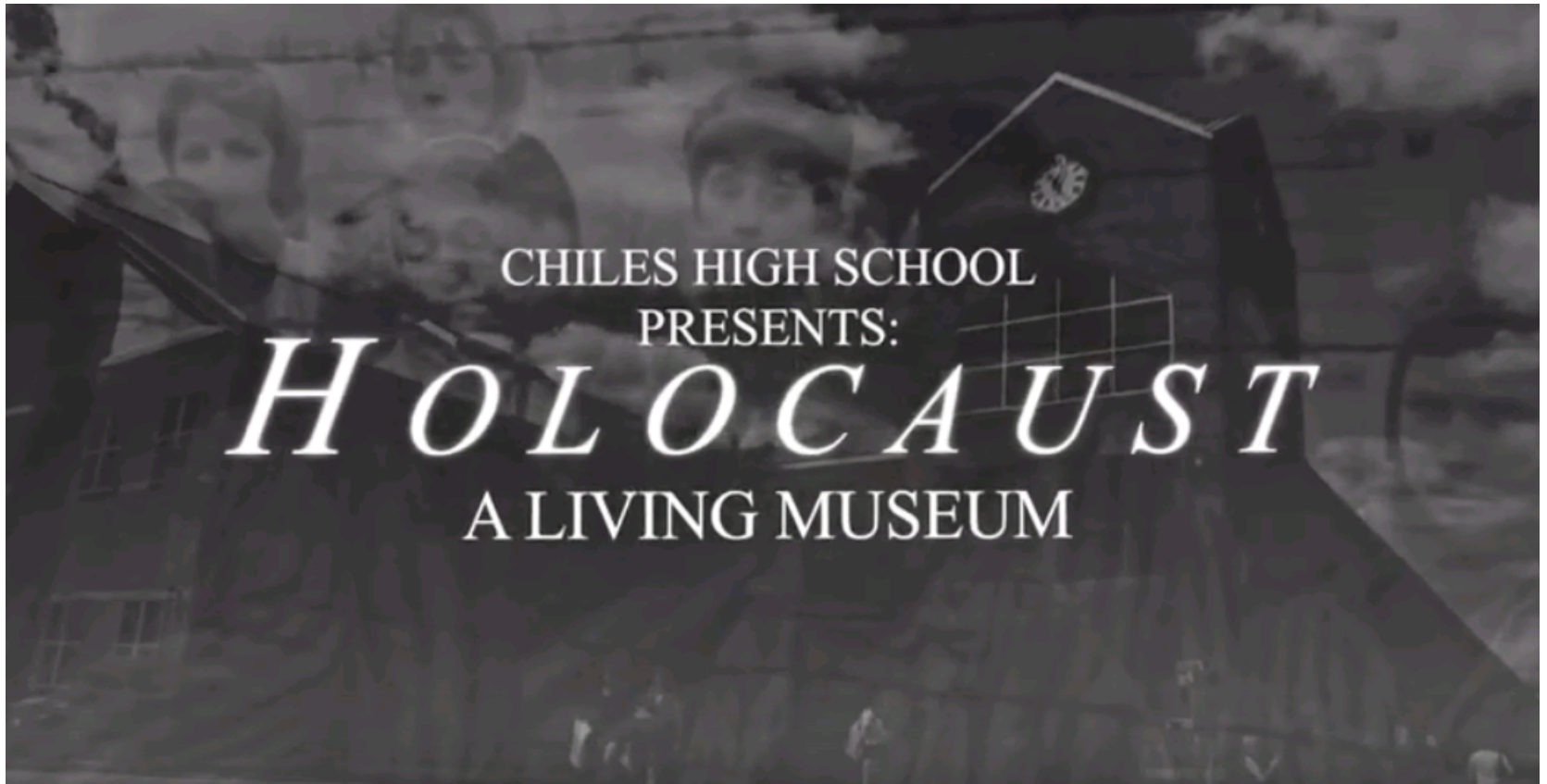
I am a survivor of a concentration camp. My eyes saw what no man should witness: Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more humane.

– A letter written by a Holocaust survivor to educators, published in “Teacher and Child” by Dr. Haim Ginott, child psychologist and author

References & Resources



- Holocaust Education Resource Council
<http://www.holocaustresources.org/>
- Florida Education Task Force
<http://flholocausteducationtaskforce.org/About/FloridaStatute>
- Teacher's workshop
<http://www.holocaustresources.org/category/teacher-workshops/>
- Echoes and Reflections
<http://echoesandreflections.org/>

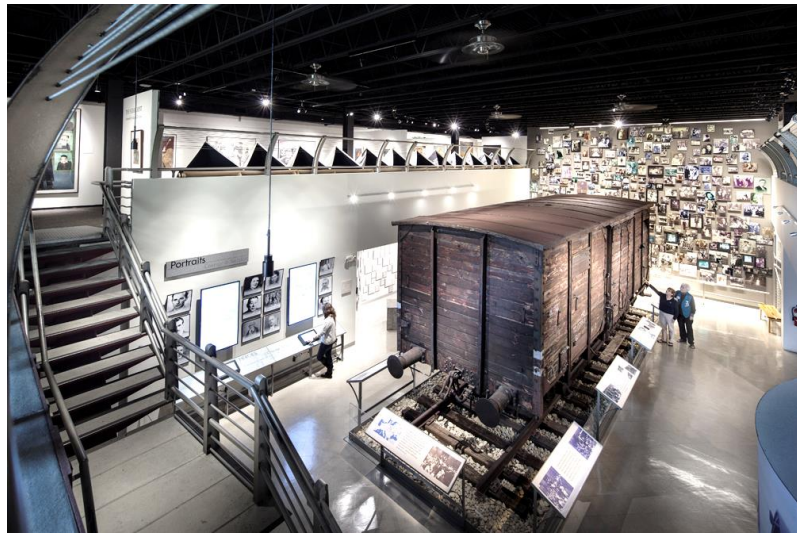


https://www.youtube.com/watch?time_continue=1&v=cVfehyl2xAs

The Florida Holocaust Museum honors the memory of millions of innocent men, women and children who suffered or died in the Holocaust.

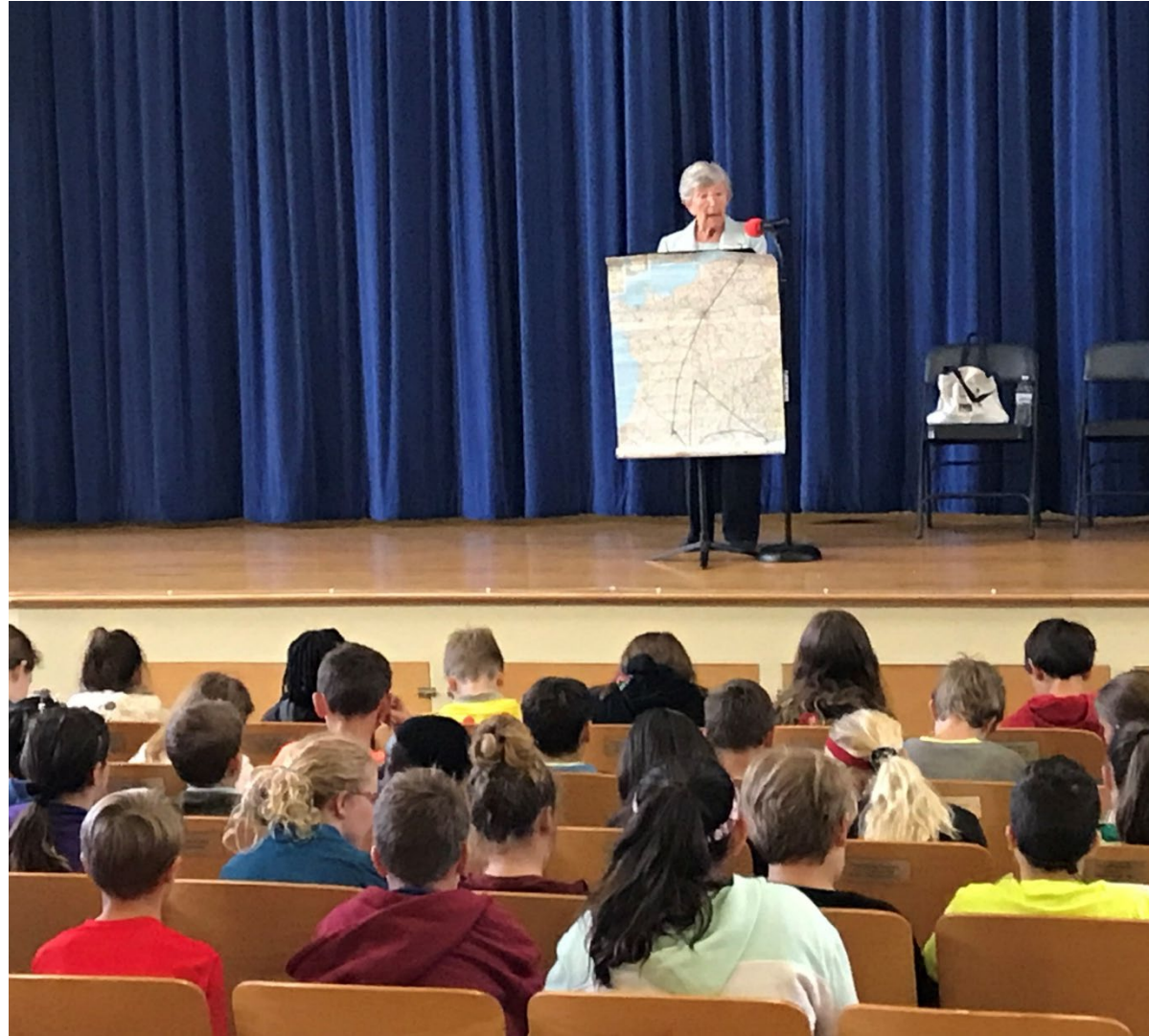
The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.

THE FLORIDA HOLOCAUST MUSEUM



- The Florida Holocaust Museum is 1 of only 3 nationally accredited Holocaust museums in the United States.
- During the 2018-2019 school year the Museum worked with
 - 637 schools
 - 75,334 students
 - 1460 teachers

Holocaust Survivor Marie Silverman speaks to students at Curtis Fundamental Elementary School in Tampa

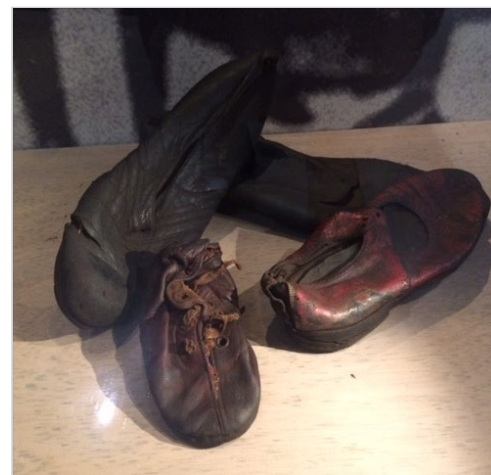




What do we teach?



Holocaust Survivor Toni Rinde
with her rescuer's cat



Shoes of Holocaust Victims from
Majdanek death and concentration camp

- **Historical facts, accurate information**
- **Translating statistics into people – teaching about individual victims**
- **Authentic stories**
- **Biographies of artifacts**
- **Making relevant connections to today**

Teacher programs

- FREE OF CHARGE
- Aligned with Florida Standards
- Focus on primary sources
- Closed to the public
- Individual responses
- Diverse audience
- Forum for dialogue
- In-service hours
- Partnerships



"What an eye opening, heart-filling program it has been. What inspiration is threaded throughout each story and presentation. I very much enjoyed coming out of my "bubble" and learning so much! Thank you for a life changing experience!"

"Unlimited source of knowledge for self + classroom. Fantastic."



"For all that we learn about the Holocaust, this was the first time my eyes were opened to the scale of the killings by the Einsatzgruppen. **This training was phenomenal.**"

"Outstanding. The Museum always exceeds my expectations to allow me to continue learning and growing as a human and as a teacher."



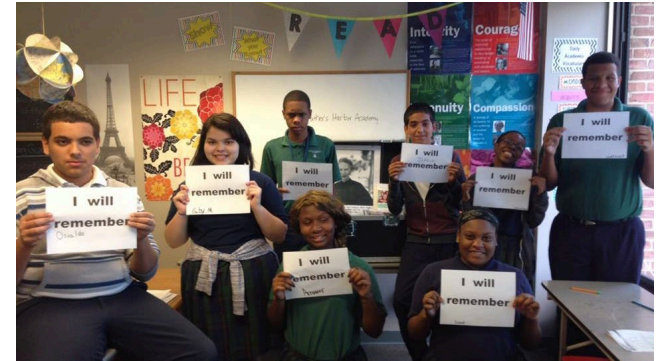
IWitness teacher workshops

- The Florida Holocaust Museum is an official partner of USC Shoah Foundation
- IWitness lessons available based on the video testimony of Florida Holocaust Survivors.
- Taught and used since 2017 in Broward, Hillsborough, Leon, Pinellas, and Palm Beach School Districts.



Teaching trunks

- FREE Resources for teachers and students who study the Holocaust and/or genocide history and literature
- Designed to accommodate the needs of one class or a team of teachers
- Grade appropriate trunks for first grade to high school
- Loan periods: one month to six weeks



“Six million is a number that is so far out of reach to compare with anything, and the students were able to grasp the horrific and absolute pain, torture and death. **Most of my kids had never heard of the Holocaust; this was such a powerful learning experience for them.**”



“Opening the trunk was like opening a Christmas present. Thank you!”

“My students have been in awe of the trunk since its arrival.”

“The amount of material and wealth of knowledge this trunk contains is amazing and so **beneficial** when teaching with such limited resources at hand. Thank you for this wonderful program!”

“**Awesome curriculum resources.** My students loved all of the historical books. Thank you!”

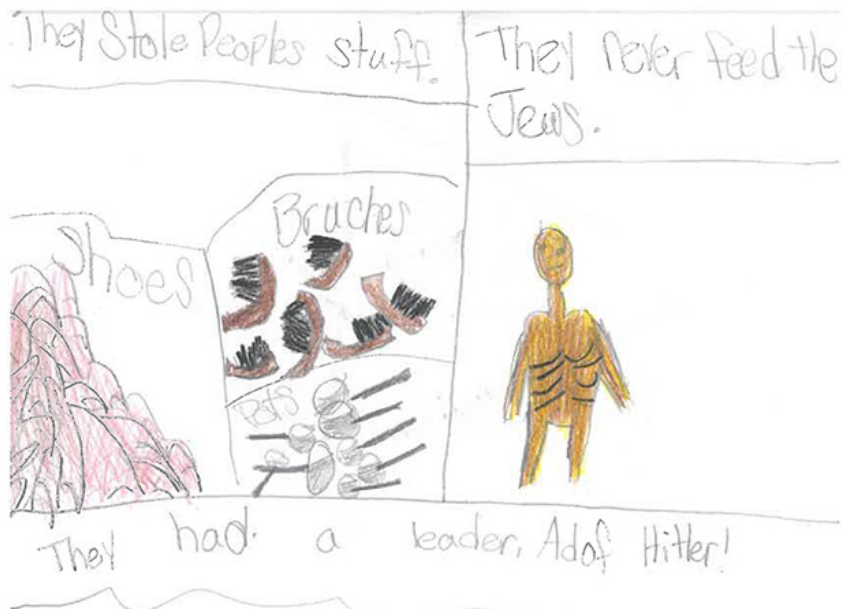




Dear Holocaust Museum,

thank you so much for letting us have the trunk for a little while! I have learned so much about the Holocaust. I ♥ the story of Annefrank and hearing stories from some of the survivors it was so inspirational.







Lisl Schick speaks to students at The FHM



Jackie Albin Skypes with students from Holy Trinity Episcopal Academy in Melbourne, Florida

Learning from a Holocaust Survivor

- Meet with a Holocaust Survivor at the Museum
- FREE Skype sessions with Survivors to schools across Florida
- Clips from Survivor video testimony included in all teacher and student programs

I liked being able to see a Holocaust survivor and being able to hear his story. Something that I learned was that **if we are upstanders we can help prevent an event such as the Holocaust.**”



I liked that I learned something new about the Holocaust and its victims. I also liked how the speakers have enough courage to come forward and speak about their experience in front of everyone. **What I took away was to share these stories and let it remain unforgotten, so it never happens again**



I like how a Holocaust survivor was able to talk to us. **I didn't even know anything about the Holocaust.** The program taught me a lot of new things



Speak Up, Speak Now!

Arts-based outreach
program for middle
school students

Focus on:

- Identity/Us vs Them
- Bystander vs Upstander behavior
- Stereotypes
- Propaganda

Guest Speakers:

- Holocaust Survivors
- Law Enforcement
- Community activists

Process & Reflection through:

- Visual Arts
- Expressive Writing

**THE
FLORIDA
HOLOCAUST
MUSEUM**

For more information, please
contact:

Ursula Szczepinska

Curator of Education &
Director of Research

education@thefhm.org

727.820.0100, ext. 241

The Florida Holocaust Museum

www.thefhm.org





FLORIDA DEPARTMENT OF
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Commissioner of Education's African American History Task Force

Dr. Dennis Holt
School District of Hillsborough County



COMMISSIONER OF EDUCATION'S AFRICAN AMERICAN HISTORY TASK FORCE

The Commissioner of Education's African American History Task Force is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in adoption of instructional materials by the state, and build supporting partnerships.

Criteria for Being Identified as an Exemplary School District

1. School Board Approval of the African American History Initiative.

- Evidence that the school board has developed a plan for the implementation of the Florida African and African American History required instruction.
- Evidence that the plan has been publicized in school district's curriculum guides etc.

2. Structured Professional Development

- Evidence that the school district has developed and implemented an ongoing professional development plan for training teachers, students and school staff in strategies for teaching African American History.
- Evidence that adequate resources have been allocated to structured professional development programs and for enhancing the instruction of African American History in an infused format.

Criteria for Being Identified as an Exemplary School District

3. African American Studies Curriculum

- Evidence of African American History Curriculum Frameworks K-12 has been integrated as part of its school district policy with respect to required curriculum.
- Evidence that the curriculum has been disseminated to curriculum specialists, teachers, media specialists and other educators in the district.
- Evidence that there are adequate teaching resources including books, CD's, digital media, and lesson plans available to support this required instruction.

4. Structured Teaching of the African American History Curriculum

- Evidence that the African American History content appears in lesson plans over the sustained period of 180 plus days.
- Evidence that there are approved methods for teaching and assessing the African American History Curriculum.
- Evidence that there are African American History content infused and linked to the FSA's and other high stake tests and requirements.
- Evidence that the African American history content are infused in all subject areas.

Criteria for Being Identified as an Exemplary School District

5. University – School District Collaboration

- Evidence of university involvement in professional development, curriculum and instruction support, etc.
- Evidence of school district university partnership in seeking external funding (federal grants, foundation grants, etc.)
- Evidence that the school district and university partnership has aided in the preparation of pre-professional teachers and other educators.

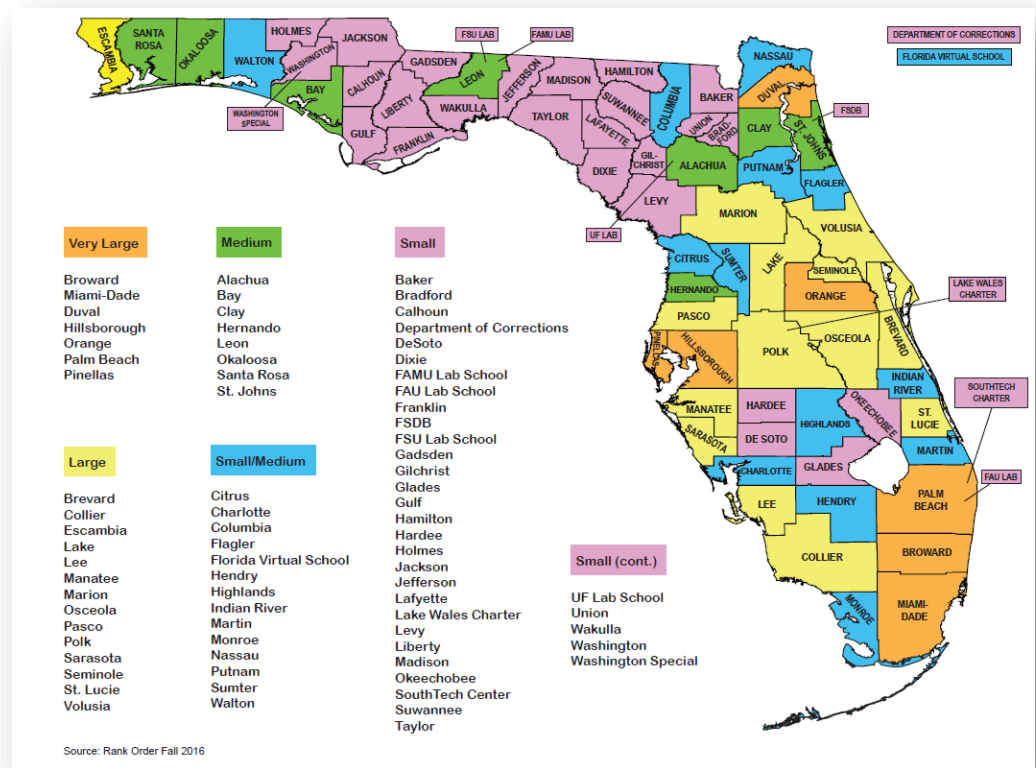
6. Parent/Community Partnerships

- Evidence that the school district's initiatives in African American History has resulted in the development of strategies that include the involvement of parents through awareness information sessions.
- Evidence that there are community partners who are involved in the development and ongoing implementation of the African American History Curriculum.

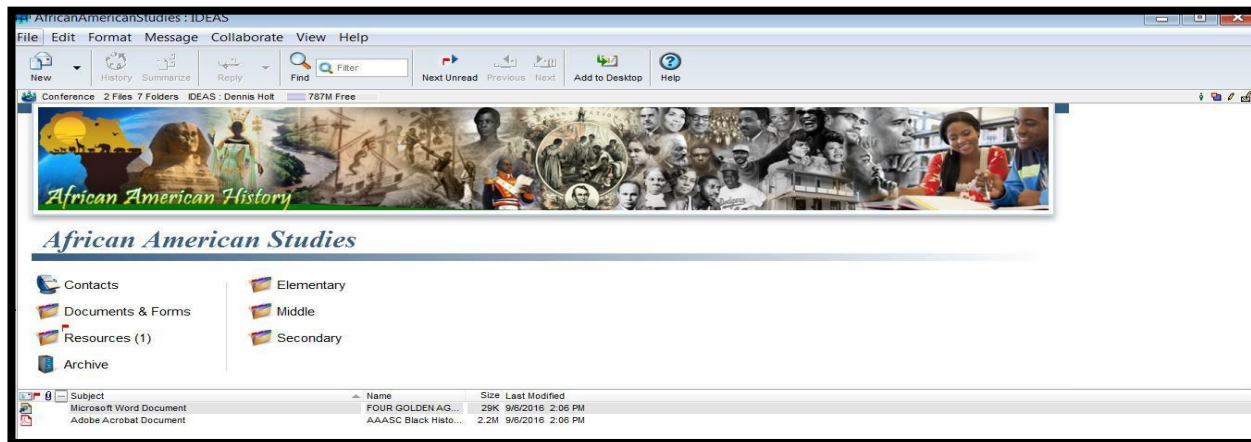
Approval from the State of Florida's Commissioner of Education's African American History Task Force

Approved Exemplary School Districts

- Broward County Public Schools
- Duval County Public Schools
- Gadsden County School District
- Hillsborough County Public Schools
- Leon County Schools
- Miami-Dade Public Schools
- Palm Beach County Schools
- Pinellas County School District
- St. Lucie County Schools
- Volusia County Public Schools



Source: <http://afroamfl.org/exemplary-status/exemplary-districts/>



African-American History PD Instructions

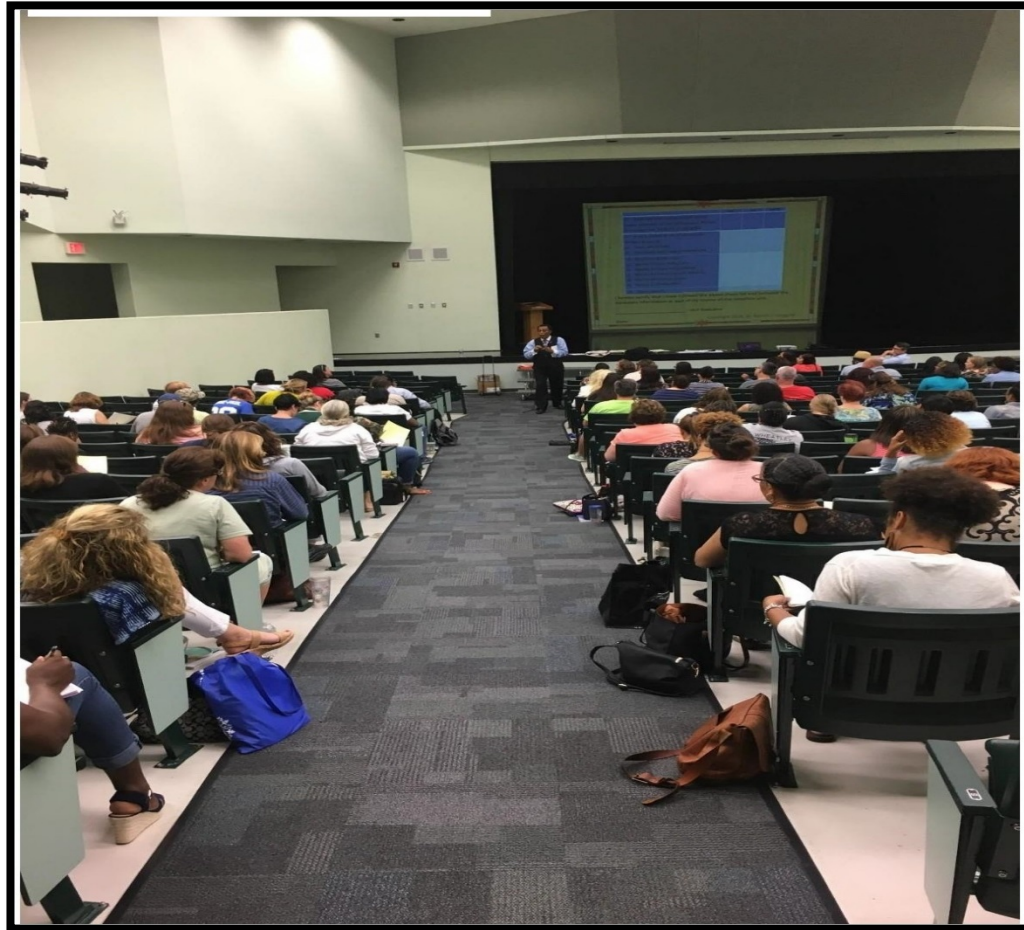
306 AFRICAN-AMERICAN HISTORY



Registering for this Professional Development Opportunity
Go to everfi.com/login and click the blue "Register" button.

EVERFI











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Reporting



What needs to be reported?

- Section [1003.41, F.S.](#), Next Generation Sunshine State Standards, establishes the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire.
- If there are no NGSSS for a grade level related to the required instruction statute, the required instruction does not need to be taught at the grade level, unless other guidance is provided in statute or rule.

What needs to be reported?

- All but one of the components are connected to state standards and courses. The exception is (2)(s) related to character education.
- The rule requires that the district report contain the specific courses in which instruction will be delivered for each grade level as well as a description of the materials and resources utilized to deliver instruction.

What needs to be reported?

- If the standards and connected courses are assessed on a statewide, standardized assessment, the required instruction is met during instruction for those courses.
- The district would not be required to verify instruction in previous grade levels.

What needs to be reported?

- Section 1003.42(2)(e), F.S., The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
 - Middle Grades Civics EOC Assessment

What needs to be reported?

- Section 1003.42(2)(f), F.S., The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
 - United States History EOC Assessment

Crosswalk Document

Important News

Rule 6A-1.094124, F.A.C., Required Instruction Reporting, was approved by the State Board of Education on September 20, 2019. This new rule requires an annual report to the department each July 1 from school districts that describes how they have implemented the components of [section 1003.42\(2\), Florida Statutes](#). A [crosswalk document](#) (Word) has been developed that lists each component of required instruction in [section 1003.42\(2\), Florida Statutes](#), and what standards, courses, statewide assessments and instructional materials are associated with it. It is our hope that this document will assist you in completing the required report, a template for which is still under development.

<http://cdn.fldoe.org/academics/standards/>

CROSSWALK DOCUMENT					
Rule 6A-1.094124, Required Instruction Reporting					
Requirement	Standards aligned to requirement	Courses where standards appear	State Assessments related to the requirement*	Instructional Materials and Resources	Professional Qualifications of Instructors (Health only)
s. 1003.42(2)(a), F.S., The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	<ul style="list-style-type: none"> SS.912.C.1.3 Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. 	<ul style="list-style-type: none"> Visions and Their Pursuits: An American Tradition-U.S. History to 1920, Visions & Their Pursuits: U.S. Hist to 1920 Honors, Introduction to the Socials Sciences, Philosophy, Philosophy Honors 2, US Government, US Government Honors, Political Science, Law Studies, International Law, Comparative Political Systems, Comprehensive Law Studies, Comprehensive Law Studies Honors, Legal Systems and Concepts, The American Political System: Process and Power, Constitutional Law Honors, Florida's Pre-IB United States 		World History: <ul style="list-style-type: none"> <i>HMH Social Studies: Modern World History, Florida Edition</i>, Houghton Mifflin Harcourt, 1st ed. <i>Florida World History</i>, Pearson Education, Inc., 1st ed. <i>Pearson Florida World History</i>, Pearson Education, Inc., 1st ed. <i>Active Classroom World History Teacher License with Florida Standards Based Curriculum Map</i>, Nystrom Education (Social Studies School Service), n/a. United States Government <ul style="list-style-type: none"> <i>US Government</i>, McGraw-Hill School Education, 1st ed. 	

Online Template for Reporting

- Currently under development.
- More information will be provided when it becomes available.

Reminder: Health Education – 3 Rules

Two FOIL breakout sessions on Thursday will provide details and an opportunity for discussion and Q&A.

For more information contact:

Penny Taylor, Director of Healthy Schools

Green Schools

Phone: 850-245-9522

Fax: 850-245-5116

Penny.Taylor@fldoe.org



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Questions and Collaboration

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