



A Balancing Act: Experience Florida Mathematics in Action

Charter School Conference and School Choice Summit

October 2025



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Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Session Objectives

Participants will:

- Understand Florida's Mathematics Formula for Success.
- Engage in activities experiencing multiple instructional approaches and Mathematical Thinking and Reasoning Standards (MTRs).



FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5
**CHARACTERISTICS OF
BENCHMARKS-
ALIGNED, HIGH-
QUALITY INSTRUCTION**

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Data (Assessments)
Implements Tiered Instruction

5
**ASSESSMENT TYPES TO
GATHER STUDENT
DATA**

Screening
Progress Monitoring
Diagnostic
Formative
Summative

T1
**CORE INSTRUCTION
FOR ALL STUDENTS**

Systematic
Scaffolded
Differentiated
Inquiry-Based
Explicit
Progress Monitoring

T2
**SUPPLEMENTAL
INSTRUCTION FOR
SOME STUDENTS**

Systematic
Small Group Scaffolded Instruction
Differentiated Opportunities to Practice Targeted Skill(s)
Guided Inquiry-Based
Explicit
Frequent Progress Monitoring

Occurs in Addition to Tier 1

T3
**INTENSIVE
INSTRUCTION FOR FEW
STUDENTS**

Systematic
Smaller Group or One-One Scaffolded Instruction
Differentiated Guided Practice
More Guided Inquiry-Based
Explicit
More Frequent Progress Monitoring

Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to provide instruction for all students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

Note: The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.

Mathematical Thinking and Reasoning Standards (MTRs)

- The B.E.S.T. Standards for Mathematics should be taught through the lens of the Mathematical Thinking and Reasoning Standards (MTRs).
- Bulleted language of the MTRs were written for students to use as self-monitoring tools during instruction every day.
- Clarifications of the MTRs were written for teachers to use as a guide to inform their instructional practices.

Mathematical Thinking and Reasoning Standards (MTRs)

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.

MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.6.1 Assess the reasonableness of solutions.

MA.K12.MTR.7.1 Apply mathematics to real-world contexts.



Let's Do Some Math!



Let's Do Some Math! | Communication Game

- You will be split into groups of 4-5 and given a hidden message.
- Your goal is to encode that message using the tools or manipulatives provided, drawings, a story or any other representation.
- You will have 7 minutes to complete this task.



Let's Do Some Math! | Communication Game

- Exchange your encoded message with a partner group.
- You will have 5 minutes to try and decode the message.
- Were you successful?
- How do you know?



Communication Game | Reflection

- What instructional approach(es) and MTRs did you experience in this activity?



Let's Do Some Math! | The Construction Challenge

1. Identify the steps to copy segments and angles by putting the given cards in order.
2. Watch the facilitator copy a segment and an angle.
3. Complete basic constructions to copy a segment and an angle.

MA.912.GR.5.1 Construct a copy of a segment or an angle.

Benchmark Clarifications:

Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.



The Construction Challenge | Reflection

- What instructional approach(es) and MTRs did you experience in this activity?



Reflection

- How could the instructional approach(es) and MTRs enhance instruction in your classroom?
- How could your students benefit from an activity like this?



How Can We Support You?

Contact us!

The Office of Mathematics and Sciences

- Courtney Starling, Director
 - Courtney.Starling@fldoe.org
- Natalie Alday, K-12 Mathematics Specialist
 - Natalie.Alday@fldoe.org
- Anthony Severson, K-12 Mathematics Specialist
 - William.Severson@fldoe.org
- Suzanne Fielder, K-12 Mathematics Specialist
 - Suzanne.Fielder@fldoe.org

Contact us!

B.E.S.T. Mathematics Coaches

- Barbie Hartsfield, Director
 - Barbie.Hartsfield@fldoe.org



We Want Your Feedback!

Access the Bureau of Standards and Instructional Support (BSIS) professional learning feedback survey using the QR code below.





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